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Folder ID: 1596924

Series: Liaison with external organizations

Dates: 08/06/1991 - 08/14/1992

Fonds: Records of the Office of External Relations

ISAD Reference Code: WB IBRD/IDA EXT-08

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THE WORLD BANK
Washington, D.C.
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Washington DC 20433
Telephone: 202-473-1000
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PUBLIC DISCLOSURE AUTHORIZED

Vol. 1991 -
G-6 UNESCO (UN Education Scientific &
Cultural Organization)

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CLOSE-OUT SHEET

This file is closed as of 8/14/92.

For further correspondence, please see Vol. 1992.

66 UNESCO (amrid)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

BY FACSIMILE

August 14, 1992

Dear Mr. Walsh:

I refer to your letter of July 20 inviting World Bank representation as an observer at the Tenth Regional Conference of National Commissions for Unesco in Asia and the Pacific, to be held in Canberra, Australia, from November 30 to December 4, 1992.

I thank you for the invitation. It seems unlikely at this time that the Bank will be able to send a representative to this meeting, but should this situation change in any way we would inform you accordingly.

Sincerely yours,

(ORIGINAL SIGNED BY)

C. B. Boucher
Acting Chief
International Economic Relations Division
External Affairs

Mr. Richard Walsh
Chairperson
Australian National Commission for Unesco
Department of Foreign Affairs and Trade
International Organizations Branch
Parkes A.C.T. 2600
Australia

MMcDonald

TRANSMISSION CONFIRMATION REPORT

No. =005792

DATE/TIME	AUG 17. 1992 11:31AM
DURATION	26s
TRANSMITTER (FROM)	EXT 1E 202-676-0576 202 676 0576
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RESULT	OK
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The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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C. B. Boucher
Acting Chief

International Economic Relations Division
External Affairs

Mr. Richard Walsh
Chairperson
Australian National Commission for Unesco
Department of Foreign Affairs and Trade
International Organizations Branch
Parkes A.C.T. 2600
Australia



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AUSTRALIAN NATIONAL COMMISSION FOR UNESCO

International Organisations Branch
Department of Foreign Affairs and Trade

Administrative Building
Parkes A.C.T. 2600
Australia

Telephones :
National:(06) 261 2469
International :61 6 261 2469
Facsimile:(06) 261 3424

20 July 1992

President
World Bank/International Finance Corporation
1818 H Street, N.W.
Washington, D.C. 20433
UNITED STATES OF AMERICA

Dear President

It is my pleasure to inform you that the Tenth Regional Conference of National Commissions for UNESCO in Asia and the Pacific will be held in Canberra, Australia, from 30 November to 4 December 1992, as decided by the Preparatory Committee of the Conference at its first meeting held in Canberra from 29 June to 1 July 1992. The official working languages of the Conference will be English and French.

On behalf of the Australian National Commission for UNESCO, I have the honour to invite your Organisation to send an observer(s) in the above-mentioned Conference. Please find enclosed herewith the following documents:

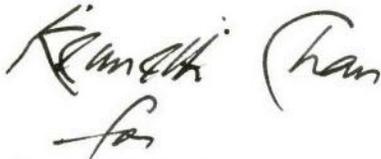
- Provisional Annotated Agenda of the Conference
- Draft Rules of Procedure of the Conference
- Pre-registration Form.

I should be grateful if you could inform me of the name(s) and title(s) of your Organisations representative(s) by 31 August 1992 at the latest. You are also kindly requested to send a copy of your reply to the Division of National Commissions and UNESCO Clubs, at UNESCO Headquarters in Paris.

2.

It would also be appreciated if you could complete the Conference pre-registration form and return it to me not later than 31 August 1992, for timely issue of visas and reservation of hotel accommodation. Please ensure that the Australian National Commission is duly informed of the date and time of arrival in Canberra of your representative(s) by 31 October 1992.

Yours faithfully

A handwritten signature in black ink, appearing to read "Kenneth Chan". The signature is written in a cursive style with a large, sweeping flourish at the end.

Richard Walsh
Chairperson
Australian National Commission for UNESCO

TENTH REGIONAL CONFERENCE OF NATIONAL COMMISSIONS
FOR UNESCO IN ASIA AND THE PACIFIC
(Canberra, Australia, 30 November - 4 December 1992)

PROVISIONAL ANNOTATED AGENDA

1. Opening of the Conference
2. Election of the Chairman of the Conference

The Chairman of the Ninth Regional Conference of National Commissions for UNESCO (Beijing, China, 22-27 September 1988), will act as the Chairman of the Conference until the election of the Chairman of the Tenth Regional Conference.
3. Adoption of the Rules of Procedure of the Conference
4. Election of Vice-Chairmen, Rapporteur-General and Co-Rapporteur(s)
5. Adoption of the Agenda of the Conference
6. Report of the action taken for the Implementation of the Recommendations of (i) the Ninth Regional Conference of National Commissions for UNESCO in Asia and the Pacific, Beijing, People's Republic of China, 22-27 September 1988 (ii) Sub-regional meetings of National Commissions for UNESCO held in Tehran, Iran, 4-8 May 1991; Auckland, New Zealand, 9-12 July 1991; and Kuala Lumpur, Malaysia, 23-26 September 1991

On the basis of the report to be prepared by the National Commission of the People's Republic of China, and other National Commissions, the Conference will take note of the actions taken by the National Commissions in Asia and the Pacific and other concerned bodies.

Working documents to be prepared by the following National Commissions:

For (i) above - National Commission of the People's Republic of China.

For (ii) above - the National Commissions of Iran, New Zealand and Malaysia respectively.

7. Review of the Preliminary Proposals by the Director-General concerning the Draft Programme and Budget for 1994-1995

This item, which will be discussed in the light of the Preliminary Proposals by the Director-General to Member States/National Commissions concerning the Draft Programme and Budget for 1994-1995 (ref.CL/3288 of 4 May 1992) and the Decisions of the 140th session of the Executive Board, will offer the National Commissions an opportunity to exchange views on the preparation of the Draft Programme and Budget for 1994-1995 (27 C/5 draft). The Conference will also identify, on the basis of regional needs, priority areas and programmes that should be included in the 27 C/5 draft and make appropriate recommendations to the Director-General.

The participants will also exchange views on the development of an effective mechanism of consultation and cooperation between National Commissions, national experts and institutions, between National Commissions and Members of the Executive Board, and between National Commissions and other agencies of the United Nations system, on the process of planning and implementation of UNESCO's programmes and activities.

To facilitate the examination of this item, a working document will be prepared, which will take into account (i) the Preliminary Proposals by the Director-General concerning the Draft Programme and Budget for 1994-1995 sent to Member States on 4 May 1992, (ii) Asia and the Pacific Member States/National Commissions comments and suggestions on the Preliminary Proposals, (iii) 140 EX/Decisions and Comments. On the basis of regional needs, the working document should also contain specific recommendations from the Asian and Pacific National Commissions to be considered for inclusion in the 27 C/5 draft.

Working document to be prepared by the National Commission of India.

8. Preliminary views covering the Fourth Medium-Term Plan in the light of experience with the Third Medium-Term Plan

The discussion under this agenda item should be focussed at developing themes so that the UNESCO Secretariat can take into account ASPAC views. The method of signalling themes to the UNESCO Secretariat needs to be considered. Procedures for implementation of the plan will need to be emphasised.

Working document to be prepared by the National Commission of New Zealand in co-operation with the National Commission of India.

9. The role of National Commissions for UNESCO in Asia and the Pacific in the Process of Decentralization and the Development of Regional Cooperation within the Framework of UNESCO's Activities in the Region

The discussion under this Agenda item should take into account Decision 3.3 of the 136th session of the Executive Board on the In-depth Study on decentralization and, in particular, its related Recommendations under Sections I, II, III, IV, V and VI, as well as the information to be provided by the UNESCO Field Units in Asia and the Pacific on their structure.

The Conference will examine ways and means by which National Commissions may effectively contribute to the process of decentralization and to the achievement of an improved mechanism of cooperation between National Commissions, national institutions and UNESCO Field Units.

The Conference will pay particular attention to the following questions with regard to improved measures for decentralization in the Asia and Pacific region, as well as regarding sub-regional, regional and inter-regional cooperation:

(A) Improved Mechanism for a sound Decentralization policy for the Asia and Pacific region

(An analytical working document which will take into account (i) the present decentralized structure/UNESCO Field Units in Asia and the Pacific (ii) Decision 3.3 of the 136th session of the Executive Board, to be prepared.

Background information papers to be prepared by the UNESCO Field Units in Asia and the Pacific on (i) the structure of the Offices, (ii) the main activities of the Offices since the Ninth Regional Conference, (iii) specific problems and suggestions concerning their cooperation with National Commissions.

The analytical working document for this item to be prepared by the National Commission of Japan.

(B) Cooperation between National Commissions and the UNESCO Field Units in Asia and the Pacific and between national institutions and the UNESCO Field Units through the National Commissions

(i) working document should emphasise the importance of the practice of coordination at the national level through the National Commission;

(ii) Background information papers to be prepared by the UNESCO Field Units in Asia and the Pacific on:

- a. The structure of the Offices
- b. The main activities of the Offices since the Ninth Regional Conference
- c. Specific problems and suggestions concerning their cooperation with National Commissions;

The working document for this item to be prepared by the National Commission of Malaysia as the principal co-ordinator with a contribution on the Pacific sub-region from the National Commission of Papua New Guinea.

(C) Regional and inter-regional cooperation between National Commissions within the framework of UNESCO's activities

The working document should emphasise the regional aspects over the inter-regional and address the mechanisms for such cooperation.

Working document to be prepared by the National Commission of the Republic of Korea.

10. Contribution of National Commissions to follow-up action to the World Conference on Education for All (Jomtien, Thailand, March 1990) and to the preparations for MINEDAP VI

The World Conference on Education for All (Jomtien, Thailand, March 1990) called for rigorous follow-up action at country, regional and global levels during the 1990's. The participants will have the opportunity to share their experiences and ideas regarding the kinds of follow-up action that have been taken and that need to be planned. The discussion should focus on the role that National Commissions can play in following up the Jomtien Conference at the country level, as well as at the regional level, taking into account relevant programmes such as APPEAL and APEID.

The working document should emphasise the programmes, strategies and evaluation of the Conference and include a focus on Education for Women and Children and the transfer of tools of education.

This item includes an exchange of views on how National Commissions can best contribute to MINEDAP VI.

The working document on follow-up action to the World Conference on Education for All will be prepared by the National Commission of Thailand. The working document on MINEDAP VI will be prepared by the National Commission of Australia.

11. Role of UNESCO and National Commissions in the follow-up to UNCED, Rio de Janeiro, June 1992

One item to be considered is environmental education. Its development is fostered at international, regional, sub-regional and national levels through exchange of information and experience, curriculum and material development, training of key education personnel and research and experimentation.

The need for the promotion and development of EE has become more urgent as a follow-up to UNCED. National Commissions for UNESCO can play an important role. The meeting may wish to examine the role of National Commissions and suggest ways through which they could foster EE at the national and regional level.

On the other hand environmental education can be seen as just another subject competing for a place in an already overcrowded curriculum.

UNESCO's science programs have made a significant contribution over the years to raising the level of international concern for the environment. Programs such as Man and the Biosphere which is concerned with the maintenance of biodiversity, the International Hydrological Program which is concerned with the supply and quality of water, and the Intergovernmental Oceanographic Commission with its programs to monitor climate change are all very relevant to international environmental concerns in the follow up to the United Nations Conference on Environment and Development.

National Commissions in the Asia Pacific Region should collectively consider the UNESCO science program and its links with the environment and the ways in which it can be most effective in the post-UNCED period in the Asia Pacific Region.

Working document to be prepared by the National Commission of Iran.

12. Dates and venue of the next Regional Conference of National Commissions
13. Adoption of the Final Report
14. Closing of the Conference

DRAFT RULES OF PROCEDURE

I INVITATION TO THE CONFERENCE

Rule 1 - Participants

The National Commissions of the following Member States of the Asia and the Pacific region may take part in the proceedings of the Conference with the right to vote:

Afghanistan, Australia, Bangladesh, Bhutan, Cambodia, China, Democratic People's Republic of Korea, India, Indonesia, Islamic Republic of Iran, Japan, Lao People's Democratic Republic, Malaysia, Maldives, Mongolia, Myanmar, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Russian Federation, Sri Lanka, Thailand, Tonga, Turkey, and Viet Nam.

The delegation of each National Commission shall consist of not more than five delegates.

Each delegation may also include not more than five alternate delegates and as many advisers and experts as each National Commission deems necessary.

Rule 2 - UNESCO Representatives

The Director-General of UNESCO and his representatives may take part in the work of the Conference without the right to vote.

Rule 3 - Observers

The following may attend the Conference, as observers, without the right to vote:

- a. The Asian and Pacific Member States which have not yet established their respective National Commissions: Azerbaijan, Cook Islands, Fiji, Kazakhstan, Kyrgyzstan, Republic of Kiribati, Samoa and Tuvalu;
- b. The National Commissions of Member States of UNESCO outside the Asia and the Pacific region;
- c. The Asian and Pacific Member States of the United Nations which are not members of UNESCO: Brunei, Singapore, Solomon Islands, Tadzhikistan, Turkmenistan, Uzebeksitian and Vanuatu;

- d. The United Nations and organizations of the United Nations system as specified by UNESCO;
- e. The regional intergovernmental organization with which UNESCO has concluded a mutual representation agreement: SEAMEO;
- f. The Standing Committee of International Nongovernmental Organizations, Asian Cultural Centre for UNESCO (ACCU) and Asian Federation of UNESCO Clubs and Associations.

II. ORGANIZATION OF THE CONFERENCE

Rule 4 - Elections

The Conference shall elect a Chairman, six Vice-Chairmen, a Rapporteur-General and two co-Rapporteurs.

Rule 5 - General Committee

The General Committee shall consist of the Chairman, Vice-Chairmen, the Rapporteur-General and the co-Rapporteurs. The Director-General or his representatives and the Secretary-General of the Conference may attend meetings of the General Committee without the right to vote.

Rule 6 - Drafting Committee

The Conference shall set up a Drafting Committee which shall consist of the Rapporteur-General or a co-Rapporteur and such other delegates as may be appointed by the Conference on the proposal of the Chairman.

The Committee shall be responsible, when so required, for putting the Conference's recommendations and reports into final form.

Rule 7 - Duties of the Chairman

The Chairman shall declare the opening and closing of each plenary meeting of the Conference. He shall direct the discussions, ensure the 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 be entitled to a vote, in his capacity as representative of his National Commission, apart from his vote to break a tie in his capacity as Chairman of the Conference.

If the Chairman is to be absent during a meeting or any part thereof, he shall appoint one of the Vice-Chairmen of the Conference to take his place. The Vice-Chairman, acting as Chairman, shall have the same powers and responsibilities as the Chairman.

The Chairmen of the subsidiary bodies of the Conference shall have the same duties in respect of those bodies.

III. CONDUCT OF BUSINESS

Rule 8 - Publicity of Meetings

All meetings shall be held in public except where otherwise provided in these rules, or unless the body concerned decides otherwise.

Rule 9 - Order of Speeches and Time-Limit

The Chairman shall call upon speakers in the order in which they signify their wish to speak. For the convenience of the discussions, the Chairman may limit the time to be allowed to each speaker. The consent of the Chairman must be obtained whenever a delegate or an observer wishes to make a statement.

Rule 10 - Points of Order

In the course of a debate, any delegation may raise a point of order and such point of order shall be immediately decided by the Chairman. An appeal may be made against the ruling of the Chairman. It shall be put to the vote immediately.

Rule 11 - Adjournment and Closure

Any delegation may, at any time, move the adjournment or the closure of the discussion or of the meeting. In such a case, one delegate may speak against the motion. It shall then be put to the vote.

Rule 12 - Recommendations

No draft recommendation shall be discussed or put to the vote unless copies of it in the working languages have been circulated to all delegations. All draft recommendations shall be transmitted to the Secretariat of the Conference at least 24 hours before their discussion.

Recommendations shall be addressed, in the first place, to the National Commissions invited, which may transmit these to their respective governments. They may also be addressed to the Director-General for the benefit of the Organization.

Rule 13 - Working Languages

The working languages of the Conference shall be English and French. Speeches delivered in one of these languages shall be interpreted into the other. Working papers shall be distributed in English and French.

Rule 14 - Voting

Each delegation within the meaning of Rule 1 of the present rules shall have one vote in the Conference and in any of the subsidiary bodies in which it is represented. The recommendations and the final report of the Conference shall be adopted by consensus, and only if a consensus can not be achieved, the recommendations and the final report shall require a two-thirds majority vote while other decisions shall require a simple majority vote.

Rule 15 - Amendments

When an amendment to a proposal is moved, the amendment shall be voted on first. When several amendments to a proposal are moved, the Conference shall first vote on the amendment deemed by the Chairman to be furthest removed in substance from the original proposal, then the amendment next furthest removed therefrom, and so on, until all amendments have been put to the vote.

A motion shall be considered an amendment to a proposal if it merely adds to, deletes from or revises part of that proposal.

Rule 16 - Secretariat

The Secretariat of the Conference and its subsidiary bodies shall be provided by the host National Commission, which will also appoint a Secretary-General of the Conference to be in overall charge of the Secretariat.

Rule 17 - Duties of the Secretariat

It shall be the duty of the Conference Secretariat to receive and distribute documents, reports and recommendations and perform all other work required for the smooth running of the Conference. It shall arrange for the translation of documents when necessary. It shall also be responsible for the reception and accommodation of visitors.

The Secretariat of the Conference may, at any time with the approval of the Chairman, make statements on any question under consideration, either orally or in writing, to the Conference or its subsidiary bodies.

IV. AMENDMENTS TO THE RULES OF PROCEDURE

Rule 18 -

The present rules shall be submitted to the Conference for adoption. They may be amended by decision of the Conference.



10th Regional Conference of the
National Commissions for UNESCO in Asia and the Pacific
Canberra—Australia
30 November—4 December 1992

Registration Form

Instructions

1. Please complete a Registration Form for each person attending.
2. Please print or type in English or French, using block letters.
3. When complete, this form should be returned to:

Australian National Commission for UNESCO
Department of Foreign Affairs and Trade
PARKES, ACT 2600
AUSTRALIA
Fax: 61 6 261 3424

Personal Details

Title: (Mr, Ms, Dr, Professor) _____
Family Name: _____
Given Name: _____
Name for Name Card: _____
Country/National Commission/Organisation being represented: _____
Preferred language: ENGLISH/FRENCH
Do you have a working knowledge of the non-preferred language: YES/NO.
Official position on delegation: _____
Address: Employment position: _____
Department/organisation: _____
Postal address: _____
Tel. No: _____ Fax No: _____
Telex code: _____ Telex No: _____
Special requirements:
Diet: _____
Other: _____

Travel Details

(Note: To assist with reception and transfers at Sydney and Canberra, delegates are asked to ensure that their flights from Sydney to Canberra are booked on ANSETT Airlines who have supported UNESCO with travel and other assistance. Agents should be advised of ANSETT support and that discounts on Australian domestic flights are available through ANSETT.)

Arrive Sydney—Flight No: _____ Date: ___ / ___ /1992 Time: _____
Arrive Canberra—Flight No: AN _____ Date: ___ / ___ /1992 Time: _____
Depart Canberra—Flight No: AN _____ Date: ___ / ___ /1992 Time: _____
Depart Sydney—Flight No: _____ Date: ___ / ___ /1992 Time: _____

For all administrative and logistic enquiries please contact:

Ms Leanne Kirby
National Convention and Management Services
7 Tobin Place,
HOLDER ACT 2611
AUSTRALIA
Tel. No: 61 6 288 2884 Fax: 61 6 287 1937

06 UNESCO (11/11/92)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

August 5, 1992

Dear Mr. Nhouyvanisvong:

I refer to your letter SHS/YSA/92.819 of July 8 addressed to Mr. David Loos at the Bank's Office in New York, which has been forwarded to Washington to handle, inviting World Bank representation at the Eighth Session of the Intergovernmental Committee for Physical Education and Sport, to be held at Paipa, Colombia, from December 8 to 11, 1992.

Unfortunately, the Bank will not be able to send a representative to this meeting due to work pressures and other commitments of staff at that time. I take this opportunity to inform you that Mr. Wadi D. Haddad has succeeded Mr. Loos as the Bank's Special Representative to the UN in New York.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. K. Nhouyvanisvong
Acting Assistant Director-General
for External Relations
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr. Haddad (EXTNY)

MMcDonald

WORLD BANK
OFFICE OF THE SPECIAL REPRESENTATIVE
TO THE UNITED NATIONS

747 Third Avenue, 26th Floor, New York, NY 10017
Telephone: (212) 963-6008
Fax No.: (212) 308-5320

FAX COVER SHEET

DATE : August 5, 1992

TO : Maureen M. McDonald

FAX NO. : _____

INSTITUTION : _____

CITY/COUNTRY: _____

FROM : Julianne

—

(___ pages including cover sheet)

Per our conversation, Mr. Haddad suggests no representation at this meeting. Hardcopy and attachments following.



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
 1, rue Miollis, 75015 Paris

adresse postale : B.P. 3.07 Paris
 téléphone : national (1) 45.68.10.00
 international + (33.1) 45.68.10.00
 télégrammes : Unesco Paris
 télex : 204461 Paris
 270602 Paris

référence : SHS/YSA/92.819

0 8 JUL. 1992

Sir/Madam,

I have pleasure in informing you that at the kind invitation of the Government of Colombia, the Intergovernmental Committee for Physical Education and Sport will hold its eighth session at Païpa (Colombia) from 8 to 11 December 1992.

In accordance with Article 7.2 of the Statutes, representatives of the United Nations and other organizations of the United Nations System may take part, without the right to vote, in all meetings of the Committee and its subsidiary bodies, except meetings of the Bureau.

If, as I hope, your Agency is able to be represented, I should be grateful if you would let me know at your earliest convenience the name(s) and title(s) of the person(s) designated to represent your Organization.

The provisional Agenda of the session and the Rules of Procedure of the Committee are enclosed .

All working documents will be forwarded to you in due course. The working languages will be Arabic, English, French, Spanish, and Russian for this meeting. Simultaneous interpretation and working documents will be provided in these five languages.

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

P.J: 2

K. Nhouyvanisvong
 Acting Assistant Director-General
 for External Relations

E F 009834
 World Bank Office at the United Nations
 att.: Mr. G. David Loos, Representative
 to United Nations, New York
 26th Floor
 747 Third Avenue
 New York, NY 10017
 ETATS-UNIS D'AMERIQUE

**UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION**

Intergovernmental Committee for Physical Education and Sport

Eighth Session

Païpa, 8-11 December 1992

PROVISIONAL AGENDA

1. Opening of the session
2. Election of the Chairman and the other members of the Bureau
3. Adoption of the agenda
4. Reports on the activities of the Bureau and the Regional Co-ordinators since CIGEPE VII
5. Report on the activities of the Secretariat since CIGEPE VII
6. Report on 'Fitness for Everybody':
 - Nabeul congress
 - FIT programme
 - World forum on physical activity and sport
7. Report on the activity of FIDEPE
8. Priorities of the Bureau for the period until the next session of CIGEPE
9. Presentation of the official UNESCO award
10. Other business
11. Adoption of the recommendations and final report
12. Closure of the session

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Intergovernmental Committee for Physical Education and Sport

RULES OF PROCEDURE

Rule 1 - Participation

- 1.1 The Intergovernmental Committee for Physical Education and Sport (hereinafter called 'the Committee') is composed of thirty Member States of Unesco, elected by the General Conference at its ordinary sessions.
- 1.2 Each State member of the Committee shall notify the Secretariat of Unesco of the names of designated representatives as well as of advisers and experts.

Rule 2 - Sessions

- 2.1 The Committee shall hold ordinary sessions at least once and not more than twice every two years.
- 2.2 The first ordinary session of the Committee shall be convened by the Director-General of Unesco. The place and date of that session shall be communicated to all States members of the Committee.
- 2.3 Other ordinary sessions shall be convened by the Secretariat of the Committee in accordance with the instructions of the Bureau of the Committee.
- 2.4 The Committee shall normally meet at the Headquarters of Unesco. It may meet elsewhere if so decided by a majority of the members.
- 2.5 Extraordinary sessions shall be convened by decision of the Committee itself, or at the request of fifteen of its members. The place and date of extraordinary sessions shall be determined by the Director-General after consultations with the Bureau, unless these have been decided upon by the Committee.

Provisional agenda

- 2.6 The provisional agenda of the first session of the Committee shall be prepared by the Director-General of Unesco.
- 2.7 The provisional agenda of the following sessions of the Committee shall be prepared by the Secretariat of the Committee in consultation with the members of the Bureau.
- 2.8 The provisional agenda shall be communicated to the members of the Committee at least two months before the opening of each session.

- 2.9 The provisional agenda of a session of the Committee shall include:
- all items the inclusion of which has been decided upon by the Committee;
 - all items proposed by States members of the Committee;
 - all items proposed by the organizations of the United Nations system with which Unesco has concluded mutual representation agreements;
 - all items proposed by the Director-General of Unesco.

Adoption of the agenda

- 2.10 At the beginning of each session, the Committee shall adopt the agenda for that session.

Amendments, deletions and new items

- 2.11 The Committee may, during a session, modify the order of items on the agenda or add or delete items. A majority of two-thirds shall be required for the addition or deletion of items.

Rule 3 - Officers

Election of the Bureau

- 3.1 At the beginning of its first session, the Committee shall elect a Chairman, five Vice-Chairmen, and a Rapporteur-General, these shall form the Committee's Bureau. The Committee shall elect a new Bureau whenever its own membership is changed by the General Conference. The members of the Bureau, who are representatives of Member States of Unesco, shall remain in office until a new Bureau has been elected.
- 3.2 Members of the Bureau are eligible for re-election.

General powers of the Chairman

- 3.3 In addition to exercising the powers conferred upon him elsewhere by these Rules, the Chairman shall have the following powers: he shall declare the opening and closing of meetings, 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 these Rules, shall control the proceedings and the maintenance of order.
- 3.4 If the Chairman ceases to represent a State member of the Committee or is so incapacitated that he can no longer hold office, a Vice-Chairman shall become Chairman for the unexpired portion of the term of office. If that Vice-Chairman also ceases to represent a State member of the Committee or is so incapacitated that he can no longer hold office, another Vice-Chairman shall become Chairman for the unexpired portion of the term of office.

Functions of Vice-Chairmen

- 3.5 In the absence of the Chairman during a session, his functions shall be exercised in turn by the Vice-Chairmen.

Rule 4 - Committees and working groups

Ad hoc committees

- 4.1 The Ad Hoc Committee, whose creation by the Committee is foreseen in Article 5 of the Committee's Statutes, shall meet in accordance with the decisions of the Committee or of the Bureau.
- 4.2 The Ad Hoc committees shall elect their own Chairmen, one Vice-Chairman and, if necessary, their own Rapporteur. The Chairmen of the Ad Hoc Committees may take part in the work of the Bureau as observers.

Rules of Procedure

- 4.3 These Rules of Procedure shall apply to the proceedings of Ad Hoc Committees unless the Committee decides otherwise.

Rule 5 - Secretariat

- 5.1 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 submit either oral or written statements to the Committee or to any subsidiary body on any question under discussion.
- 5.2 The Director-General shall place at the disposal of the Committee a member of the Secretariat of Unesco who shall act as Secretary of the Committee; he shall also provide staff and other means required for its operation.
- 5.3 The Secretary of the Committee shall attend all meetings of the Committee and the Bureau.
- 5.4 The Secretary or his representative may make oral as well as written statements to the Committee, its ad hoc committees and to the Bureau concerning any question under consideration.

Rule 6 - Languages

- 6.1 Arabic, English, French, Russian and Spanish shall be the working languages of the Committee.

Use of other languages

- 6.2 Any speaker may speak in a language other than the working languages currently in use for a particular session of the Committee or an ad hoc committee on the condition that he provides for the interpretation of his speech into one or another of the said working languages.

Rule 7 - Reports and documents

Reports

- 7.1 The Committee shall submit reports on its activities to each ordinary session of the General Conference of Unesco.

Working documents

- 7.2 The working documents of each session of the Committee shall, as a rule, be communicated to the members one month before the opening of each session.

Rule 8 - Meetings

Quorum

- 8.1 A simple majority of the States members of the Committee shall constitute a quorum.
- 8.2 At meetings of subsidiary bodies of the Committee, a quorum shall be constituted by a simple majority of the States members of the Committee which are members of the body in question.

Publicity of meetings

- 8.3 All meetings of the Committee shall be open to the public unless the Committee decides otherwise.

Rule 9 - Conduct of business

Right to speak

- 9.1 All representatives and observers invited to the session of the Committee may, with the authorization of the Chairman, make oral or written statements before the Committee and its ad hoc committees.

Order of speeches

- 9.2 The Chairman shall call upon speakers in the order in which they have expressed the desire to speak.

Time-limit on speeches

- 9.3 The Committee may limit the time to be allowed to each speaker.

Points of order

- 9.4 During the discussion on any matter, a representative of a State member of the Committee may at any time raise a point of order, which point of order shall forthwith be decided upon by the Chairman. Any representative may appeal against the ruling of the Chairman, which can only be overruled by a majority of the members present and voting. A representative may not, in raising a point of order, speak on the substance of the matter under discussion.

Suspension, adjournment, closure

- 9.5 Any representative of a State member of the Committee may, at any time, propose the suspension, adjournment or closure of a meeting or of a debate. Such a motion shall be put to the vote immediately. The order of priority of such motions shall be as follows:

- (a) suspension of the meeting;
- (b) adjournment of the meeting;
- (c) adjournment of the debate on the item under discussion;
- (d) closure of the debate on the item under discussion.

Rule 10 - Voting

Voting rights

10.1 Each State member of the Committee shall have one vote.

Simple majority

10.2 Unless otherwise provided in these Rules, decisions shall be taken by a simple majority of the members present and voting.

10.3 For the purpose of these Rules, the phrase 'members present and voting' means members casting an affirmative or negative vote. Members who abstain from voting are considered as not voting.

Show of hands and roll-call

10.4 Voting shall normally be by show of hands, except that any member may, before the voting starts, request a roll-call. The vote or abstention of each member participating in a roll-call shall be inserted in the report.

Voting on amendments

10.5 When an amendment to a proposal is moved, the amendment shall be voted on first.

10.6 When two or more amendments to a proposal are moved, the Committee shall first vote on the amendment deemed by the Chairman to be furthest removed from the original proposal and then on the amendment next furthest therefrom and so forth, until all amendments have been put to the vote. If one or more amendments are adopted, the proposal shall be put to the vote in its original form.

10.7 A motion is considered an amendment to a proposal if it adds to, deletes from or revises part of that proposal.

Secret ballot

10.8 All elections shall be decided by secret ballot unless, in the absence of objections, the Committee decides otherwise.

Equally divided votes

10.9 If a vote is equally divided on matters other than elections, the proposal shall be regarded as rejected.

Rule 11 - Special procedures

Special consultation by correspondence

Should the approval of the Committee be required for measures of exceptional urgency and importance while the Committee is not in session, the Bureau may, through the intermediary of the Secretariat, consult the members by correspondence. The proposed measure shall be adopted if it is approved by two-thirds of the members.

Rule 12 - Amendment

Amendment

12.1 These Rules of Procedure, except when they reproduce provisions of the Committee's Statutes or decisions of the General Conference, may be amended by a decision of the Committee taken by a majority of the members present and voting, provided that the proposal for amendment has been placed on the agenda.

Suspension

12.2 Suspension of any of these Rules shall require a two-thirds majority of the members present and voting.

**UNITED NATIONS EDUCATIONAL,
 SCIENTIFIC AND CULTURAL ORGANIZATION**

CIGEPS VIII

Païpa, 8-11 December 1992

Provisional timetable of work

Meetings: Mornings: 10 a.m. to 1 p.m.
 Afternoons: 3 p.m. to 6 p.m.
 (4.30 to 6.30 p.m. on Friday, 11 December)

Date	Time	Place	Plenary meetings	Other organs
Tuesday 8.12.92	9 a.m.-1 p.m.			Meetings of regional groups
	3-4.30 p.m.	Sugamuxi Room	Item 1: Official opening of the session Item 2: Election of the Chairman of CIGEPS and of the other members of the Bureau	
	4.45-6 p.m.	Zaqué Room		Meeting of BUR
Wednesday 9.12.92	10 a.m.-1 p.m.	Sugamuxi Room	Item 3: Adoption of the agenda Item 4: Report on the Bureau's activities Item 5: Report on the Secretariat's activities	
	1-6 p.m.	Sugamuxi Room	Item 6: Report on fitness for everybody	
	6 p.m. DEADLINE FOR SUBMISSION OF DRAFT RECOMMENDATIONS (DRs)			

Date	Time	Place	Plenary meetings	Other organs
Thursday 10.12.92	9-10 a.m.	Zaqué Room		Meeting of BUR
	10 a.m.-1 p.m.	Sugamuxi Room	Item 7: Report on the activities of FIDEPS Item 8: Priorities of the Bureau	
	3-6 p.m.	Sugamuxi Room	Item 9: Other business	
	8 p.m. Item 10: Official UNESCO AWARD: Presentation ceremony			
Friday 11.12.92	9-10 a.m.	Zaqué Room		Meeting of BUR
	10 a.m.-1 p.m.	Sugamuxi Room	Item 11(a): Consideration and discussion of DRs on items 6, 7, 8 and 9 Item 11(b): Consideration and discussion of final report	
	4.30-5.30 p.m.	Sugamuxi Room	Item 11(c): Adoption of recommendations and of final report	
	5.45-6.30 p.m.	Sugamuxi Room	Item 12: Closure of the session	

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

June 30, 1992

Dear Mr. Ahmed:

I refer to your letter POP 71(53) of May 28 inviting World Bank participation in the Fourth Asian and Pacific Population Conference, to be held in Bali, Indonesia, from August 19 to 27, 1992.

I am pleased to confirm our letter of March 24 to Mr. Debavalya indicating that Ms. Maria Mac Donald, Senior Population Specialist, and Mr. Badrud Duza, Population Specialist, Population and Human Resources Division, Asia Region Technical Department, will attend this Conference on behalf of the Bank.

(ORIGINAL SIGNED BY)
Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Rafeeuddin Ahmed
Executive Secretary
Economic and Social Commission
for Asia and the Pacific
Rajadamnern Avenue
Bangkok 10200
Thailand

cc: Messrs. Socknat, Duza (ASTPH) and Annez (Bangkok)
Mrs. Mac Donald (ASTPH)

MMcDonald

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BY FAX

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Sincerely yours,



K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Rafeeuddin Ahmed
Executive Secretary
Economic and Social Commission
for Asia and the Pacific
Rajadamnern Avenue
Bangkok 10200
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(202) 477-1234
Cable Address: INTBAFRAD
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March 24, 1992

Mr. Nibhon Debavalya
Chief, Population Division
United Nations Economic and Social
Commission for Asia and the Pacific
The United Nations Building
Rajadamnern Avenue
Bangkok, 10200, Thailand

Dear Mr. Debavalya:

I am writing in response to your letter of March 5 addressed to Mr. Lewis T. Preston, and copied to me, inviting the Bank to send representatives to the Fourth Asia and Pacific Population Conference to be held at Bali, August 19-27, 1992.

It is my pleasure to inform you that Ms. Maria Mac Donald, Senior Population Specialist, and Mr. Badrud Duza, Population Specialist, both of this Division, are planning to attend the Conference on behalf of the World Bank.

Please direct appropriate further information on the Conference to them in due course.

With highest regards.

Sincerely yours,



James A. Socknat
Chief

Population and Human Resources Division
Technical Department
Asia Region

Cleared with and bcc: Mesdames Mac Donald (ASTPH), McDonald (EXTIE)
bcc: Messrs. Ritchie, Measham, Duza

JS/cas

UNITED NATIONS



NATIONS UNIES

ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
THE UNITED NATIONS BUILDING, RAJADAMNERN AVENUE
BANGKOK 10200, THAILAND.

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POP 71(53)

28 May 1992

Dear Mr. Preston,

Fourth Asian and Pacific Population Conference

I have much pleasure in inviting your Organization to participate in the Fourth Asian and Pacific Population Conference, which is being convened by ESCAP, with the co-sponsorship of the United Nations Population Fund (UNFPA) at Bali, Indonesia, from 19 to 27 August 1992.

Given the importance of this decennial intergovernmental meeting, the Commission, at its recently-concluded 48th session, adopted a resolution urging Governments to participate in the Conference at the ministerial level.

The main theme of the conference will be "Population and sustainable development: goals and strategies into the twenty-first century". It is hoped that this ministerial-level Conference will provide better understanding of the central role of population in the achievement of development goals. This will enable Governments to get a clearer picture of the strategic value of formulating multidisciplinary policies and programmes, the need to integrate research and evaluation into programme planning and implementation, and the role of population data and information in the formulation of policy and in the implementation of programmes. The Conference will also direct attention to the major contribution that regional cooperation and mutual effort, including the exchange of information and experience, can make to national development planning, particularly in the population field.

The following topics have been selected for discussion: (1) demographic situation and outlook; (2) population, environment and development; (3) metropolitan growth and urbanization and their implications; (4) developing more effective family planning/family health and welfare programmes; (5) policies and programmes for fully involving women in the development process; (6) human resources development and poverty alleviation issues, (a) population and human resources development issues, (b) population and poverty alleviation issues; (7)

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

cc: Mr. Philippe E. Annez, World Bank, Bangkok



-2-

internal and international migration and their implications for socio-economic development policies; (8) mortality and fertility transitions in Asia and the Pacific and their consequences; (9) population ageing and its economic and social implications; (10) population data and information issues; and (11) policy formulation and implementation issues.

The first five working days of the Conference will consist of a senior officials meeting and the last two days of the Conference will consist of a ministerial-level meeting. The senior officials will meet in plenary session and in an informal working group which will discuss technical issues and draft the declaration. In the ministerial meeting on the last two days of the Conference, the ministers will make statements on policy formulation and implementation, and formally issue the population declaration on the final day of the Conference.

We would very much welcome the participation of representatives of your Organization at the Conference, although owing to financial constraints, we are not in a position to finance their participation.

The provisional and annotated provisional agendas for the two meetings are attached.

Please do not hesitate to contact us if you need further information about the Fourth Asian and Pacific Population Conference.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Rafeeuddin Ahmed'.

Rafeeuddin Ahmed
Executive Secretary



ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
UNITED NATIONS POPULATION FUND

Fourth Asian and Pacific Population Conference
Meeting of Senior Officials
19-24 August 1992
Bali, Indonesia

PROVISIONAL AGENDA

1. Opening of the Conference.
2. Election of officers.
3. Adoption of the agenda.
4. Demographic situation and outlook.
5. Population, environment and development.
6. Metropolitan growth and urbanization, and their implications.
7. Developing more effective family planning/family health and welfare programmes.
8. Policies and programmes for fully involving women in the development process.
9. Human resources development and poverty alleviation issues:
 - (a) Population and human resources development;
 - (b) Population and poverty alleviation.
10. Internal and international migration and its implications for socio-economic development policies.
11. Mortality and fertility transitions in Asia and the Pacific and their consequences.
12. Population ageing and its economic and social implications.
13. Population data and information issues.
14. Policy formulation and implementation issues.
15. Other matters.
16. Adoption of the report.
17. Closing of the Meeting.



ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
UNITED NATIONS POPULATION FUND

Fourth Asian and Pacific Population Conference
Meeting of Senior Officials
19-24 August 1992
Bali, Indonesia

ANNOTATED PROVISIONAL AGENDA

1. *Opening of the Conference*

The Conference will be opened by a dignitary of the Government of the Republic of Indonesia. The statements to be delivered at the opening ceremony will be announced in due course.

2. *Election of officers*

The Conference may wish to elect a chairman, three vice-chairmen and a rapporteur.

3. *Adoption of the agenda*

The provisional agenda has been drawn up based on the recommendations of the Preparatory Committee for the Conference, as reviewed by the Committee on Population and Social Development at its second session, held at Bangkok in 1990.

4. *Demographic situation and outlook*

The decade of the 1980s has seen enormous changes in the dynamics, structure and distribution of population in the countries of the ESCAP region. The Conference may wish to review those changes, particularly with reference to the recommendations contained in the Asia-Pacific Call for Action on Population and Development, which was adopted at the Third Asian and Pacific Population Conference, held at Colombo in 1982. The Meeting may wish to discuss the diversity of experience in population change among the countries of the region, particularly the continued decline in fertility in several countries and its development implications. Similarly, it may wish to consider shifts in mortality patterns. The implications of all these changes for the future increase in the

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population of school-age children, work-force entrants and elderly persons, and for the consequent expansion of the demand for employment, housing, education, social security and health services. In addition, the Meeting may wish to discuss the changing distribution of population within countries and the greatly increased movement of population between countries, both of which have significant development implications. In that respect, patterns of urbanization are of particular significance. The Meeting may wish to undertake a review and appraisal of the performance of population policies and programmes in the ESCAP region over the past decade, using, when available, results from the 1990 round of censuses to document recent population developments in the region.

5. *Population, environment and development*

One of the major population issues to come into prominence since the Third Asian and Pacific Population Conference is the complex interrelationship between population dynamics and environmental changes. There has been a shift in development thinking, which now places stress not only on achieving sustained economic growth and social improvement with a more equitable distribution among subgroups in the population, but also on achieving that goal without changing the capacity of environmental resources to sustain future generations. Population is considered a key element in sustainable development. Accordingly, the Conference may wish to clarify the complex interaction and two-way interrelationship between population change and environmental change. The relationship between rapid population growth and environmental degradation and deterioration at the regional, national and local levels within the ESCAP region could be examined. Other issues, which could also be explored, are the likely effect of climatic and sea-level change on populations in the countries of the ESCAP region. Indeed, the call in the 1989 Amsterdam Declaration on a Better Life for Future Generations for a fresh look at the population and development linkages, taking into account aspects such as natural and human resources endowments and their utilization and environmental quality, should be heeded. The Meeting may also wish to address the integration of population, development and environmental policies with policies for alleviating poverty.

6. *Metropolitan growth and urbanization, and their implications*

Concern has been expressed in many countries of the region over the rapid level of urban growth and the management of the problems that it has created, especially for the provision of services and infrastructure. However, less emphasis is now being placed on the negative influence of urbanization on development, and greater emphasis, on better management of urbanization and urban growth to maximize its benefits, especially for disadvantaged groups. The Meeting may wish to address the issue of the emergence of "mega-cities" in the region, particularly whether or not it is desirable to divert growth elsewhere. The management issues raised by the growth of large multi-nucleated urban complexes and the environmental stress engendered by mega-city growth are

becoming apparent. Urban growth and urbanization are expected to accelerate in many countries of the region, and it is therefore essential to examine a range of policies and programmes to maximize the benefits of that growth. The Meeting may also wish to discuss the role of middle-sized and small towns within the context of the emergence of mega-cities. It would be useful, in the light of the theme of the Conference, "Population and Sustainable Development", to address the costs and benefits of various urbanization strategies. In the past, such considerations have not been regarded as major elements in assessing the costs and benefits of such strategies.

7. *Developing more effective family planning/family health and welfare programmes*

In several countries of the ESCAP region, family planning programmes have been in place for at least two decades and a great deal of experience has been accumulated in the development and implementation of those programmes. In particular, the integration of such programmes with maternal and child health and welfare programmes as well as other development programmes has tended to enhance the acceptance of family planning and to increase the chances that programmes will become institutionalized an accepted part of the value system of the community. Experience could be drawn upon to develop strategies to improve the availability, accessibility, quality and efficiency of family planning programmes and services. Particular issues which the Meeting may wish to address are the development of strategies to reach previously unreached groups, such as people in remote areas, minorities, adolescents, youth and the disadvantaged. Some attention could be given to the resource constraints that are hampering the spread of contraceptive technology in some countries. Issues related to the use of incentives and disincentives could be considered, as could recent developments in contraceptive technology and their implications. Among the important issues which the Meeting may wish to discuss are the improvement of strategies with respect to information, education and communication in family planning and the integration of family planning with wider development programmes.

8. *Policies and programmes for fully involving women in the development process*

The roles and status of women in many countries of the region have undergone considerable change in the past decade, influenced by, and influencing, demographic changes in the region. Accordingly, it is proposed that the relationship between demographic factors and policies and programmes for the involvement of women in the development process should be regarded from two points of view: the impact of different conditions of population growth, structure and distribution on the involvement of women in the development process, and the effect of the involvement of women in the development process on the different demographic factors such as fertility, mortality and migration. In many developing countries, the active involvement of women in the development process is severely handicapped by high dependency burdens, low participation in education, limited

access to resources, and barriers to employment. There is a need to develop strategies to remove impediments to women's participation in development activities, not only in the more narrowly demographic areas of family planning and health but also in education, and income-generating and other activities. The Meeting may wish to explore the implications of population factors for women's access to education, employment opportunities, nutrition and health services. It may also wish to address the impact of changes in nuptiality and the roles and status of women on the structure and functioning of the family, as well as the implications of those changes for such issues as fertility change and care of the vulnerable.

9. *Human resources development and poverty alleviation issues*

(a) Population and human resources development

(b) Population and poverty alleviation

Countries and areas of the region have had a strong commitment to improving the quality of life of their populations and there has been an important demographic component to such considerations. The Meeting may wish to discuss the implications of population change for improving the provision of education, employment, health, social welfare and other services. In particular, the implications of such changes for the reduction and alleviation of poverty need to be addressed and appropriate strategies developed to assist in that reduction. Increasingly, Governments in the region are expressing their population goals in terms of not only the overall growth rates of the population but also the quality of life experienced by the population. The potential contribution of population policies to improving the basic conditions of life for the poorer sections of the population should be explored. It seems that even small improvements in health, housing, education and other services could have a significant effect on demographic processes. Strategies to assist in the integration of population policies with policies designed to improve the provision of basic needs to national populations could be discussed. The situation with respect to particular disadvantaged groups, such as youth, adolescents, and the elderly, could be addressed. There would also be scope for including environmental considerations, since they constitute an important component of the quality of life of people.

10. *Internal and international migration and its implications for socio-economic development policies*

There has been an enormous increase in the scale and complexity of population movements within, into and out of the countries and areas of the ESCAP region since the Third Asian and Pacific Population Conference. The implications of those changes for socio-economic development in the region and for the formulation of policies and strategies should be assessed and evaluated. International migration, on both a temporary and a permanent basis to countries outside as well as

within the ESCAP region, has increased in significance. The Meeting may wish to explore the implications for development in the region of increased internationalization of both capital and labour; in particular, it may wish to assess how contract labour and other international migration can be managed to assist national development efforts. International migration is likely to increase in significance in the region in the 1990s. Internal migration and population redistribution are issues of policy concern in almost all countries and areas of the region and most have formulated policies aimed at achieving a better match between the distribution of resources and employment opportunities on the one hand and population on the other. Adequate understanding of the types and patterns of population flows and the consequences of movement on both the place of origin and the destination would assist policy makers in the formulation of comprehensive and effective population redistribution policies. Those policies might specify national and subnational goals related to the rate of growth and the distribution of population. The Meeting may wish to discuss the strategies of such policies, which could aim at the following:

- (a) Ameliorating inequalities and disparities between different regions of a country or territory;
- (b) Encouraging a balanced pattern of growth between different types of urban settlement and between urban and rural sectors;
- (c) Reducing environmental stress in certain areas;
- (d) Exploiting the resources of the country in a more effective way;
- (e) Improving environmental quality.

11. *Mortality and fertility transitions in Asia and the Pacific and their consequences*

How to increase the rate of decline in mortality and fertility is an important issue that the Meeting may wish to discuss. The ESCAP region is the only one in the world that has accepted a set of specific targets with respect to the decline in fertility and mortality to be achieved by the end of the century. Hence, it might be appropriate to assess the progress made in the achievement of those goals and the development of strategies which would assist in their attainment. There could be some scope for consideration of particular issues of impending concern, such as the probable future impact of AIDS on mortality levels in the ESCAP region and its implications. Some consideration might be given to mortality and fertility differences between subgroups and how groups still having high levels of fertility and mortality could be included in programmes to reduce those levels. Attention should also be given to identifying the probable consequences of decline in fertility and mortality, such as future imbalances in age composition, fluctuations in the growth of the labour force, and changing family structure. There is a need to take a longer-term view of the likely consequences of sustained decline in fertility and mortality in various countries and areas of the region.

12. *Population ageing and its economic and social implications*

Under this agenda item, the Meeting may wish to address the issue of recent and impending changes in the age structure of the populations of the countries and areas of the ESCAP region, owing to decline in fertility and, to a lesser extent, reduction in mortality. The nature and extent of those trends could be assessed and the implications for the provision of health and welfare services, as well as for labour market planning, explored. The importance of issues related to ageing varies from society to society, but there are several aspects that could be discussed. In some countries and areas the ageing of the work-force is of concern; in others, the shifting balance between the economically active and the elderly is a source of concern. While the "crunch" in that respect might not occur until the early part of the twenty-first century, there is a significant need for forward planning, especially for such innovations as "pay-as-you-go" pension schemes. The input of population analysis into such considerations is crucial. Since the elderly are one of the fastest growing groups in several countries, there is a need to develop innovative approaches for integrating them into the development process. The Meeting may wish to discuss the implications of the changing structure and functioning of the family for the future well-being of the elderly, and the roles which the family and the State would play in maintaining the well-being of the elderly in the future. The Meeting may also wish to examine ageing in the context of rapid urbanization and industrialization in the least developed countries of the region, and explore related policy issues.

13. *Population data and information issues*

Under this agenda item, there are two separate areas for consideration. The first concerns the status of the collection, analysis and use of demographic data, and the second, the effective dissemination and use of population data and information. The Meeting may wish to consider improvements which are necessary in population data collection and analysis to meet the challenges of the current decade and beyond. In particular, the data requirements of analysing population-environment interrelationships need to be identified and innovative approaches to their collection explored. Attention could also be paid to the need for collection and analysis of small area data. The Meeting may also wish to discuss the deployment of demographic data and information to enhance development efforts so that more effective strategies can be developed. Other topics could include enhancing cooperation and integration among sectoral data and technical information systems through such approaches as electronic data sharing and exchange, and trans-border data flows. Another topic for discussion is the role of management information systems. The Meeting may wish to assess the prospects of developing a holistic approach to population data and technical information integration. One important issue is how to facilitate the analysis, synthesis and dissemination of data and information to better incorporate them in policy formulation and planning. The development of technical information services, so that knowledge generation is better linked with knowledge utilization, could also be discussed.

14. *Policy formulation and implementation issues*

Most countries and areas of the ESCAP region have had policies which explicitly seek to intervene in the population processes. The experience in that regard should be evaluated and more effective strategies developed for the future, covering a wide range of issues. With respect to policy formulation, the Meeting may wish to address the integration of population policies with wider development and environmental policies to achieve better the goals of poverty alleviation and economic and social development. Issues of resource mobilization within countries, as well as through multilateral and bilateral funds, are important. The Meeting may wish to explore ways of fostering cooperation in sharing information on those issues. Non-governmental and community organizations have played an important role in the implementation of population policies, especially those relating to family planning. Measures to enhance the involvement of public and private sector organizations in population policies and programmes could be explored. Other issues which the Meeting may wish to address include cost-sharing between family planning clients and the Government in countries where family planning programmes have reached a mature stage. Similarly, the cost-effectiveness of population programmes of various kinds could be assessed, as could approaches to the monitoring and evaluation of such programmes. Discussion on the development of effective institutions to implement population policies would also be helpful. There would also be scope to review the current situation and future prospects for financial assistance in the field of population from outside sources to regional groupings of countries and to individual countries and areas in relation to their requirements for such assistance.

15. *Other matters*

The Conference may wish to consider other matters of concern that have not been included in the provisional agenda.

16. *Adoption of the report*

The Conference will consider and adopt the report and recommendations of the Meeting of the Senior Officials for submission to the Meeting of the Ministers.

17. *Closing of the Meeting*

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ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
UNITED NATIONS POPULATION FUND

Fourth Asian and Pacific Population Conference
Meeting of Ministers
26 and 27 August 1992
Bali, Indonesia

PROVISIONAL AGENDA

1. Opening of the Meeting of Ministers.
2. Election of officers.
3. Adoption of the agenda.
4. Review of policy formulation and implementation issues.
5. Consideration of the report and recommendations of the Meeting of Senior Officials.
6. Other matters.
7. Adoption of the report.
8. Closing of the Fourth Asian and Pacific Population Conference.



ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
UNITED NATIONS POPULATION FUND

Fourth Asian and Pacific Population Conference
Meeting of Ministers
26 and 27 August 1992
Bali, Indonesia

ANNOTATED PROVISIONAL AGENDA

1. *Opening of the Meeting of Ministers*

The Meeting will be opened by the President of the Republic of Indonesia.

2. *Election of officers*

The Meeting may wish to elect a chairman, three vice-chairmen and a rapporteur.

3. *Adoption of the agenda*

The provisional agenda has been drawn up based on the recommendations of the Preparatory Committee for the Conference as reviewed by the Committee on Population and Social Development at its second session, held at Bangkok in 1990.

4. *Review of policy formulation and implementation issues*

The Ministers may wish to make statements on national experience with policies that have explicitly sought to intervene in the population processes. In this context, the integration of population policies with wider development and environmental policies could be addressed, with special emphasis on how the goals of poverty alleviation and economic and social development can be achieved in national as well as regional settings.

5. *Consideration of the report and recommendations of the Meeting of Senior Officials*

The Ministers may wish to consider the report and recommendations of the Meeting of Senior Officials.

ROUTING SLIP		Date
NAME		ROOM NO.
Guenther Reif		T-8109
URGENT	For Action/Comment	Per Your Request
Appropriate Disposition	Information/Discard	Returned
Approval/Clearance	Note And Return	See My E-Mail
File	Per Our Conversation	Signature/Initial
RE:		
REMARKS		
<p style="text-align: center;">Thank you</p>		
From Michael M. Cernea	Room No. S-5037	Ext. 473-5089

66 ESCAP (Comm)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

BY FACSIMILE

June 30, 1992

Dear Mr. Ahmed:

I refer to your letter TP/500-RAS/89/027(M099) of June 3 inviting World Bank participation in the Workshop on Mineral Information Data Base System for the ESCAP Region, to be held in Colombo, Sri Lanka, from July 27 to 30, 1992.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative due to work pressures and other commitments of staff already scheduled at that time. We would, however, be interested in receiving a copy of the report of the proceedings when available.

(ORIGINAL SIGNED BY)
Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Rafeeuddin Ahmed
Executive Secretary
Economic and Social Commission
for Asia and the Pacific
Rajadamnern Avenue
Bangkok 10200
Thailand

cc: Messrs. Siraj (ASTIF), Malhotra (ASTEG),
Duncan (IECIT), Annez (Bangkok)

MMcDonald

TRANSMISSION CONFIRMATION REPORT No. =005481

DATE/TIME	JUL 1, 1992 12:21PM
DURATION	2:45
TRANSMITTER (FROM)	EXTL 200-676-2576 200 676 2576
RECEIVER (TO)	612 2829482
PAGES TRANSMITTED	82
PAGES ERRORED	
RESULT	OK
COMM. MODE	SS
RESOLUTION	NORMAL

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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Sincerely yours,



K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Rafeeuddin Ahmed
Executive Secretary
Economic and Social Commission
for Asia and the Pacific
Rajadamnern Avenue
Bangkok 10200
Thailand

A L L - I N - 1 N O T E

DATE: 30-Jun-1992 10:16am

TO: Maureen McDonald

(MAUREEN M. MCDONALD)

FROM: Audrey M. Kitson-Walters, IECIT

(AUDREY M. KITSON-WALTERS)

EXT.: 33712

SUBJECT: ESCAP Workshop, Colombo, July 27-30

Maureen,

No one is available to attend the above meeting. Thanks.

Audrey

The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: June 29, 1992 11:44am

TO: Khalid Siraj (KHALID SIRAJ)

FROM: Anil Malhotra, ASTEG (ANIL MALHOTRA)

EXT.: 82874

SUBJECT: RE: ESCAP Workshop on Mineral Information Data Base System

I have seen the invitation for the ESCAP workshop in Sri Lanka on July 27-30. While we would have been interested, the staff are on mission and will not be able to attend this workshop.

It is possible that the international economics department may have someone who keeps track of international trade in minerals who might be interested. You could check with M. Imran of that department.

CC: Asia ISC Files (ASIA ISC FILES)
CC: Maureen McDonald (MAUREEN M. MCDONALD)

The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: June 25, 1992 06:25pm

TO: Maureen McDonald (MAUREEN M. MCDONALD)

FROM: Khalid Siraj, ASTIF (KHALID SIRAJ)

EXT.: 82670

SUBJECT: ESCAP Workshop on Mineral Information Data Base System

You have sent me ESCAP's invitation to the above noted workshop. Mining sector falls within the scope of our Energy Division. Therefore, I am forwarding your note to Anil Malhotra, Chief, ASTEG.

CC: Anil Malhotra (ANIL MALHOTRA)

CC: Asia ISC Files (ASIA ISC FILES)

UNITED NATIONS



NATIONS UNIES

'92 JUN 23 AM 10 23

ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
THE UNITED NATIONS BUILDING, RAJADAMNERN AVENUE
BANGKOK 10200, THAILAND.

TELEX : 82392 ESCAP TH
82315 ESCAP TH
CABLE : ESCAP BANGKOK

TELEPHONE : 2829161-200
2829381-389
FACSIMILE : 2829602

TP/500-RAS/89/027(M099)

3 June 1992

Dear Mr. Preston,

Subject: ESCAP Workshop on Mineral Information
Data Base System for ESCAP Region
27-30 July 1992, Colombo, Sri Lanka

I am pleased to inform you that within the framework of a UNDP-funded project on "Economic Restructuring and International Trade in Mineral Commodities Sector", ESCAP has initiated activities aimed at improving the national policy framework for the development and expansion of trade in the mineral sector in the Asia Pacific region.

Work has commenced on the establishment of an ESCAP Mineral Data Base in Thailand, Viet Nam and Sri Lanka. The results will be submitted to a Workshop on Mineral Information Data Base System designed for selected countries of the ESCAP Region, which will be convened at Colombo, Sri Lanka from 27 to 30 July 1992. The Workshop will review the present prototype system and make relevant recommendations concerning its relevance and wider usage within the ESCAP region.

The main objective of this Workshop is to enable ESCAP member countries to assess the viability and applicability of wider implementation of the mineral data base system and the practicability of networking. Its impact on re-orientation of national and regional policies with a view to expanding minerals and metals trade within the global context will also be examined.

.../In

Mr. Lewis T. Preston
President
The World Bank Group
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.

In view of the priority attention the World Bank is giving to the reform of trade policy issues so as to activate economic growth in developing countries of this region, it gives me great pleasure to extend an invitation to the Bank to participate at the above Workshop. I regret, however, that due to budgetary constraints, ESCAP is not in a position to finance the travel and related expenses of your representative(s) and would therefore be grateful if your Bank could participate on a self-financing basis.

I would also appreciate it very much if the name(s), designation(s) and contact address(es) of your representative(s) who will attend the Workshop are communicated to the ESCAP secretariat at an early date.

I look forward to the active participation of the World Bank at the Workshop.

With kind regards,

Yours sincerely,



Rafeeuddin Ahmed
Executive Secretary

WDIAL
.EXTIE
OINFO

-SUBJECT: ESCAP URBANIZATION
-DRAFTED BY: MMCDONALD
-AUTHORIZED BY: SLATEEF
-CC: MESSRS. RITCHIE AND LUDWIG

EXT: 31771

Handwritten initials and date:
26
vi

788 82392 =

-ESCAP, BANGKOK, THAILAND
-ATTN: DR. RAHMATULLAH, ACTING CHIEF, DIVISION OF INDUSTRY, HUMAN
-SETTLEMENTS AND ENVIRONMENT
BRDBAN

INTBAFRAD, BANGKOK, THAILAND
-ATTN: ANNEZ - FOR YOUR INFORMATION

BT

WASHINGTON D.C. 26-JUN-1992

RE MR. AHMED'S LETTER IHE/HS/P.65-3 OF JUNE 1 AND RECEIVED JUNE 16
CONCERNING WORKSHOPS ON STATE OF URBANIZATION IN ASIA PACIFIC REGION,
CHIANG MAI AND BANGKOK, JULY 6-15. PLEASED TO INFORM YOU WORLD BANK
WILL BE REPRESENTED BY MR. PHILIPPE ANNEZ, RESIDENT REPRESENTATIVE IN
BANGKOK, WHO WILL BE JOINED BY MR. GEORGE PETERSON, CONSULTANT.
GRATEFUL IF YOU WOULD CONTACT MR. ANNEZ DIRECTLY REGARDING HIS
PARTICIPATION IN THIS MEETING. REGARDS, SARWAR LATEEF, CHIEF,
INTERNATIONAL ECONOMIC RELATIONS DIVISION, EXTERNAL AFFAIRS,
INTBAFRAD.

WORLDBANK TMSS

WORLDBANK TMSS

ZCZC RDR0006 RDRS0006

WDIAL

.EXTIE

DINFO

-SUBJECT: ESCAP URBANIZATION
-DRAFTED BY: MMCDONALD
-AUTHORIZED BY: SLATEEF
-CC: MESSRS. RITCHIE AND LUDWIG

EXT: 31771

788 82392 =

-ESCAP, BANGKOK, THAILAND
-ATTN: DR. RAHMATULLAH, ACTING CHIEF, DIVISION OF INDUSTRY, HUMAN
-SETTLEMENTS AND ENVIRONMENT
IBRDBAN
-INTBAFRAD, BANGKOK, THAILAND
-ATTN: ANNEZ - FOR YOUR INFORMATION

BT

WASHINGTON D.C. 26-JUN-1992

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GRATEFUL IF YOU WOULD CONTACT MR. ANNEZ DIRECTLY REGARDING HIS
PARTICIPATION IN THIS MEETING. REGARDS, SARWAR LATEEF, CHIEF,
INTERNATIONAL ECONOMIC RELATIONS DIVISION, EXTERNAL AFFAIRS,
INTBAFRAD.

=06261604

IN DROP COPY OF: RIRR

NNNN

WORLDBANK TMS

A L L - I N - 1 N O T E

DATE: 25-Jun-1992 04:56pm

TO: Daniel Ritchie (DANIEL RITCHIE)

FROM: Peter Ludwig, ASTIN (PETER LUDWIG)

EXT.: 82929

SUBJECT: RE: ESCAP Meeting

Dan, Mr. Philippe Annez our ResRep in Bangkok has agreed to represent the Bank at this meeting. His background is urban and he therefore was an obvious choice. In addition, Mr. George Peterson from the Urban Institute, presently hired by the Bank as consultant would also join the meeting on his way back from a mission to Indonesia. Mr. Peterson was the main author of the paper "The Urban Economy and National Productivity in the Asia Region", which is one of the papers that will be discussed at the Bangkok meeting.

CC: Maureen McDonald (MAUREEN M. MCDONALD)
CC: Stephen Dice (STEPHEN DICE)



ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC
THE UNITED NATIONS BUILDING, RAJADAMNERN AVENUE
BANGKOK 10200, THAILAND.

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82315 ESCAP TH
CABLE : ESCAP BANGKOK

TELEPHONE : 2829161-200
2829381-389
FACSIMILE : (662) 2829602

IHE/HS/P.65-3

1 June 1992

Dear Mr. Preston,

**Subject: Workshops on the State of Urbanization
in the Asia Pacific Region
Chiang Mai and Bangkok, Thailand, 6 - 15 July 1992**

As you may be aware, the Economic and Social Commission for Asia and the Pacific adopted resolution 46/2 on "Urbanization Strategies in the ESCAP Region - Towards Environmentally Sound and Sustainable Development and Management of Urban Areas" at its forty-sixth session in 1990. In pursuance of that resolution, the secretariat, with financial support of the Governments of France, Japan and the Netherlands, is preparing the State of Urbanization Report which will be presented to the Ministerial Conference on Urbanization, scheduled for early 1993.

The draft inputs to the substantive chapters of the Report on (i) urbanization trends, patterns and impacts, (ii) urban economy and productivity; (iii) urban poverty; and (iv) urban environment have been completed. In order to review these inputs and to identify specific issues on which papers would be prepared for presentation to the Ministerial Conference, the following three workshops are being organized in Chiang Mai, during the period 6 to 11 July 1992.

1. Workshop on the Urban Economy and Productivity, 6-7 July 1992;
2. Workshop on the Urban Environment, 8-9 July 1992; and
3. Workshop on the Urban Poverty, 10-11 July 1992.

/.....

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

.....

The Workshop venue will move to Bangkok during the period 12 to 15 July 1992 to review the modifications required in the draft chapters and also to draft chapters on Research and Future Challenges in Urbanization. A copy of the Aide Memoire which provides further details in this regard is enclosed.

In view of your Organization's specific interest in dealing with urbanization and urban management issues, I am pleased to invite one high-level expert from your Organization who is currently dealing with urbanization issues to attend all the three workshops from 6 to 11 July 1992. However, in view of budgetary constraints, I regret that ESCAP would not be in a position to bear the cost of participation of your representative.

I would be grateful if you could kindly convey your Organization's nomination, as soon as possible, and preferably by 15 June 1992, to:

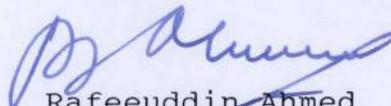
Dr. M. Rahmatullah
 Acting Chief
 Division of Industry, Human Settlements
 and Environment
 United Nations ESCAP
 United Nations Building
 Rajadamnern Avenue
 Bangkok 10200
 THAILAND

Tel. Office: 2829161-200 Ext. 1612
 2829701 (Direct)
 Telex: 82392 ESCAP TH or 82315 ESCAP TH
 Fax: (662) 2829602

I look forward to your organization's participation at the Workshop.

With kind regards,

Yours sincerely,


 Rafeeuddin Ahmed
 Executive Secretary

cc: Mr. Philippe E. Annez, Chief, World Bank Regional Mission, 5th Floor, Udom Vidhya Bldg., 956, Rama IV Road, Saladaeng, Bangkok 10500

ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC**Workshops on the State of Urbanization in Asia and the Pacific**

6-11 July 1992
Chiang Mai, Thailand

13-15 July 1992
Bangkok, Thailand

AIDE MEMOIRE**1. Background**

The 21st century will be an urban century with more than half of the world population living in urban areas. By the year 2000, 14 of the world's 22 largest cities will be in the Asia-Pacific region and by 2025, the region will have about 52 cities with populations of more than 5 million. The urban population has grown at an average annual rate of about 3 per cent, having doubled between 1960 and 1980 from 359 million to 688 million and, by the year 2000 will nearly double again.

While this unprecedented urban growth has contributed significantly to the economic growth of the nations in the region it has concomitantly led to serious environmental degradation of cities and escalation of urban poverty. It has also severely strained urban infrastructure and services. These negative impacts of rapid urban growth if left unchecked will severely constrain the productivity and sustainable development of urban areas and therefore, economic and social well being of the people of the region.

To meet the growing challenges posed by urbanization, the Economic and Social Commission for the Asia and the Pacific at its forty-sixth session held at Bangkok in June 1990 adopted the resolution 46/2 on "Urbanization Strategies in the ESCAP region - Towards Environmentally Sound and Sustainable Development and Management of Urban Areas" which called for the preparation of a Report on the State of Urbanization (SOU) in the region and a regional plan of action to assist members and associate members in addressing problems and potentials presented by rapid urbanization. The resolution also called for convening of a regional conference on urbanization. The Commission at its forty-seventh session held at Seoul in April, 1991, decided to convene the regional conference at ministerial level which is to be held in early 1993.

In preparation for the Ministerial Conference, ESCAP organized a Pre-conference Consultative Meeting of Experts on Urbanization from 25 to 27 June 1991, in Bangkok. The meeting, attended by 24 experts from within and outside the region, as well as representatives from selected international and bilateral agencies and donor countries, recommended that:

/....

- (a) The State of Urbanization report should be a regional overview of urban management issues. However, specific country experience should also be incorporated in the report as necessary and appropriate.
- (b) The data and information for the preparation of the report should be collected from secondary sources, focusing on substantive chapters namely urban economy and productivity, urban poverty, urban environment, strengthening of research on urban issues and future challenges. The chapters of the Report should be developed by the ESCAP secretariat using the expertise of reputed institutions, NGOs, national and local governments and experts from within and outside the region.
- (c) Workshops should be organized to review the draft of each chapter and to discuss substantive issues. These workshops should be attended by internationally and nationally recognized professionals. The workshops should also discuss suitable case studies and identify specific topics on which issue papers should be prepared for the Ministerial Conference.

The meeting emphasized the desirability of actively involving NGOs, local authorities and research institutions in the preparation of the Ministerial Conference.

2. Objectives of the Workshops

The objective of the workshops is to get inputs from recognized experts, government organizations, local authorities, NGO representatives, and research and training institutions of the region, to the proposed chapters of the Report on the State of Urbanization (SOU) before finalizing the draft report. Concurrently, the workshop would also identify a set of issues on which special papers will be prepared for consideration by the Ministerial Conference. More specifically the workshop will:

- (a) review the draft chapters of the SOU and provide substantive inputs for its finalization;
- (b) suggest case studies to illustrate certain aspects of the draft chapters of the SOU;
- (c) identify critical issues based on SOU that need to be addressed by the Ministers.

/....

3. Organization

The workshops are being organized by the ESCAP/UNCHS Joint Unit on Human Settlements of the Division of Industry, Human Settlements and Environment of the United Nations Economic and Social Commission for Asia and the Pacific with financial assistance from the governments of France, Japan and the Netherlands.

4. Venue and Schedule of the Workshops

The three Workshops will be held at the Pornping Tower Hotel, Chiang Mai, Thailand, from 6 to 11 July 1992. The schedules of the workshops will be as follows:

6-7 July 1992:	Workshop on Urban Economy and Productivity
8-9 July 1992:	Workshop on Urban Environment
10-11 July 1992:	Workshop on Urban Poverty
13-15 July 1992: Venue: ESCAP, Bangkok	Reviewing modifications required in draft chapters and drafting of Chapters on Research and Future Challenges in Urbanization

The series of three separate workshops one following the other will not only be cost effective, but would provide opportunities for cross-fertilization of ideas among experts from various disciplines, since many of them will participate in more than one substantive workshop.

Experts will be invited to participate in the workshops commensurate with their expertise. Inputs to the draft chapters will be circulated to them prior to the workshop. Participants should indicate if they would prefer to receive the draft chapters of the SOU on computer diskettes (IBM PC compatible ASCII files) and if so which size of diskettes would be suitable for them (5.25" or 3.5").

5. Participation

The participants to the workshops will be:

- (a) national government officials substantively involved in urbanization issues;
- (b) individual experts;
- (c) local government officials;
- (d) representatives of NGOs; and
- (e) representatives of international and regional organizations and donor countries.

/.....

It is anticipated that in each of the substantive session, there would be about 30 participants. Through the sessions during 13-15 July, to be attended by the authors of the various inputs to the chapters together with the ESCAP secretariat staff including members of ESCAP Working Group on Urbanization, an attempt would be made to prepare draft of the chapters on strengthening research on urban issues and on future challenges.

Participation is by invitation only.

6. Working language

The working language of the workshops will be English.

7. Accommodation

Arrangements are being made with the Pornping Tower Hotel, Chiang Mai to provide rooms at special rates for the participants. The discounted rate at the Pornping Tower Hotel, inclusive of American breakfast, government taxes and service charges, for single accommodation per night would be Baht 1,000 (approx. US\$ 40). The hotel address is:

Pornping Tower Hotel
46-48 Charoenprathet Road,
Chiang Mai 50000,
Tel (053) 270099, Fax (66-053) 270119,
Telex: 43557 PP HOTEL TH.

8. Daily subsistence allowances

To those participants invited at ESCAP's expense, daily subsistence allowances (DSA) at the United Nations established rates for Chiang Mai (which is currently US\$ 79) will be provided. Additionally one extra day of DSA will be provided to each of them in lieu of terminal and miscellaneous expenses. Participants are required to fill in the arrival/departure form and submit it together with their air tickets to the ESCAP staff servicing the workshops. DSA will be disbursed on the day following the submission of the form along with the air ticket.

9. Travel arrangements

ESCAP will arrange for the most direct economy class round-trip air ticket for the participants invited at ESCAP's expense. Participants will be contacted by travel agents or airlines concerned, or UNDP country offices in their respective countries when authorization has been issued.

At Bangkok airport, flights to Chiang Mai depart and arrive at the domestic terminal. There is a frequent shuttle service between the international and domestic terminals. At Chiang Mai airport, participants will be received by the hotel staff. The charge for the airport-hotel transfer is Baht 20 per person.

/....

10. Immigration and health requirements

Participants to the workshop are required to obtain appropriate visas to Thailand from the nearest Thai Embassy or consulate in their countries. Where necessary, participants are advised to obtain transit visas for places en route to Thailand. In case participants cannot obtain visas before departure, visa can be obtained at Bangkok airport for most countries. For this the participants should carry three passport-size pictures. Particulars for both immigration and health requirements may be obtained from the airlines with which participants will travel.

11. Administrative arrangements

In those cases where the participation costs are borne by ESCAP, the secretariat will provide only travel and DSA, as indicated, and will not assume responsibility for any other expenditures, to mention a few such as:

- (a) All expenses in the home country incidental to travel abroad, including expenditure for visa, medical examination, inoculations and other such miscellaneous items and internal travel to and from the airport of arrival and departure in the home country;
- (b) Salary and related allowances for the participants during the period of the Workshop;
- (c) Cost incurred by participants in respect of travel insurance, accident insurance, medical or dental bills or hospitalization fees in connection with their attending the Workshop;
- (d) Compensation in the event of death or disability of participants in connection with their attending the Workshop.
- (e) Any loss of or damage to personal property of participants while attending the Workshop or losses or damages claimed by third parties as a result of any negligence on the part of the participants;
- (f) Any other expenses of personal nature, not directly related to the purpose of the Workshop.

/.....

12. Foreign exchange

Participants may bring with them travellers' cheques or bank drafts in Pound Sterling, US dollars or Japanese Yen which can be exchanged for Thai currency at the prevailing bank rates. Exchange rates, which fluctuate from time to time, are approximately as follows:

US\$ 1.00	=	Bht. 25.50
Pound Sterling	=	Bht. 44.50
Japanese Yen (100)	=	Bht. 19.20

13. Documentation

Kindly indicate to us if you can receive the drafts of the chapters on computer diskettes (IBM PC compatible ASCII files) and if so which size of diskette you would prefer (5.25" or 3.5")?

14. Inquiries

Should there be any queries concerning the Workshops, please contact:

Dr. M. Rahmatullah
 Acting Chief
 Division of Industry, Human Settlements
 and Environment
 United Nations ESCAP
 United Nations Building
 Rajadamnern Avenue
 Bangkok 10200
 THAILAND

Tel. Office: 2829161-200 Ext. 1612
 2829701 (Direct)
 Telex: 82392 ESCAP TH or 82315 ESCAP TH
 Fax: (662) 2829602

66 UNESCO (Annex 17)

THE WORLD BANK/IFC/MIGA

OFFICE MEMORANDUM

DATE: June 25, 1992

TO: Mr. Mohamed T. El-Ashry, Director, ENV

FROM: Michael M. Cernea, Senior Adviser, ENVDR



EXTENSION: 35089

SUBJECT: UNESCO: Inter-Governmental Social Science Program
ODA Social Development Unit

1. On June 2-3, 1992, I attended two out of the three days' meeting organized by UNESCO (the Directorate for Social Sciences), to discuss the Inter-Governmental Social Science Program (ISSP) currently being prepared by UNESCO in conjunction with other UN agencies. The meeting was well attended (about 60 participants) by representatives of other UN bodies, national research organizations from developing and developed countries, national UNESCO commissions, etc.
2. In preparing the ISSP, UNESCO's goal is to depart from its own past approach to social sciences, which was overly academic and rather remotely in touch with development issues. The new approach would be to encourage social researchers from both developing and developed countries to take a stronger orientation toward applied social science work, specifically related to issues of development sustainability, environmental protection, participation, gender, etc.
3. The draft ISSP discussion paper was prepared by UNESCO secretariat, together with a larger background paper describing past experiences and ongoing related activities. The open floor discussion was detailed, constructive, and supportive of the new ISSP. In particular, representatives of Scandinavian countries were firm in urging UNESCO to include new activities strongly linked to relevant development issues.
4. In my participation in the general discussions, I supported the preparation of a new program, and made specific proposals. I briefly presented the Bank's research related to Social Impact and to Environmental Assessment, the *1992 World Development Report*, etc., and outlined the acute need for using applied social research in various Bank assisted and government promoted development programs. In particular, I emphasized the need for UNESCO to contribute to building up the capacity for indigenous applied social science in developing countries.
5. My overall assessment is that the proposed ISSP is a promising orientation, but it will require at least 2-3 years, until the program will get to a working start. It needs further preparatory work, approval by UNESCO's Board, and approval by UNESCO's general conference. Financing is far from clear. In this context, my proposals regarding ways in which development aid and local funds can be used for supporting project-related applied research were received by UNESCO officials with great interest.
6. I met with UNESCO's Deputy Director General, Ms. Fournier and, among other issues discussed, we agreed that the Bank will be kept regularly informed by UNESCO's Directorate for Social Sciences about further progress in preparing the ISSP.

Visit to Overseas Development Administration

7. On my way back to headquarters I had a prearranged meeting in London with the social advisers of the Overseas Development Administration (ODA). In the immediate prior days, ODA had organized and hosted a meeting of the social advisers of several bilateral aid agencies of OECD countries. The purpose of my visit was to get a full briefing on these activities and on the current expansion of the role of social advisers in bilateral development agencies.

8. The meeting was called by ODA, following up a similar one organized by GTZ in Frankfurt in December 1990. It focused on the current roles of social analysts in European bilateral agencies and on their priority agendas. The substantive issues discussed were related to the "tools of trade" of the social analyst in designing: participatory development strategies for bilateral programs; safety nets; resettlement issues; social dimensions of natural resource management; environmentally related social aspects.

9. ODA informed us about a significant expansion of the social staff in ODA proper. A new Social Development division will be created soon and a Social Development Adviser position was for the first time created in the research and development branch of ODA. I also briefly met with Mr. Richard Manning, Head of ODA Asia Division (former alternate UK ED in the Bank) and we discussed the support from ODA for the Bank initiated study on Involuntary Resettlement in China. ODA agreed to provide full financing for this Bank study, scheduled to start in two months.

cc: Messrs./Mmes. A. Steer, M. Munasinghe, M. Koch-Weser (ENV); A. Shakow, K. Lateef, G. Reif, M. McDonald (EXT); O. Lafourcade (Paris Office)

WORLD BANK OFFICE TRACKING SYSTEM
INTERNATIONAL ECONOMIC RELATIONS
Routing and Action Transmittal Sheet

Ts. file 66
UNESCO

TO: Guenter Reif (T8109) DATE: 6/18/92

SUBJECT:

Document From: Federico Mayor
To: Boutros Boutros-Ghali
Dated: 5/29/92 Reference No.: XIE920618003

Topic: Thanking him for his letter of 4/29, re: follow-up
to the ACC meeting.

ACTION INSTRUCTIONS: DUE DATE: 6/18/92

- HANDLE
- REVIEW AND RECOMMEND
- FOR YOUR INFORMATION
- DISCUSS WITH _____
- AS WE DISCUSSED
- PREPARE RESPONSE FOR _____ SIGNATURE
- FOR YOUR FILES
- RETURN TO _____
- OTHER: _____

6/18/92

Remarks: THIS LETTER WAS CC'd TO LTP FOR INFORMATION ONLY.
NO REPSONSE REQUIRED.



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



united nations educational, scientific and cultural organization
organización de las naciones unidas para la educación, la ciencia y la cultura
organisation des nations unies pour l'éducation, la science et la culture

7, place de Fontenoy,
75700 PARIS

telephone: national (1) 45.68.10.0
international + (33.1)
cables: Unesco Paris
telex : 204461 Paris
270602 Paris

The Director-General

reference : DG/16.2/435

29 MAI 1992

Dear Mr Secretary-General,

Thank you for your letter of 29 April 1992, on the follow-up to our ACC meeting earlier that month. Our discussions in Geneva were indeed most interesting and encouraging for the future work of our Committee.

I will certainly be in touch with Mr Francis Blanchard and provide him with my personal views on the role of ACC in meeting the challenges facing the whole United Nations system and also on the functioning of ACC and its subsidiary machinery.

While understanding fully your wish that the next ACC meeting not coincide with the General Assembly session, it is rather unfortunate that several colleagues could not be available in early September. Scheduling our next meeting at the end of January 1993 does seem rather far removed, especially since the items you propose for its agenda are not only important but also urgent. The follow-up to the Rio Conference may require consultation and concertation at the executive heads level well before next January. And if we wish to revitalize and rationalize our Committee and its subsidiary mechanisms, especially its Organizational Committee, an interim period of nine months does seem rather long. As to an ad hoc special meeting concerning personnel issues prior to the next General Assembly session, this possibility will indeed have to be kept in mind.

Mr Boutros Boutros-Ghali
Secretary-General
United Nations
New York, N.Y.
U.S.A.

.../..

- 2 -

As I already indicated in Geneva, I very much welcome the setting up within ACC of a Task Force on Environment and Development in which UNESCO will be pleased to participate. We are waiting to hear from Mr Strong in this respect.

I look forward to receiving the draft report of the Geneva meeting in due course.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'F. Mayor', is written over a vertical line that extends from the 'Yours sincerely,' text above.

Federico Mayor

THE WORLD BANK
INTERNATIONAL FINANCE CORPORATION
MULTILATERAL INVESTMENT GUARANTEE AGENCY

Spoke with Sylvie, Mr.
Verspout's Secy. X33279
asking her to arrange with
Chiron for the signing of the
"new" version of his letter
when received x letter (old version)
sent to Mr. Lockhead x Chiron
has been informed of above &
will arrange for signature with
electric pen! Lockhead's office
to work all arrangements out!

S.
6/16/92



INTERNATIONAL CONSULTATIVE FORUM ON EDUC

FORUM CONSULTATIF INTERNATIONAL SUR L'EDU

*See 66
UNESCO*

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

F A C S I M I L E
33-1-40659405

OUTGOING ED/FAX/

DATE : 27 May 1992

TO : Mr. John Lawrence, UNDP FAX : 1-212-9065365

Mr. Aklilu Habte, UNICEF : 1-212-3267133 *6/11*

Mer/aim Lockheed acting for Verspoor
Mr. Adriaan Verspoor, World Bank : 1-202-4770142 *33279*

FROM : Michael Lakin, Executive Secretary, EFA Forum

TOTAL NUMBER OF PAGES TRANSMITTED INCLUDING THIS PAGE:

If there are problems receiving this transmission, please telephone UNESCO Paris : 33-1-45680889 or 90.

SUBJECT: Joint letter to Heads of Government

Today, finally, we are sending the joint letter across the Atlantic for the signature of your respective CEO. We have used English, French and Spanish versions according to the operating procedures in force at UNESCO. In most cases, the signed letter and enclosure (Final Report of the Forum) will be transmitted via the country's delegation or embassy here in Paris.

I am sending the packet via "Chonopost" -- the French post office's response to DHL et. al. -- addressed first to Aklilu. He will make arrangements to pass them to UNDP, which should then pass them on to the Bank, which should return them to me for dispatch from here.

Thanks for your cooperation.

WORLD BANK
External Affairs
Office of the Director 56212

Fax Cover Sheet

To: _____ **Date:** June 10, 1992

Fax No: 70142

Name: Sylvie

Organization: _____

Total Pages (Inc. this cover sheet): 4

FROM:

Fax No: 60618

Name: E. Blackman

Address: _____

Phone: 31828

MESSAGE:

Sylvie:

Per our conversation. Please have Ms. Lockheed clear the attached and give me a call on Ext. 31828 with her clearance. Thanks much.

Esla Blackman



FORUM CONSULTATIF INTERNATIONAL SUR L'ÉDUCATION POUR TOUS

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

*to be redone
- see extra sheet*

Ref. 1.3/CBE/24

Excellency,

Two years ago, Afghanistan joined the broad alliance of governments, United Nations organizations, donor agencies and non-governmental organizations that met in Jomtien, Thailand, to frame the World Declaration on Education for All. The Jomtien Conference demonstrated the depth of concern and commitment, shared by countries at all points on the development spectrum, to more effectively meet basic learning needs. Six months later, the World Summit for Children gave the education goals adopted at Jomtien the powerful endorsement of Heads of State.

In order to assess the progress achieved since the Jomtien Conference, we convened the initial meeting of the International Consultative Forum on Education for All in December 1991. It brought together some 60 high level people, representing a cross-section of governments, development agencies, non-governmental organizations, the private sector and the media. We wish to recommend to your attention the enclosed report of the Forum.

The Forum found that considerable progress has been made, but that much greater effort by governments and the international community will be needed to achieve Education for All by the year 2000. Some 130 million children still have no access to school and will soon join the nearly one billion illiterate adults - one in four adults. No real breakthrough will be possible without strong and sustained political commitment, coupled with a serious rethinking of resource priorities on the part of countries and their leaders. The experience gained since Jomtien suggests that where countries truly mobilize their social and economic forces to achieve Education for All, they will succeed.

./...

H. E. Sultan Ali KESHTMAND
President of the Council of Ministers
KABUL
Afghanistan

We believe that these views are widely shared by heads of State and Government, parliamentarians and leading personalities in the social and economic fields. Therefore, we wish to appeal to you to lend your personal support and leadership to the broad social alliance working to achieve Education for All in your country. In this connection, the Jomtien Conference recommended organizing national level deliberative bodies representing the major social partners to advocate and facilitate improvements in basic education. Your personal patronage of such a body would certainly enhance its effectiveness.

We would also appeal to you, as someone in a position to influence patterns of international co-operation, to support greater investment and assistance in this vital area.

For our part, we have already taken action on one of the Forum's proposals by establishing a small secretariat based at UNESCO headquarters in Paris that will work together with an international steering group to promote and monitor Education for All action worldwide and submit reports and proposals to future meetings of the Forum.

Please be assured that we personally, and our agency staff at country and international levels, stand ready to provide and facilitate technical, intellectual and financial co-operation in support of your efforts to achieve Education for All, the concern of us all.

Please accept, Excellency, the assurances of our highest consideration.

Lewis T. Preston
President
World Bank

Federico Mayor
Director-General
UNESCO

William H. Draper III
Administrator
UNDP

James P. Grant
Executive Director
UNICEF

Enclosure: 1



THE WORLD BANK/IFC/M.I.G.A.
Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 473-3279 // Fax Tel. No. (202) 477-0142 // Telex No. RCA 248423

FACSIMILE COVER SHEET AND MESSAGE

DATE: June 1st, 1992 NO. OF PAGES: 2 MESSAGE NO.
TO: Mike Lakin Fax No.: 9-011-33-1-40-65-94-06
(Name)
COMPANY: UNESCO CITY/COUNTRY: Paris, France
FROM: Fax No.: (202)-477-0142
(Name) Arvil Van Adams, Acting Chief, PHREE *AVB*
Dept./Div. Name: PHREE Dept/Div. No. 654/10
Room No. S-6029 Telephone: (202) 473-3279
Subject: Joint Letter to Heads of Government

Please see our memo about the above letter sent to Mr. Preston.

Unfortunately, we have to keep the previously approved wording in paragraph 7; our lawyers cannot accept the new version of this paragraph.

Thanks and Regards

cc: Messrs. Aklilu Habte, UNICEF, and Messrs. John Lawrence and Jufar Jawa, UNDP.

Transmission authorized by: Arvil Van Adams, Acting Chief, PHREE

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax number listed above.

OFFICE MEMORANDUM

DATE: June 11, 1992

TO: Mr. Rajagopalan, Vice President, OSP

FROM: Marlaine Lockheed, Acting Chief *ML*

EXTENSION: 33443

SUBJECT: Joint Letter to Heads of Government

1. We have received another draft of the letter to Heads of Government, which is supposed to be ready for Mr. Preston's signature. Unfortunately, the attached draft is slightly different from the version that you approved on April 29, 1992. The differences are:

Paragraph 4:

Current wording: "... broad social alliance working to achieve Education for All in your country.";

Previously approved wording: "... broad social alliance that Education for All requires in your country."

Paragraph 7:

Current wording: "Please be assured that we personally, and our agency staff at country and international levels, stand ready ..."

Previously approved wording: "Please be assured that we personally remain committed to the goals of the World Declaration on Education for All and that our organizations and their respective staff at country and international levels, stand ready ..."

2. I suggest the "current wording" in paragraph 4 be accepted, as it appears more diplomatic. However, the previously approved wording in paragraph 7 seems preferable to that in the current letter.

Attachments:

MLockheed:sd
heads.raj/SDSMSD01

cc: Ms. Hamilton (PHRDR), Ms. Blackman by fax (EXTDR), Mr. Verspoor and Ms. Moran (o/r) (PHREE), PHREE Div. Files 7.3.4 Jomtien and 5.2.10 WCEFA, and IISC.

003

Sagie
YK
6/11

AVerspoor:sd
lakin2.fax/SDSMSD01

cc: M/M. Rajagopalan, OSPVP; Hamilton, PHRDR; Blackman, EXTDR;
A. Verspoor (o/r), T. Moran (o/r), div. Files 5.2.10 WCEFA and 7.3.4 Jomtien, and IISC

66 UNESCO (immd)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

May 20, 1992

Dear Mr. Marques:

I refer to your letter CII/PII/YM/PW/503 of March 31 inviting World Bank representation as an observer at the Fourth Session of the Intergovernmental Committee for the Intergovernmental Informatics Programme, to be held in Paris from December 1 to 4, 1992.

I thank you for the invitation. It seems unlikely at this time that the Bank will be able to send a representative. However, should this situation change in any way we would inform you accordingly.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Luis G. Marques
Assistant Director-General
for External Relations
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mrs. Handwerker (Paris)

MMcDonald



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
1, rue Miollis, 75015 Paris

téléphone : national (1) 45.68.10.00
international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
télex : 204461 Paris
270602 Paris
téléfax : 45.67.16.90

référence : CII/PII/YM/PW/503

31 MAR 1992

Sir,

I have pleasure in informing you that the Intergovernmental Committee for the Intergovernmental Informatics Programme will hold its fourth session at Unesco Headquarters in Paris from 1 to 4 December 1992 (the 1 December being set aside for regional meetings and contacts between delegations).

In accordance with Article 8.2 of the Statutes, representatives of the United Nations and other organizations of the United Nations system may take part, without the right to vote, in all meetings of the Committee and its subsidiary bodies, except meetings of the Bureau.

The provisional agenda of the session is enclosed. Further documentation relating to the meeting will be sent to you in due course.

If, as I hope, the World Bank is able to attend, I should be grateful if you would let me know, in due course, the name and title of the representative designated.

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

A handwritten signature in blue ink, reading "Luis G. Marqués".

Luis G. Marqués
Assistant Director-General
for External Relations

Mr. Lewis T. Preston
President
World Bank/International Finance
Corporation
1818 H Street, N.W.
Washington D.C. 20433
U.S.A.

United Nations Educational,
Scientific and Cultural Organization

Fourth Session of the
Intergovernmental Committee for the
Intergovernmental Informatics Programme

Paris, 1-4 December 1992

PROVISIONAL AGENDA

1. Opening of the session by the Chairman of the Intergovernmental Committee for the IIP.
2. Address by the Director-General or his representative.
3. Election of the Chair and other members of the Bureau.
4. Adoption of the agenda.
5. Report on the activities of the Bureau since the third session of the Committee.
6. Report on the activities of the Secretariat. Assessment and progress of projects launched since the third session of the Committee.
7. Coordination between IIP, IPDC and PGI.
8. Review of the financial situation of the IIP: evolution of voluntary contributions (Member States - UNESCO) and Funds-in-Trust.
9. Review of UNESCO's informatics programme and updating of the priority fields of the IIP.
10. Review of measures to be taken in order to strengthen the resources of the IIP and to increase its effectiveness.
11. Tasks of the Bureau and the Secretariat.
12. Conclusions and recommendations.
13. Date and place of the fifth session.
14. Matters arising.
15. Adoption of the report of the session.
16. Closure of the session.

66 UNESCO (mmid)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

May 18, 1992

Dear Sir:

I refer to Mr. Nhouyvanisvong's letter ED/CEO/UCE/92/176 of April 30 inviting World Bank representation as an observer at the International Conference on Education, to be held in Geneva from September 14 to 19, 1992.

I am pleased to inform you that Mr. Adriaan M. Verspoor, Chief, Education and Employment Division, Population and Human Resources Department, will attend the Conference on behalf of the Bank. I should be grateful if the relevant background documentation could be sent directly to Mr. Verspoor, at this address.

(ORIGINAL SIGNED BY)
Sincerely yours,


K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

The Director
International Bureau of Education
Case postale 199
CH-1211 Geneva 20
Switzerland

cc: Mr. Verspoor (PHREE)
Mr. Baneth (Geneva)

MMcDonald



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

'92 MAY 12 PM 2 25

7, place de Fontenoy, 75700 Paris
1, rue Miollis, 75015 Paris

adresse postale : B.P. 3.07 Paris
téléphone : national (1) 45.68.10.00
international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
téléc : 204461 Paris
270602 Paris

référence : ED/CEO/UCE/92/176

30 AVR. 1992

Monsieur le Président,

J'ai l'honneur de vous informer que la quarante-troisième session de la Conférence internationale de l'éducation se tiendra à Genève au Centre international de conférences du 14 au 19 septembre 1992.

Conformément à la résolution 1.2 adoptée par la Conférence générale à sa vingt-sixième session et à la décision 5.2.2 adoptée par le Conseil exécutif à sa 137e session, j'ai le plaisir, au nom du Directeur général, d'inviter votre organisation à envoyer un observateur à cette Conférence. Cette quarante-troisième session, qui portera sur la contribution de l'éducation au développement culturel, s'inscrit dans le cadre de la Décennie mondiale du développement culturel, proclamée par l'Organisation des Nations Unies pour la période 1988-1997 et célébrée sous les auspices conjoints de l'ONU et de l'UNESCO. Comme l'a décidé la Conférence internationale de l'éducation à sa quarante-deuxième session (septembre 1990), un rapport préliminaire sur la mise en oeuvre de la Recommandation n° 77 portant sur l'alphabétisation sera également examiné à cette session.

Vous voudrez bien trouver ci-joint l'ordre du jour provisoire de la session. Les documents de travail vous seront envoyés ultérieurement.

Les langues de travail de la Conférence seront l'anglais, l'arabe, le chinois, l'espagnol, le français et le russe. C'est dans ces langues que les documents de travail seront distribués et que l'interprétation simultanée sera assurée.

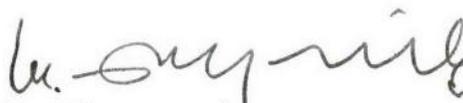
./...

Monsieur Lewis T. PRESTON
Président
Banque Mondiale
1818 H Street, N.W.
WASHINGTON, D.C. 20433
Etats-Unis d'Amérique

Si, comme je l'espère, vous êtes en mesure d'accepter cette invitation, je vous serais reconnaissant de bien vouloir adresser votre réponse au Directeur du Bureau international d'éducation (Case postale 199, 1211 Genève 20, Suisse), le 14 août 1992 au plus tard, en indiquant les nom et qualité de l'observateur que vous aurez désigné.

Selon l'usage pour les conférences de cette catégorie, les frais de voyage et de séjour des observateurs sont à la charge des organisations qu'ils représentent.

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



K. Nhouyvanisvong
Sous-Directeur général p.i.
pour les relations extérieures

P.J. : 1

ORGANISATION DES NATIONS UNIES
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

CONFERENCE INTERNATIONALE DE L'EDUCATION

Quarante-troisième session

Centre international de conférences, Genève

(14-19 septembre 1992)

ORDRE DU JOUR PROVISOIRE

1. Ouverture de la Conférence
2. Election du président
3. Election des vice-présidents et du rapporteur de la Conférence
4. Adoption de l'ordre du jour (ED/BIE/CONFINTED 43/1)
5. Organisation des travaux de la Conférence (ED/BIE/CONFINTED 43/2)
6. Education, culture et développement : politiques et stratégies coordonnées (thème de la plénière) (ED/BIE/CONFINTED 43/3/Plénière)
7. Thèmes de la Commission
 - 7.1 La prise en compte de la dimension culturelle dans les programmes d'éducation (Groupe de travail I) (ED/BIE/CONFINTED 43/3/GT I)
 - 7.2 Le rôle de l'éducation dans le développement culturel et artistique de l'individu (Groupe de travail II) (ED/BIE/CONFINTED 43/3/GT II)
 - 7.3 Le développement culturel par l'interaction entre l'école, la communauté et la société (Groupe de travail III) (ED/BIE/CONFINTED 43/3/GT III)
 - 7.4 Aspects culturels et interculturels de l'éducation : une nouvelle responsabilité pour les enseignants (Groupe de travail IV) (ED/BIE/CONFINTED 43/3/GT IV)
8. Rapport préliminaire sur la mise en oeuvre de la Recommandation n° 77 portant sur l'alphabétisation adoptée par la 42e session de la CIE (Commission) (ED/BIE/CONFINTED 43/4)
9. Adoption de la Recommandation n° 78 adressée aux ministres de l'éducation et de la culture (ED/BIE/CONFINTED 43/5 Prov.)
10. Adoption du rapport final
11. Clôture de la Conférence

ROUTING SLIP		DATE: 08/21/92
NAME		ROOM NO.
Mr. K. Sarwar Lateef, EXTIE		T8101
Mr. Callie Boucher, EXTIE		T8111
APPROPRIATE DISPOSITION		NOTE AND RETURN
APPROVAL		NOTE AND SEND ON
CLEARANCE		PER OUR CONVERSATION
COMMENT		PER YOUR REQUEST
FOR ACTION		PREPARE REPLY
<input checked="" type="checkbox"/> INFORMATION		RECOMMENDATION
INITIAL		SIGNATURE
NOTE AND FILE		URGENT
REMARKS:		
FROM: Gretchen Handwerker	ROOM NO.: Paris	EXTENSION: 80-3019

Gretchen H.

DG/92/17

~~to S. Caty / e. Sanchez~~

Jill. G.
(UNESCO)
JL

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

Address by
Mr Federico Mayor

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

at the opening of the
International Conference of the Observatory
of the Sahara and the Sahel

Paris, 14-15 May 1992

Mr Prime Minister,
Distinguished Ministers,
Distinguished representatives of regional
and international organizations,
Ladies and Gentlemen,

The idea first launched in 1988 by Mr François Mitterrand, President of the French Republic, to establish the Observatory of the Sahara and the Sahel as a new means of providing for international co-operation on the problems of the environment and development, is one that UNESCO cannot fail to welcome.

I am also pleased to see that this venture has the support of the 20 African countries directly concerned, and the support of the industrialized countries and the various regional and international organizations working for the development and protection of the environment in this part of the African continent, so badly hit by drought and desertification.

The Sahara is the largest desert in the world. It was therefore perfectly natural that the international community should devote all due attention to it from the scientific, socio-economic and cultural points of view. Water is life. The management of water resources and the fight against drought have always been a priority concern for most of the African continent. In addition, for 20 years or so, the problems have been growing more marked on account of the series of droughts which have made the ecosystems more delicate and the socio-economic balances more precarious, and the importance of water resources as a political issue in Africa has been increasing all the time. However, the United Nations system, including UNESCO, began to try to solve the problems of arid zones much longer ago than that. UNESCO's arid zone programme was launched in Algiers in April 1951 and was one of the first international scientific co-operation programmes to be set up within the United Nations system. This programme continued until 1964 and not only helped to involve the relevant scientific community but also helped to develop technical assistance programmes and projects and create and expand institutions for research, training and support for development in a large number of countries. From the scientific point of view, it led to the preparation of the Map of the World Distribution of Arid Zones, and the publication of some 30 titles in the series 'Arid Zone Research'.

As from 1964, this programme was succeeded by a wider programme of natural resources research and by the launching of the International Hydrological Decade. I shall mention only the Algerian/Tunisian project for the survey of groundwater resources in the Northern Sahara, which made it possible to carry out the first comprehensive hydrological study of this vast aquifer under the desert, evaluate its resources and propose various forms of exploitation.

With the launching of the Man and the Biosphere (MAB) programme in 1971, activities concerning the arid and semi-arid zones were given a new slant, following an integrated, multidisciplinary approach which associated the social sciences with the natural sciences.

It was around this time that the ecological crisis revealed by the great drought in the Sahel reached its height. This crisis was one of the main factors which led to the United Nations Conference on Desertification, held in Nairobi in August-September 1977, with which UNESCO was closely associated.

Pilot projects for research, training and demonstration applied to the integrated land-use of arid and semi-arid zones within the MAB programme, action under the International Hydrological Programme and the International Geological Correlation Programme, programmes for the management of natural resources, implemented at World Heritage sites and in biosphere reserves - the great variety of UNESCO's fields of competence and means of action has enabled it to tackle the problems of the arid zones on several fronts. The programme 'Priority: Africa', established a few years ago, represents another string to our bow in this connection.

Mr Prime Minister,
Ladies and Gentlemen,

This rapid overview shows to what extent UNESCO's action is consonant with the lines of approach adopted for the Observatory of the Sahara and the Sahel Programme - even if, by virtue of its catalytic nature, UNESCO's action is upstream from that of the many other bodies providing bilateral or multilateral aid that are more directly involved in the programmes of aid to development.

UNESCO will, of course, do all that it can, within its fields of competence, to continue the work already started on behalf of the 20 countries in the area covered by the Observatory of the Sahara and the Sahel. It is also ready to make the fruits of its long experience available to the Observatory and to provide it with as much support as possible. Close co-operation has in fact already begun between the Observatory and several divisions of the Secretariat, in particular the Division of Ecological Sciences and the Division of Water Sciences. Lastly, I am happy to announce that, as a reflection of its wish to give practical support to this new body from the outset, UNESCO is providing it with office space at its Paris Headquarters.

I know that development and the struggle against desertification in the Sahara and its surrounding area call for increased resources and sustained efforts and so the establishment of this Observatory is welcome news indeed. I am sure that it will make it possible to increase the effectiveness of action undertaken, not only by attracting further resources but also by helping to make more of scientific and technological knowledge and by improving existing arrangements for co-operation.

In conclusion, may I point out that the inspiration for what it is proposed to do under the programmes of the Observatory of the Sahara and the Sahel is precisely the concern to which the United Nations Conference on Environment and Development, to take place in a month's time in Rio de Janeiro, is due to provide a response. All the relevant institutions of the United Nations system, the international scientific community and the intergovernmental and non-governmental organizations, must join forces to redress present trends by showing wisdom, courage and imagination, in an effort to reconcile the objectives of development with the demands of environmental protection, within a long-term approach calling for global solidarity.

In this respect, Mr Prime Minister, I should like to stress the significance of our meeting here today, in the presence of many eminent members of the French Government. This

meeting reflects the interest which France has always shown in the problems of Africa and its desire to play an active part in seeking solutions, and further demonstrates the excellent relations that exist between UNESCO and the host country, whose concern to develop North-South co-operation was reaffirmed by Mr François Mitterrand when he came to open the last session of the General Conference.

I should like to express the hope that the constituent Conference which is opening today will enable the Observatory of the Sahara and the Sahel to consolidate its foundations and develop rapidly. The international co-operation which we all endeavour to promote, will thus be strengthened in a vital area. It is the desert which makes shade and water so valuable. Perhaps it will become the non-fossil energy source of the future.

66 UNESCO (Commit)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

BY FACSIMILE

May 7, 1992

Dear Sir:

I refer to your communication DG/16.2/30.6/309 of April 23 inviting World Bank representation at the 139th Session of the Executive Board, to be held in Paris from May 18 to 27, 1992.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative due to work pressures and other commitments of staff at this time.

Sincerely yours,

(ORIGINAL SIGNED BY)

Aubrey Williams
Acting Chief
International Economic Relations Division
External Affairs

The Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr. Verspoor (PHREE)
Mrs. Handwerger (Paris)

MMcDonald

TRANSMISSION CONFIRMATION REPORT

No. =005031

DATE/TIME	MAY 8, 1992 5:26PM
DURATION	27s
TRANSMITTER (FROM)	EXTIE 202-676-0576 202 676 0576
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PAGES XMITTED	01
PAGES ERRORED	
RESULT	OK
COMM. MODE	G3
RESOLUTION	NORMAL

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The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

BY FACSIMILE

May 7, 1992

Dear Sir:

I refer to your communication DG/16.2/30.6/309 of April 23 inviting World Bank representation at the 139th Session of the Executive Board, to be held in Paris from May 18 to 27, 1992.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative due to work pressures and other commitments of staff at this time.

Sincerely yours,



Aubrey Williams
Acting Chief
International Economic Relations Division
External Affairs

The Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture
organización de las naciones unidas para la educación, la ciencia y la cultura

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telegrams: Unesco Paris
telex: 204461 Paris
270602 Paris
telefax: 47.34.85.57

The Director-General

reference: DG/16.2/30.6/309

The Director-General of the United Nations Educational, Scientific and Cultural Organization has the honour to invite the United Nations, the Specialized Agencies, the International Atomic Energy Agency and intergovernmental organizations to be represented at the 139th session of the Executive Board, which will be held in Paris from 18 to 27 May 1992. The provisional agenda of the session (document 139 EX/1 (prov.)) is annexed hereto.

The first plenary meeting will be held on Monday 18 May at 10 a.m. in Room X. At that meeting the Board will adopt its agenda, decide which items to refer to its commissions and draw up a timetable of work for the session.

The Director-General would appreciate receiving as soon as possible the names of the representatives designated to attend this session on behalf of their organization, and avails himself of this opportunity to renew the assurances of his highest consideration.

Paris, 23 April 1992



The President
World Bank
1818 H Street, N.W.
Washington D.C. 20433
United States of America

Hundred and thirty-ninth Session
(18-27 May 1992)

139 EX/1 (prov.)
PARIS, 31 March 1992
Original: French/English

PROVISIONAL AGENDA

Item	Title	Reference	Document
1	Adoption of the agenda		139 EX/1 (prov.)
2	Approval of the summary records of the 137th and 138th sessions		137 EX/SR.1-10 138 EX/SR.1-3
3	Methods of work of the Organization		
3.1	<i>Executive Board</i>		
3.1.1	Organization of the session: Report by the Bureau on questions that do not appear to require debate	103 EX/Dec.3.2.1 113 EX/Dec.3.1.2	139 EX/2
3.1.2	Methods of work of the Executive Board, including the terms of reference of the Special Committee	138 EX/Dec.9.2	

Item	Title	Reference	Document
3.1.3	Ways of continuing the work of reflection on the in-depth study on the organization and methods of work of UNESCO, as a member of the United Nations system, in a changing world	137 EX/Dec.3.3	
3.1.4	In-depth studies to be carried out by the Special Committee in 1992-1993: choice of subjects and appointment of rapporteurs	107 EX/Dec.4.1.2	139 EX/SP/INF.1
3.2	Report by the Committee on Conventions and Recommendations: Examination of communications transmitted to it in pursuance of 104 EX/Decision 3.3	104 EX/Dec.3.3	139 EX/3 PRIV.
3.3	<i>United Nations Joint Inspection Unit</i>		
3.3.1	Reports by the Joint Inspection Unit of interest to UNESCO	129 EX/Dec.3.3.1	139 EX/4
4	Execution of the programme		
4.1	<i>Reports by the Director-General</i>		
4.1.1	Report on the activities of the Organization since the 137th session	103 EX/Dec.3.2.1	139 EX/INF.3 (Parts I-V)
4.2	<i>Programme evaluation</i>		
4.2.1	Impact evaluation of communication activities carried out for the benefit of women over the last decade (1981-1991)	Item proposed by the Director-General	139 EX/5
4.3	<i>Education</i>		
4.3.1	Application of 26 C/Resolution 16 concerning educational and cultural institutions in the occupied Arab territories	137 EX/Dec.5.2.1	139 EX/6

Item	Title	Reference	Document
4.3.2	United Nations University: Annual report of the Council of the University and the Director-General's comments thereon	129 EX/Dec.5.2.1	139 EX/7
4.3.3	Proposals by the Director-General concerning the Network: European Universities	26 C/Res.1.14	139 EX/8
4.3.4	Report by the Director-General on the reinforcement of the European Centre for Higher Education (CEPES) and on the future orientation of its programme	26 C/Res.1.13	139 EX/9
4.3.5	Invitations to the sixth Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific	Regulations for the classification of meetings Art.21	139 EX/10
4.3.6	Invitations to the meeting of governmental experts to examine the Draft Universal Convention and the Draft Recommendation on the Recognition of Studies and Qualifications in Higher Education	Regulations for the classification of meetings Art.21	139 EX/11
4.3.7	Invitations to the meeting of governmental experts to examine the feasibility of the creation of a regional centre for higher education in the Asia and the Pacific region	Regulations for the classification of meetings Art.21	139 EX/12
4.4	<i>Natural sciences</i>		
4.4.1	Utilization of space technology by UNESCO	136 EX/Dec.5.3.1	139 EX/13

Item	Title	Reference	Document
4.5	<i>Social and human sciences</i>		
4.5.1	UNESCO action on behalf of the least developed countries (LDCs)	136 EX/Dec.5.5.1	139 EX/14
4.6	<i>Publications</i>		
4.6.1	Proposals by the Director-General concerning a new publications policy	137 EX/Dec.5.5.1	139 EX/15
4.7	<i>Culture</i>		
4.7.1	Revision of the Convention concerning the Protection of the World Cultural and Natural Heritage	Item proposed by Italy	139 EX/29
5	Relations with Member States and international organizations		
5.1	Recent decisions and activities of the organizations of the United Nations system of relevance to the work of UNESCO	103 EX/Dec.6.1 and 6.2 124 EX/Dec.6.1	139 EX/16
5.2	Classification of international non-governmental organizations	Directives concerning UNESCO's relations with NGOs and Foundations	139 EX/17
5.3	Draft agreement between UNESCO and the International Telecommunication Union (ITU)	136 EX/Dec.7.4	139 EX/29

Item	Title	Reference	Document
6	Administrative and financial questions		
6.1	Report by the Director-General on the budgetary situation of the Organization in 1990-1991 and on the transfers made between appropriation lines for the purpose of closing the accounts for 1990-1991	138 EX/Dec.8.1	139 EX/18
6.2	Report by the Director-General on budget adjustments authorized within the Appropriation Resolution for 1992-1993	26 C/Res.14	139 EX/19
6.3	Report by the Director-General on the cash situation of the Organization and on loans contracted since the twenty-sixth session of the General Conference	26 C/Res.23.31	139 EX/20
6.4	Report by the Director-General on the integration of special accounts into the regular budget	136 EX/Dec.8.5	139 EX/21
6.5	Review of the budgeting techniques of UNESCO	26 C/Res.32 Part I	139 EX/22
6.6	Report on the use of the six working languages of the General Conference	26 C/Res.34	139 EX/23
6.7	Annual report by the International Civil Service Commission	114 EX/Dec.8.5	139 EX/24
6.8	State of the Medical Benefits Fund and proposals by the Director-General on the composition of the Board of Management with a view to including on it representatives of Member States	26 C/Res.30	139 EX/25

Item	Title	Reference	Document
6.9	Pensionable remuneration of the Director-General	UN General Assembly Res. 46/816	139 EX/PRIV.1
6.10	Designation of the group of experts on financial and administrative matters and other issues relating to the functioning of the group	137 EX/Dec.8.6	
6.11	Consultation in accordance with Rule 54 of the Rules of Procedure of the Executive Board		139 EX/PRIV.2
7	Other business		
7.1	Preliminary report on the progress of the UNESCO-Chernobyl programme	26 C/Res.13.5	139 EX/26
7.2	Report by the Director-General on the implementation of 137 EX/Decision 9.2	137 EX/Dec.9.2	139 EX/27 139 EX/INF.4
7.3	Intellectual co-operation at UNESCO and setting up of an ad hoc forum of reflection and proposals by the Director-General regarding the various implications of the arrangements envisaged and, in particular, the composition and funding of the activities of the forum	26 C/Res.15	139 EX/28
7.4	Dates of the 140th session		

OFFICE MEMORANDUM

SR *M. McDonald*
RECEIVED *File 66*
EXTIE *UNESGO*
'92 MAY 4 PM 2 20

DATE: April 30, 1992

TO: Mr. Michael M. Cernea, Senior Adviser, ENVDR

FROM: Mohamed T. El-Ashry, Director, ENVDR *MTE*

EXTENSION: 33202

SUBJECT: **EGYPT: Social and Environmental Sustainability in Agricultural Development**
UNESCO: Inter-Governmental Social Science Program (meeting)
Terms of Reference

1. Between May 14-19 you will attend the International Conference on Sustainable Development in Agriculture organized in Egypt by CIDA (Canada) and the University of Alexandria (Egypt), in Alexandria. It is understood that CIDA covers the cost of your air travel roundtrip.
2. Your presentation during this conference will focus on the social and cultural dimensions of sustainable development; in particular, you will speak about the Bank's strategies for involving the grassroots users' groups in the environmentally sustainable management of natural resources.
3. After return to Headquarters you will depart on June 1, 1992, for two days, to Paris (June 2-3) to attend the interagency meeting convened by UNESCO for the Inter-Governmental Program on Social Sciences and development (IPSS). The meeting will discuss the outline of UNESCO program in social sciences for this decade. In the meeting you will present the priority issues on the Bank's social policy agenda and will emphasize ways in which UNESCO's support for development related social sciences research could assist Bank activities.
4. Upon your return to Washington, DC you will prepare a brief back-to-office report.

cc: Messrs. Jeremy Warford (ENVDR); Mohan Munasinghe (ENVPR); **Guenter Reif** (EXTIE); Michel Petit (AGRDR)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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Cable Address: INDEVAS

'92 APR 28 PM 2 17

April 27, 1992

Fax Number: 011 [33-1] 45 67 82 06

*Maureen McDonald
has taken note: 66
Pl. pro UNESCO
FH
J. Reif*

Ms. Francine Fournier
Assistant Director-General
for Social and Human Sciences
UNESCO
7, place de Fotenoy
75700 PARIS, FRANCE

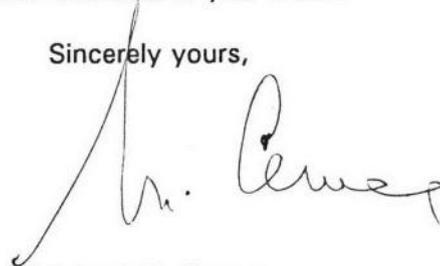
Dear Ms. Fournier:

Thank you for your April 15, 1992 letter inviting me to attend the international consultative meeting on the future Intergovernment Social Science Programme (ISSP) organized by UNESCO on June 1-3, 1992.

I reviewed the preliminary agenda of the meeting and the outline for the ISSP and we feel that indeed this is a very important undertaking, which might benefit also various programs supported by the World Bank in developing countries. Indeed, if social science research would be better focused on the priority issues now on the development agenda, the design, implementation and evaluation of such programs would improve substantively. Therefore, I am pleased to accept your invitation to this meeting.

I look forward to receiving the other materials indicated in your letter.

Sincerely yours,



Michael M. Cernea
Senior Adviser
Sociology and Social Policy
Environment Department

cc: Messrs. Mohamed T. El-Ashry (ENVDR); **Guenter Reif (EXTIE)**

April 24, 1992

*File: GS
(UNESCO)
LW*

Dear Mr. Mayor:

Thank you for your letter of January 28, 1992 to Mr. Preston and the copy of the very interesting Blue Danube Programme. We have been aware of your intentions to develop such a programme.

You are certainly aware of the Environmental Programme for the Danube River Basin which has been developed collaboratively with the GEF partners and which was approved by the conference of Environmental Ministers ("Environment for Europe Conference") held at Dobris Castle in June 1991. This action oriented Programme which focusses on environmental management and is linked to future investment activities was approved in February 1992 in Brussels by representatives of the riparian states and the participating funding organizations and countries as well as the Global Environment Facility partners (UNDP, UNEP and World Bank). The first phase of the three year Programme will cost 48 million ECU of which 34 million ECU has been presently committed by the participating parties. Please find attached a copy of the Programme Work Plan.

As soon as your Blue Danube Programme becomes operational, we would be delighted to coordinate the two complementary programmes.

Sincerely yours,

ALEXANDER SHAKOW

Alexander Shakow
Director
External Affairs

Enclosure

Mr. Federico Mayor
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
F-75700 Paris
FRANCE

cc: Messrs. El Ashry (ENVDR); Lintner (EMTEN)

SLintner/GReif:lmw
EXTIE Log No. 920219-JMHHG

ENVIRONMENTAL PROGRAMME FOR THE
DANUBE RIVER BASIN

PROGRAMME WORK PLAN

14 February, 1992

EMTEN ROUTING SLIP		DATE April 21, 1992	
NAME		ROOM NUMBER	
Mr. Günther Reif, EXTIE		T-8109	
XX	APPROPRIATE DISPOSITION		NOTE AND RETURN
	APPROVAL		NOTE AND SEND ON
	CLEARANCE		PER OUR CONVERSATION
	COMMENT		PER YOUR REQUEST
	FOR ACTION		PREPARE REPLY
	INFORMATION		RECOMMENDATION
	INITIAL		SIGNATURE
	NOTE AND FILE		URGENT
REMARKS: As per our discussion of this morning, please find attached the letter we received from Mr. Mayor, our proposed reply, collaboratively drafted by the Commission of the European Communities, UNDP and the World Bank, together with a copy of the Work Plan for the Environmental Programme for the Danube River Basin.			
FROM: Stephen F. Lintner <i>SFL</i> Sr. Environmental Specialist, EMTEN		ROOM NO. H-9033	EXTENSION 32508

Stuhov

Dear Mr. Mayor,

Thank you for your letter of *January 28, 1992* ^{to Mrs. Paston} and the copy of the very interesting Blue Danube Programme. We have been aware of your intentions to develop such a programme, although we have not had been invited to participate in the development of the programme.

You are certainly aware of the Environmental Programme for the Danube River Basin which we have developed as an outcome of the conference of Environmental Ministers ("Environment for Europe Conference") held at Dobris Castle in June 1991. This action oriented Programme which focuses on environmental management and is linked to future investment activities was approved in February 1992 in Brussels by representatives of the riparian states and the participating funding organizations and countries as well as the Global Environment Facility partners (UNDP, UNEP and World Bank). The first phase of the three year Programme will cost 48 million ECU of which 34 million ECU has been presently committed by the participating parties. Please find attached a copy of the Programme Work Plan.

As soon as the Blue Danube Programme becomes operational we would be delighted to coordinate the two complementary programmes.

cc. Mr. Adams, Linth

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Wednesday, 19-Feb-1992

Item No : 920219-JMHHG, [EXTIE]

TO: ==> GUENTER REIF, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Federico Mayor
Original Recipient : ltp
Document Date : 28-Jan-1992

SUBJECT : Asking WB views on the Blue Danube project which is car
out in parallel with UND, WB and EEC.

ACTION Requested:

Due Date

<input checked="" type="checkbox"/>	Please handle		04-Mar-1992
<input type="checkbox"/>	For Information		
<input type="checkbox"/>	Review & Recommend		
<input type="checkbox"/>	Prepare Response for	_____	Signature
<input type="checkbox"/>	Approval/Signature	_____	
<input type="checkbox"/>	Forwarding To	_____	
<input type="checkbox"/>	Discuss With	_____	
<input type="checkbox"/>	OTHER	_____	

REMARKS:

cc: L. Wood (with copy of routing sheet)



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture
organización de las naciones unidas para la educación, la ciencia y la cultura

RECEIVED
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telegrams: Unesco Paris
telex: 204461 Paris
270602 Paris
telefax: 45.67.16.90

The Director-General

reference: DG/2.9/90

28 JAN 1992

Dear

As you are doubtless aware, UNESCO in 1988 launched a "Blue Danube" project at the request of a number of its riparian Member States. Initially limited to the ecology and hydrology of the Danube Basin, it was later extended to other aspects such as education, history and culture. The attached project document describes the activities envisaged.

As far as the ecological and hydrological aspects are concerned, an additional step was taken in 1991 with the preparation of a detailed plan of action (enclosed), which provides for the holding of a series of Task Force meetings culminating in a high level conference in 1993.

UNESCO's Member States have reiterated their support for the execution of the Blue Danube project on numerous occasions, in particular during the twenty-sixth session of the General Conference in October/November 1991, and it is planned that this interdisciplinary project will become fully operational in 1994/1995.

By way of preparation, I have therefore had carried out a feasibility study for the Blue Danube project, to which the Danubian countries have responded. The replies reveal one of the countries' major concerns to be the management of water resources and the long-term safeguarding of this essential commodity. This objective can involve culture and education as well as science, which is why I decided to call on other sectors of UNESCO to contribute to the project.

It has now emerged that activities in this area are being carried out in parallel by other bodies including UNDP, the World Bank and the European Economic Community and I feel it is highly desirable that consultation and co-operation should be developed to avoid duplication of effort.

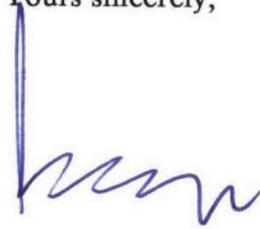
.../...

Mr. Lewis T. Preston
President
The World Bank
1818 H. Street
Washington D.C. 20433, USA

My personal concern is to identify the appropriate place, within the framework of concerted action focused on the Danube, for UNESCO's actions to provide the Danubian countries, at their request, with the scientific bases necessary for the management and sustainable development of their water and other resources. I am convinced that we will be able to reach an agreement as to the best way to execute the different components of this highly important undertaking, and I look forward to having your point of view on the matter.

With best regards,

Yours sincerely,

A handwritten signature in blue ink, consisting of a vertical line followed by several loops and a final flourish.

Federico Mayor



BLUE DANUBE PROJECT PROPOSAL

*THE BLUE DANUBE IS A UNESCO PROJECT
PLANNED AND IMPLEMENTED ON BEHALF
OF THE GOVERNMENTS OF THE DANUBE
COUNTRIES WITH THE MAIN OBJECTIVE
OF PROMOTING SUSTAINABLE AND
ENVIRONMENTALLY SOUND DEVELOPMENT
OF THE DANUBE CORRIDOR*

*THE RAMIFICATIONS OF THE PROJECT
FOLLOW FROM THE STATED OBJECTIVE
AND REQUIRE INPUTS OF VIRTUALLY ALL
SECTORS OF UNESCO, WITH LINKAGES TO
OTHER RELEVANT ACTIVITIES IN THE
DANUBE BASIN.*

Paris , October 1990

PART I. GENERAL OUTLINE OF THE PROJECT*

BACKGROUND AND ORIGIN OF THE PROJECT

The following documents are relevant for explaining the background of the Project:

Unesco Mobilizing Project 4

The Third Medium Term Plan of Unesco (1990-1995), adopted at the 25th Session of the General Conference in Paris, 1989, includes, among others, the so-called Mobilizing Project 4, entitled "Management of Catchment and River Basins: Ecological and Socio-Cultural Aspects" (25 C/5 paras 554/556). Extensive studies of river basins in the sense of its title are foreseen by the project, the objective of which is to assist policy and decision-making in the context of sustainable river basin management, and the preparation of educational and information material.

This initiative was reinforced by an Amendment to the Draft Programme and Budget for 1990-1991 (25 C/DR.138 Rev.), submitted by seven of the Danube countries, asking for Unesco assistance to elaborate an international programme of scientific cooperation on the rational use and protection of the Danube resources for the period 1990-2000. The Director-General of Unesco expressed his willingness to co-operate with the Danubian countries in the implementation of that programme, and in particular, to carry out a feasibility study within the framework of IHP and MAB on the eventual development of this programme into a major Unesco project; he also promised to inform of the proposal and ask for advice of the IHP Intergovernmental Council and the MAB International Co-ordinating Council.

The Bureau of the Intergovernmental Council of the International Hydrological Programme on its session in Paris, 13-15 June, 1990, has considered the Danube Project initiative and concluded:

"The Bureau was informed about recent Unesco initiatives to launch a major interdisciplinary Blue Danube Project and a background material prepared by the Secretariat was distributed explaining the main lines of the prospective science contribution to that project, under the title "Science for the Blue Danube".

* Unesco has commissioned drafting of the Blue Danube Project document to Dr. H. Benamor.

"The Bureau noted that the intents of the project are in agreement with IHP-IV Project M-5-2 and other Subprogramme M projects and would constitute a valuable case study on the management of international river basins".

"The Bureau supports the idea to prepare a feasibility study in the sense of Mobilizing Project 4 approved at the General Conference of Unesco in 1989, underlining that the most important aspect of the project would be the coordination of the various research activities on the Danube."

The Bucharest Declaration

The setting up of the Blue Danube Project is in line with the Declaration on the Co-operation of the Danube Countries on Water Management and especially Water Pollution Control Issues of the River Danube, which was adopted by the governments of eight Danube countries on 13 December 1985 in Bucharest.

By the Bucharest Declaration the Danube governments committed themselves to prepare appropriate programmes and methods for systematic observation of the Danube water quality, to carry out these observations in mutually agreed points of the river and to inform each other about measures taken to preserve the river water quality. The governments agreed to prepare the water balance of the river by harmonized methods and to cooperate in fighting floods and dangerous ice phenomena; they decided to take advantage of the UN system in implementing their decisions and accordingly informed Unesco and several other UN agencies.

Co-operation with CRE and the COPERNICUS Project

The Blue Danube Project was first mentioned on account of an official mission of the Director General of Unesco to Bulgaria in 1988. The initiative was reiterated in the letter of the Director General of 4. 09. 1989 addressed to the Secretary General of CRE:

"I am writing to suggest co-operation between Unesco and the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities in a project which must surely be of importance for both organizations. I refer to the question of the Danube and the attendant environmental issues which are well known to all. I am convinced that Unesco has a significant contribution to make to the long-term solution of this question; therefore, CRE's collaboration would be appreciated."

"Unesco is already initiating activities related to the Danube within its Man and the Biosphere and International Hydrological Programmes"...

"I gather that COPERNICUS will probably include activities related to specific European environmental issues - thus, perhaps the problem of the Danube may also find its place among the actions foreseen within its framework. Concerted efforts by the university Rectors in the countries involved must surely constitute a vital element in the ongoing research for effective remedies. I am sure that it would prove most useful if CRE could obtain and co-ordinate their advice in this respect."...

The same subject is mentioned in a second letter by the Director General to the same addressee, dated 12.09.1990:

"...I have already mentioned to you my wish that CRE and Unesco should collaborate on environmental issues related to the Danube - in fact, I have written to you very recently on this specific point. Meanwhile, we should keep in mind the clear linkages between Unesco's Blue Danube Project and the thrust of COPERNICUS".

The reply of CRE is dated 5.10.1989, signed by the Assistant Secretary General and begins as below:

"Thank you for your letter of 4 September 1989 addressed to our Secretary General, in which you refer to the question of the Danube and the launching of a special Blue Danube Project under the auspices of Unesco"

"As requested in your letter, we held a small consultation meeting with the 8 rectors of the Danubian universities present at our 9th General Assembly in Durham last month, to discuss CRE collaboration in this matter...."

The Danubian Rectors proposed on that occasion to convene a meeting in Unesco to discuss the Danube Project with the Director General and the staff of Unesco, proposing the end of February or the beginning of March as the possible dates of that meeting.

The meeting took place in Unesco, Paris, 26-27 February, 1990, with the participation of rectors of the eight Danube countries, the CRE, Unesco and several observers, representing non-governmental and international organizations. The conclusions of this meeting were expressed by the Final Statement, which was considered as one of the important elements of the present document.

Following this meeting, a broader conference of the Danube rectors was convened in Vienna, 28-30 May, 1990, supported by meetings of two groups of experts - on "Ecology and Science", and on "History and Culture". The working documents, consultations and conclusions of that conference and the expert meetings are the backbone of the present project proposal.

During the Vienna meeting the Danubian rectors agreed on the following resolution:

" 1. Universities are basic institutions within society. Due to their history and their characteristics, universities are in the first place international institutions. Therefore universities are essential to the European process of integration and for social stability in Europe.

2. European programmes on research, teaching and continuing education must be carried out freely. Cooperative achievements have to be evaluated "sans frontiers". Public administrators can only provide the necessary infrastructures for international cooperation. Modes and processes of cooperation should lie at the responsibility and competence of the universities. Only autonomous universities are able to guarantee international cooperation in teaching and research on high level of quality.

3. An integrative infrastructure is the basic requirement in order to yield an optimum out of complexity and multiplicity of cooperative potentials in teaching and research. Synchronization of curricula is one of the very important steps to be made in order to facilitate reciprocal acknowledgements.

4. Mobility of students, young teachers and university teachers must be promoted. Administrative barriers to mobility, like residence permits or certificates of employment should be reduced.

5. International relations are most essential factor for the improvement of quality of teaching. Therefore priorities are: scholarships for promotion of young scientists and facilitated interchange of guest professors.

6. Basically, more resources are indispensable in order to create structures corresponding to the enlargement of university instruments of internationalisation as well as to promote university contributions to the European integration process"

The importance of the Danube basin has been underlined also in the outline (dated May, 1990, page 3) of the Project COPERNICUS (which stands for COoperative Programme in Europe for Research on Nature and Industry through Coordinated University Studies) and is a special project of the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE):

"Project COPERNICUS will promote co-operation on projects dealing with particular issues (managing fragile environments or restoring the declining countryside) or concentrating on particular geographic regions (e.g. the Baltic area or Danube basin)

"The pilot phase, lasting two years, will concentrate on education (exploratory stage) and environmental management (experimental stage). For budgetary reasons, the two approaches have been separated into two stages, although in practice they will probably overlap. Three major areas have been chosen for the exploratory stage: environmental economics, comparative environmental law, and health and the environment. The research capacity of the universities participating in the COPERNICUS network will also be explored in order to ascertain future cooperation on environmental degradation. This will be done by focusing on thematic issues such as water purification or hazardous waste disposal. The concepts and activities developed during the pilot phase may be tested in two geographical regions consisting of countries representing divergent socio-political systems: the Baltic area and the Danube basin."

PROJECT OBJECTIVES

The launching of the "Blue Danube" Project in the form of a major international and interdisciplinary effort responds to the real needs of the Danubian countries in the present historical moment of re-examination of social, economic, cultural and environmental structures. Valuation criteria and priorities are shifting under the impact of the social and economic developments and influence very strongly the societal and economic attitudes with respect to the Danube river and the Danubian basin.

The scientific community of the Danubian countries is facing the duty and the challenge of providing advice to governments on issues which affect the future of the river Danube and the riparian land. Decision makers and planners in the Danubian region should be provided with information allowing them to elaborate adequate policies for sustainable development compatible with the protection of environment. Deepening of their knowledge of the common problems they have to face would help the governments of the region to better understanding and cooperation in solving them.

One of the major concerns of the Danubian countries and thus of their academic communities is the assessment of interactions between the environment and water management of the Danube. Socio-economic incentives underline the urgent need for enhanced water resources development, while on the other hand, ecological and cultural valuation may question the justification of certain projects and development plans, however important they be from utilitarian points of view. The right decisions need scientific support and call for an integrated and transdisciplinary approach. The "Blue Danube Project" offers an opportunity of mobilizing the international and Danubian intellectual capabilities for a joint effort around a major programme with the main objective of sustainable development for the Danubian basin and Europe.

The general objective of the project is to assist and promote collaborative efforts of the Danubian governments, as well as scientific, cultural, educational and other interested communities in exploring methods of decision and negotiation support in environmental and water resources management issues.

The concept of wholeness and indivisibility of the environment would lead the concerted transdisciplinary effort which should allow for clear methodological distinctions to be made between approaches on different horizons of vision: from narrower, project-oriented computer-based decision-support systems of limited scope to the more general, less formal methods of policy analysis on national and basin-wide scales, the philosophy of the Project being to spell out and clarify interdependences rather than to imply or to suggest decisions.

The Project would focus on methodological investigations related to:

** the integrated evaluation of development plans and management policies at different levels of decision;*

** the assessment of the influence on ecology of economic and social developments in the basin;*

** the prediction of the impacts of river development projects on the natural and socio-economic environment;*

** the envisaging of educational policies for increased ecological and water related awareness.*

** the improvement of teaching, research and dissemination of information to a wider public; the setting up of a system of documentation related to the management of the environment and its protection with the ultimate goal of the sustainable development of the countries of the region.*

** the fostering of interuniversity and university/industry cooperation as well as the programme-oriented mobility of students, teachers and researchers in Danubian and other European universities.*

THE PROJECT AREA

The project area comprises the corridor of the river Danube and the riparian land as defined below.

The corridor is defined here as the river itself, its floodplain and the land where groundwater is influenced by the river.

The riparian land is defined as the area adjacent to the corridor where socio-economic and cultural activities are largely influenced by the relations with the corridor.

The Science expert group in Vienna realized that, with regard to the size of the Danube watershed (805,370 km², river length 2850 km), certain mountain and low land sections should be included, such as high alpine and low land Danube profiles. This does not mean that projects dealing with the whole river, biosphere reserves or national parks should be neglected.

Taking into account the different needs of specific studies both countrywise and depending on the subject of the research, some flexibility should be tolerated when deciding about the extension of the project area. For instance, for practical reasons, the area in certain studies has to correspond to the respective administrative entities for which statistical data are available (e.g. states, lands, provinces, counties); in other studies, hydrographic basins should be considered.

Many of the environmental issues are linked to the Danubian corridor, e.g. problems of river water quality, groundwater supply from fluvial alluvium, impact of navigation and waterway development, consequences of hydropower build-up and related hydraulic engineering structures, etc.

PROJECT ACTIVITIES

As proposed at the meetings of Danubian rectors in Paris (26-27 February, 1990) and in Vienna (28-30 May, 1990), the Project could cover the following activities:

(i) interdisciplinary studies in relevant scientific, social and cultural subjects in cooperation between Danubian countries and Unesco; research and evaluation of sustainable development policies in European countries, fostering programme-oriented and international academic cooperation in the region;

(ii) study of legal aspects of environmental and water management, such as environmental and water law, comparative legislation, establishment of norms of land, water and air pollution, etc;

(iii) impact analyses of water contamination on human health and of industrial waste on the biosphere;

(iv) study of hydrological and ecological relationships in the river channel, flood plains and the hinterland, including the effects of hydraulic constructions and the influence of ecological conditions on the river, riverine land and settlements on actual and future water uses;

(v) study of the main trade-offs between socio-economic and river resources management alternatives and their environmental implications;

(vi) development of appropriate methods of negotiation and decision support aiming at basin-wide policy creation to secure rational and environmentally responsive river management and development plans;

(vii) research on educational methods and strategies concerning environmental education and training adapted to the Project contents, including the development of curricula and teaching materials.

(viii) preparation of an outline of the cultural history of the Danubian region, within the perspective of the relationship between man and nature;

(ix) fostering international academic cooperation in the Danubian region in the arts, humanities, history, philosophy and on the basis environmental considerations in the basis;

(x) development of documentation and information bases including improved access to the archives of Danubian countries;

(xi) information on the environment for the public through the use of media and communication;

Following the recommendations of the Science experts group at the Danubian Rectors Conference in Vienna, May 1990, the following goals should be achieved:

"1. An intensified collaboration of the Danube universities and other relevant institutions; exchange at all levels, seminars and workshop meetings (e.g. a regular summer seminar on a Danube vessel); analysis of existing information.

2. A catalogue of short-term, medium-term and long-term studies, problems and possible improvements.

3. An atlas of the Danube watershed of the present situation with the presentation of as many items as possible (such as the present glaciation, forest distribution, etc).

4. In order to attain a full understanding of the development of the Danube watershed at least certain aspects should be considered for a time span of 150 years (e.g. change of watercourses due to regulation activities, development of fishery, forestry, agriculture, glaciers, etc).

5. Recommendations for a sustainable development of the Danube watershed and its ecological management.

6. Improvement of the water resources and their quality of both groundwater and surface water.

7. Ecology and "quality of life" - perception of the environment.

8. Environment and economy."

DECOMPOSITION AND PHASING

It is difficult to anticipate all aspects and facets of a major multidisciplinary undertaking at its very outset. A breakdown into main groups of activities seems to be useful in order to the organization of efforts. Tentatively, six phases can be envisaged:

A. Project formulation and conceptualisation

The activities of this phase actually started in 1989 with the proposals for a comprehensive, interdisciplinary and intersectorial research project on the Danube. In this important phase, the project objectives have to be agreed by prospective participants, its outline defined and the logistics of the implementation worked out. In view of the complexity of the project, a period of two years is proposed for this phase, overlapping with the actual beginning of the second phase.

One of the main outputs of the Phase A should be a general problem catalogue showing the state-of-the-art in the field of Danubian studies, in order to avoid duplication of studies and investigations. All the ongoing activities have to be considered, such as the intergovernmental programmes of Unesco (e.g. MaB, IHP and its programmes in education and environment), research in public and private institutions of Danubian countries (universities, academies, governmental and non-governmental organizations, e.g. the CRE and its COPERNICUS Programme), etc.

As recommended by the Final Statement which was drafted during the Blue Danube meeting of the Rectors of Danubian Universities in Unesco (26-27 February 1990), the programming should cover activities in the fields of education, training and research as well as those dealing with information for a wider public. Due provision should be made for a programme fostering academic mobility between European countries with a view to sharing expertise and collaborating on relevant issues. This programme has to be organized in close cooperation with the Danubian universities and could include special courses, summer schools, seminars, etc. The implementation of this programme will start during this phase and will continue throughout the project. An Action Programme for the improvement and coordination of environmental education and environmental sciences would be elaborated by the Danube universities in cooperation with Unesco.

B. Basic studies, documentation and methodological research

These comprise studies to assess the quantity and quality of the water resources; socio-economic studies assessing the multiple requirements of the population regarding the Danubian environment (e.g. industrial and agricultural development, landscape preservation, urbanization, pollution, waste water disposal, water supply, navigation, power generation, safeguarding of cultural and historical heritage, tourism, etc); technological studies assessing the water development potential of the river and its flood plain; ecological and interdisciplinary studies on environmental influences and interactions; comparative study of water legislation with regard to environment; studies on the social, cultural and educational background of the project area; other studies and investigations, as required, to provide input to further analysis. Available statistical data and quantitative information should be updated and expanded as needed.

The proposed duration of this phase is three years, overlapping with Phases C and D.

C. Field investigations and studies

The scope and programme of the necessary field investigations would be defined through the studies in Phase B. In general, they would comprise socio-economic, cultural and scientific studies, with emphasis on ecological and hydrological investigations along the river and areas of special ecological importance. These investigations would complement routine work which is currently practised in the countries and it is expected that it will supply data for both the basic and analytical studies described under Phases B and D. The proposed duration would be four years, starting one year after the start of Phase B and ending one year before the end of Phase D.

D. Analytical studies and elaboration of alternative development scenarios

These investigations will throw light on possible trends for future developments based on selected scenarios generated within a plausible range; alternative sets of structural and non-structural measures would be outlined, constituting the substance of environmental management; the findings of the input studies (of Phases B and C) would be used in order to evaluate the socio-economic and environmental effects of the alternative measures proposed by the selected scenarios. The duration of this phase could be 4 years, starting one year later than Phase C.

E. Policy analysis and decision support system methodologies

As a corollary to the investigations and studies, feasible procedures would be worked out to support policy analysis in the fields of environmental protection, Danube river resources development, water and environment-related education, etc. Methodologies for integrated project evaluation and decision support would be part of that output. An important component of the output would concern the diffusion of information, in order to impart the results of the project studies and investigations to decision makers at various levels, as well as to propose methods for the information and consultation of the public on river and environment related issues. The proposed duration of this phase is three years, starting one year after the start of Phase D.

F. Publication of monographs on socio-economic, cultural and environmental aspects of the Danube Basin

In parallel with the elaboration of Phase E, the activity of editing the findings of the Project would begin, with a foreseen termination about the same time as the former phase. The contents of the monographs and their format would be defined in the course of the project. The monographs would be supplemented with user-friendly computer software as well as with audio-visual material for educational and public information purposes.

The implementation of these groups of activities could take seven years, in six overlapping phases :

Phase A: 1990 - 1991	Duration: 2 years
Phase B: 1991 - 1993	3 years
Phase C : 1992 - 1995	4 years
Phase D: 1993 - 1995	3 years
Phase E: 1994 - 1996	3 years
Phase F: 1995 - 1996	2 years

FIGURE 1 : PHASES OF THE DANUBE PROJECT

CONCEPTUALISATION						
BASIC STUDIES, DOCUMENTATION						
FIELD INVESTIGATIONS AND STUDIES						
ANALYSES, SCENARIOS, ALTERNATIVES						
POLICY AND DECISION SUPPORT						
MONOGRAPHS						
1990	1991	1992	1993	1994	1995	1996

PART II. SHORT TERM ACTIVITIES (1990-1992)

While expecting that the governments and academic communities of the Danube region will establish a structure capable of managing progressive development of the programme, it is recommended to begin with short term activities covering the overlapping phases A and B (Figure 1) and comprising:

1. A set of activities and programmes

2. The budgeting of these activities

As already indicated above, the project objectives are very wide and its proposed activities very complex. The plan of activities can be anticipated only approximately at this stage; the proposals made in this report should be considered as a basis for further examinations by bodies of competent experts of Danubian countries in the various fields of activities.

The proposed activities consist of seminars, establishment of task forces, working groups, elaboration of manuals, reference books, teaching curricula and other actions needed for setting up the project. These are listed below, with the proposed budget shown in the Annex.

1. Environmental and river management in the Danube region

1.1 Task forces on the state-of-the-art of Danube studies:

1.1.1 Assessment of water resources by quantity and quality

1.1.2 Ecology of the Danube Corridor and adjacent land

1.1.3 Socio-economic requirements expected from the Danube environment

1.1.4 River development potential and plans

1.1.5 Environmental and water legislation and institutional framework in the Danube countries

1.2 Seminar on environmental and river management in the Danube Corridor

2. Cultural history of the Danube region

2.1 Designation of a Drafting Committee for the outline of the cultural history of the Danube region

2.2 Publication of a reader or reference compendium on the cultural history of the Danube region.

3. Environmental Education:

3.1 Seminar on environmental education

3.2 Guide and reference compendium for environmental education

4. Information and documentation

4.1 Setting up of an environment-related data base for the Danube region

4.2 Workshop on the cooperation of documentation and information centers of the Danube region

4.3 Workshop on cooperation between archive services of Danube countries

5. Policy analysis and negotiation support regarding environmental management

5.1 Workshop on the methods and techniques of policy analysis and negotiation support regarding international river basins

5.2 Elaboration of a Guide for the application of policy analysis and negotiation support methods regarding environmental management in the Danube region

6. Academic mobility

6.1 Fellowships and study grants

6.2 Summer courses

7. Project Management

7.1 Steering Committee Sessions

7.2 Missions of Committee members

7.3 Permanent Secretariat

**8. Establishment of a chair in Environmental Economics at one
or more universities in the Danube region**

DESCRIPTION OF THE SHORT-TERM ACTIVITIES

In order to explain the content of the various activities proposed in the preceding list, a short description is added here, which will also serve to estimate the preliminary budget of the short term phase of the project.

1. Environmental and River Management in the Danube Region

1.1 *Establishment of Task Forces on the State-of-the-art of Danube Studies*

The objective of this activity is to clarify the present situation of Danube studies relevant to the goals of the project. For this purpose, 5 working groups or task forces would be established, each of them composed of 8 experts selected from different scientific disciplines and different Danube countries.

The output of the activity would be a set of documents, which would serve as a reference for further research and other project activities, as foreseen by the programme. The documents would be prepared in one of the working languages of Unesco and translated as required into other languages at the expense of the respective countries.

Each working group would have at least one session per year, while the chairman of the working group would carry out three short fact-finding visits to Danube countries.

1.2 *Seminar on Environmental and River Management in the Danube Corridor*

About 22 participants are expected to take part in this Seminar: two from each Danube country and 6 from Unesco, CRE and other international organizations interested in the activity.

The following themes are proposed for discussion at the Seminar:

- * *General problems of environmental management in the corridor*
- * *Socio-economic problems of the Danubian environment*
- * *Industrial, agricultural and urban pollution (water, air, land)*
- * *Natural resources management (water, land, etc)*
- * *Human resources management (population, habitat, urbanisation, etc)*

For each of the five themes a rapporteur has to be appointed to prepare a working document of about 25 pages as a basis for discussion.

A General Report on the entire Seminar(about 150 pages) would be prepared after the Symposium, to be circulated within the Danube countries as a common base for further action. The General Report would be completed with some 20 pages of conclusions and recommendations, drafted by an ad-hoc committee under the chairmanship of the General Reporter.

The document could then serve as a manual for reference and guidance which could be used also by the Danube universities. The text would be written in English, but could be translated as required into other languages, at the expense of the respective countries.

2. Cultural History of the Danubian Region

The central aim of the project is a history of ideas, culture and science of the Danubian region. In addition, it is intended to work out effective proposals for those concerned with education and teaching, as well as for the larger public.

The project should be realized in 3 steps, as proposed by the experts in History at the Danubian Rectors' Conference, May 1990:

"2.1 Conception of a reader which should on the one hand give assistance for further project work and on the other hand can already at that stage of the project be offered to teachers of the involved countries as a support for instruction and orientation.

2.2 Research in the main fields of cultural history. Production of audio-visual and other teaching material for the modernisation of instruction.

2.3 Symposium linked to the World Fair '95 in Vienna. Completion of the project. Presentation of a publication on the history and the cultural history of ideas, culture and science of the Danubian region as a synthesis of all the mutual efforts".

For the period 1990-1992, efforts should concentrate on step 1, the two other steps as detailed above will be implemented later on, during the following phases of the Blue Danube Project.

On the basis of a short working document (guidelines) prepared by a specialist on cultural history of the Danubian region, a group of experts will meet to:

- finalize the guidelines
- distribute the tasks to the participants
- determine the modalities of drafting the manuscript (timing, length of the contributions, subjects, etc)
- nominate the general rapporteur or editor who will be in charge of presenting the final manuscript for publication.

3. Environmental Education

The objectives of this activity are:

- To enhance the exchange of information and experience regarding the development of environmental education (EE) in the Danube region
- To identify the EE needs and develop strategies and guidelines for its development in the Danube region (prototype EE curricula for schools and teacher education, prototype EE manuals for teachers at various levels).
- To foster the development of environmental education at the national level by the development of national strategies and action plans.

The following outputs are foreseen:

- a. Country reports on the development of EE based on school and teacher education curricula analysis, to be carried out by the institutions participating in the seminars.
- b. Catalogue of environmental education needs and strategies for their fulfillment in the Danube region.
- c. Outline of national strategies and action plans for environmental education. The International Strategy for Action in the Field of Environmental Education and Training (developed at the Moscow International Congress, 1987) will be provided for study and adaptation at national levels.

d. A substantive final report consisting of the proceedings and summaries of inputs to the seminar.

As a follow-up, regional prototype environmental education manuals for teachers as well as strategies and action plans at national level would be prepared.

4. Information and Documentation

4.1 Setting-up of environment-related data bases for the Danube region

The objective is to establish a regional network of data bases, which would be mutually accessible to the countries of the Danube region, and also internationally available. The contents of the data bases has to be selected so that it responds to the needs of environmental and river management, focusing on the Danubian corridor.

The output of the activity would be the elaboration of the network design, including an initial demonstration of its use.

The training of documentalists working in the environment and water related documentation centers of the Danube region would be achieved through training courses and on-the-job instruction. The training courses would last about 5 days, with the number of participants limited to 15, in order to assure optimal efficiency. The course should be repeated at least twice in the first three year period. On-the-job training of documentalists would be implemented with the assistance of a team of competent experts visiting the documentation centers.

4.2 Workshop on the Cooperation of Documentation and Information Centers of the Danube Region.

To promote co-operation between the environment and water-related documentation centers of the region, a workshop for representatives of these centers will be organized, with the main objective of identifying the information and documentation requirements and determining the modalities of the future co-operation of the centers.

In order to assure the success of the workshop, a specialist should be contracted to identify the documentation centers which would attend and to prepare a preliminary assessment of these centres for discussion on the meeting.

The output of the workshop would be a document to be used in preparing the design of the data base and network system.

4.3 Workshop on co-operation between archive services of the Danube countries.

Recognizing the importance of archives for the project, a workshop is foreseen in order to discuss all relevant issues which could facilitate the access to funds of interest for the project activities. Each country would be represented on that workshop by two or three specialists, who would report on the state-of-the-art of the respective archives. The co-operation of the International Council of Archives is expected in organizing this event.

The output of the workshop would be a document with recommendations for the promotion of co-operation between the archives of the Danube countries.

5. Policy Analysis and Negotiation Support Methods for Environmental Management

5.1 Workshop on methods and techniques of policy analysis and negotiation support regarding international river basins.

The objective would be to convene a meeting in which the most efficient methods and techniques would be examined by a panel of competent experts.

About 15 participants are expected, selected for their expertise and experience in the subject, and their knowledge of the problems of the Danube region.

The co-operation of the International Institute for Applied Systems Analysis is expected in organizing this workshop.

The output of the workshop would be a document which would be used as a basis for drafting the Guide mentioned under 5.2

5.2 Guide for the application of policy analysis and negotiation support methods for environmental management in the Danube region

On the ground of the findings of the workshop, the Guide would be prepared, in order to facilitate the development of mathematical models, software-packages and other tools as appropriate for the stated objective. The Guide would be drafted in English.

6. Academic Mobility

6.1 Fellowships and study grants

A certain number of fellowships and study grants would be offered to teachers, researchers and students to facilitate academic exchanges between universities as well as between universities and industries in the Danube region.

6.2 Summer and short courses

Two short courses could be organized during the pilot phase, each for about 20 participants. These courses would offer an opportunity for the authors of the manuals on environmental education to test the materials prepared for the seminar on environmental education (see activity No. 3 above).

7. Project Management

In the view of the long duration and complexity of the Project, a permanent infrastructure is necessary:

7.1 Permanent Secretariat

A Permanent Secretariat composed of two professionals and 1 secretary and responsible for the administration of the Project, could be located in one of the universities of the Danube basin. The functioning of the Secretariat could cost around USD 160.000 per annum, assuming that the host university would provide the necessary facilities. In the 3 years pilot period, the total cost would amount to around USD 480.000.

7.2 The Danube Project Steering Committee

The DPSC to be nominated by the Director General of Unesco in consultation with the Danubian Rectors' Conference would be composed of 16 members (two members of each of the Danubian countries). Like other coordinating committees for large projects, this could act as an initiator of new ideas and foster links with possible supporters of the programme. It could cover the evaluation and organizational aspects of the project as well as the supervision and follow-up of the programme activities. The Committee should meet twice a year (or 6 times altogether) during the 3 years pilot period.

The terms of reference of these two bodies will be defined within the general framework of the project.

In the 3 year period, about 12 missions of the Committee members could be foreseen; each mission would take two members.

8. Chair in Environmental Economics

Although the establishment of a chair in Environmental Economics in one or more universities in the Danube region is a long-term activity, its preparation must start early in the pilot phase. It is thus suggested to send a short questionnaire to the Danube universities asking them: (i) to state their interest in hosting this chair (ii) to suggest its teaching programme and curricula (iii) to estimate the costs of its functioning and (iv) to specify their possible financial contributions to its establishment.

INTERNATIONAL CONFERENCE ON WATER AND THE ENVIRONMENT:
DEVELOPMENT ISSUES IN THE DANUBE BASIN

FIRST ORGANIZING COMMITTEE MEETING, 13 -14 JUNE 1991, UNESCO, PARIS

1. **OPENING**

The meeting was opened by Mr. F. di Castri, Coordinator for Environmental Programmes, UNESCO, who greeted the participants on behalf of the Director General of UNESCO and emphasized the importance of international cooperation in environmental sciences in the Danube Basin. The meeting was chaired by Mr. A. Szollosi-Nagy, Director of the Division of Water Sciences, who gave a short description of the activities leading up to the meeting, after which the Agenda was adopted (see Annex I). Mr. B. Von Droste, Director of the Division of Ecological Sciences, underlined the main causes of change in the Danube basin, the importance of the actual phase of re-development which takes place in most Danube countries and the particular role of water in these processes. The list of participants is contained in Annex 2.

2. **OVERVIEW OF UNESCO'S BLUE DANUBE PROJECT:**

Background and Objectives

The Danubian countries have, for many years, carried out cooperative scientific studies on the Danube river. Side by side with international non-governmental and governmental institutions, such as the Internationale Arbeitsgemeinschaft fuer Donauforschung der SIL (International Limnological

Society), International Institute for Applied Systems Analysis (IIASA) Large River Project, the Danube Commission, the Bucarest Declaration on the Cooperation of Danube States, etc. UNESCO's International Hydrological Programme (IHP) and Man and the Biosphere Programme (MAB) have always played a prominent part in the environmental science activities dealing with the Danube. The universities of the Danube countries have expressed their eagerness to participate in the cooperative programmes of academic exchange, educational, cultural and scientific research. Recently, increased interest in the Danube Basin has been shown by the World Bank and UNDP (possible funding through the Global Environmental Facility) and the EEC (through the PHARE Programme). In 1989, UNESCO initiated the Blue Danube Project, which has been designed as a major transdisciplinary effort to foster international cooperation in the Danube Basin.

The Blue Danube Project Proposal (attached here as Annex 3) was formulated in October 1990 and sent for comments to the UNESCO National Commissions of the Danube countries. The replies were essentially positive, with suggestions to focus the project on the main issue, that is, efficient environmental and water management through the cooperation of all parties in the basin.

The proposal underscored that the Blue Danube Project (BDP) adds a new dimension to current sectorial efforts and responds to the present needs of the Danube countries. Under the impact of social and economic developments, valuation criteria and priorities are shifting rapidly, even influencing policies with respect to the Danube river itself. The stakes are very high, since wrong decisions made under pressure could affect generations to come; on the other hand, there has seldom been a better occasion to undertake action which would be of lasting benefit to the present and future of the Danube basin.

The scientific community of the Danube countries is facing the challenge of advising governments on issues which affect the future of the river and riparian land.

Decision makers and planners in the Danube region should be provided with the information they need to outline policies for sustainable development and environmental protection. Cooperation between the governments can only be based on solid knowledge of the common problems of the Danube countries.

One of the major concerns of the Danube countries is the assessment of interactions between the environment and water management of the Danube. While socio-economic incentives stress the need for enhanced water resources development, some projects, in spite of their good technological basis and utilitarian value, are now questionable from an environmental and cultural point of view, leading to conflicting situations. The right decisions need solid scientific foundations and call for an integrated and transdisciplinary approach.

The Blue Danube Project proposes the mobilization of international and Danubian intellectual capabilities for a joint effort around a major programme aimed at the sustainable development of the Danube Basin as a part of the European continent. The main objective of the project is to assist and promote collaborative efforts to devise appropriate methods for decision and negotiation support in environmental and water resources management issues.

While respecting the indivisibility of the environment, the transdisciplinary effort would apply appropriate approaches, from small and medium scale project-oriented computer-based decision-support systems, to more general, less formal methods of policy analysis at national and basin-wide scales: the philosophy of the Project being to spell out and clarify interdependences rather than to imply or to suggest decisions.

The scientific component of the BDP will focus on investigations into:

- the evaluation of the impacts of river development projects on the natural and socio-economic environment;

- the assessment of the influence and trade-offs of basinwide economic and social developments on ecology in the fluvial corridor;
- the integrated evaluation of development plans and management policies at different levels of decision;

The project area would comprise the corridor of the river Danube and the riparian land. The corridor is defined in BDP as the river itself, its floodplain and the land where ground water is influenced by the river. The riparian land is defined as the area adjacent to the corridor where socio-economic and cultural activities are largely influenced by linkages with the corridor. Typical mountain and low-land sections, biosphere reserves, protected areas and national parks should also be included.

3. SUBSTANTIVE MATTERS RELATED TO THE CONFERENCE

Objective

The convocation of an *International Conference on Water and Environment in the Danube Basin* is an important step towards the setting up of the Blue Danube Project. The main objective of the Conference will be to recommend water and environment policies for sustainable development in the Danube Basin and to work out an Action Plan at governmental level for attaining these objectives within a reasonable amount of time. The meeting also proposed that other international governmental organizations be invited to join this venture. The Conference will take place after two important events: *the International Conference on Water and Environment: Development issues for the XXI Century* (Dublin, January 1992) and the *UN Conference on Environment and Development* (Rio de Janeiro, July 1992). The results of the Conference will be considered by the 27th General Conference of UNESCO in October 1993 in order to recommend further action. The Conference will be prepared through an intensive programme of activities, which are described below.

Modalities

In order to achieve a real impact on environmental policy making in the Danube Basin the meeting suggested that the scientific component (MAB and IHP) of the Blue Danube Project should also be channeled into the political decision making mechanism of the 8 Danubean countries. It is, therefore, suggested that two parallel approaches be chosen as a means to lead to the Conference. These two channels are as follows:

- a series of *Task Force* meetings along the topics of the Conference (*Technical Part*)
- a series of meetings of the *Preparatory Committee* set up by the Permanent Delegates of the Danubean countries assigned to UNESCO (*Policy Part*)

Every Task Force is expected to come up with a state-of-the-art statement on the topics discussed along with recommendations for future joint activities. The Task Force reports will be sent to the Preparatory Committee where negotiations should take place with respect to the political implications and also with respect to the preparation of an Action Plan that would be presented for endorsement to the eight Danubean countries at a ministerial level.

The Task Force reports would constitute the technical backbone of the Conference, that should also come up with a set of Technical Recommendations. The technical part of the Conference would then be followed by the ministerial part based upon recommendations emerging from the Preparatory Committee.

The road to the Conference and the eventual ministerial declaration (Action Plan) is shown in Figure 1.

It is noted in this context that the involvement of the Delegations to UNESCO is a new modality in executing a project. It is hoped that their involvement will contribute to launching the large scale science project part of the Blue Danube initiative.

Topics and Task Forces

The conflicting environmental issues in the Danube Basin could by and large be grouped into four sets which would in turn define the basic Task Forces with one meeting each in 1992 as also indicated in Figure 1.

The preliminary proposed subjects under each topic are as follows:

Task Force 1:

River Management: Development and Environment

- River channel/riparian areas relationships and river management
- Impacts of hydraulic structures on
 - river runoff
 - water quality
 - dynamics of vegetal and animal populations (including biological diversity)
 - land/water interfaces
- Ecological constraints and requirements on the utilization of rivers for
 - flood control
 - navigation
 - energy
 - river training/low flow regulation
 - water supply
 - recreation
- Impacts of possible climatic changes on water resources management

Task Force 2:

Land Use Impacts on the Water Resources

- Land use impacts on water quality
- Land use impacts on sediment/pollutant transport
- Impacts on water resources of:
 - human activities on mountain ecosystems
 - forest management and erosion
 - intensification of agriculture
 - wetlands management
- Long term environmental risks for soils, groundwater and sediments

Task Force 3:

Transportation, Energy and Aquatic Environment

- Impact of hydropower development on the environment
 - river scale
 - basin scale
- Impacts of non-renewable energy sources on the environment
 - river scale
 - basin scale
- Impacts of navigation on the environment

- Impacts of environmental constraints on navigation

Task Force 4:

Natural Heritage Conservation in the Danube Basin

- Natural heritage conservation exemplified by the Danube Delta: its function and vulnerability depending on basinwide water management
- the role of biosphere reserves, national parks and protected areas in water management
- Conservation of water resources of the Danube basin for future generations

Task Force 5:

Policy Issues

Based upon the deliberations of the four basis Task Forces a fifth one will also be set up to deal with the policy implications.

- Relationship between economic development and the aquatic environment at local, regional, basinwide and European scale
- Comparative Environmental Impact Assessment of Development Plans for:
 - Energy production (hydro/fossil/nuclear)
 - Transportation (navigation/road/railways)from a basinwide and continental viewpoint

- Socio-economic conditions and cultural heritage
- Institutional and legal set up for conflict management and resolution on a basinwide scale
- Decision and Negotiation Support Systems
- Environmentally sound integrated water management in the Danube Basin
- a component of the European integration

Organizational Aspects

The four Task Force sessions are planned to meet in 1992. Each session would then be followed by a Preparatory Committee meeting in Paris at UNESCO Headquarters. The recommendations of the four Task Force sessions, will be channeled into a Fifth Task Force meeting on Policy Issues, to be held early 1993 in IIASA, Laxenburg. This meeting would also come up with a synthesis of the previous Task Force sessions though basically from a policy analysis point of view. It is also suggested that the Preparatory Committee will have a meeting linked to the Policy Issues Task Force in order to finalize the draft Action Plan.

It is foreseen that the National Committees of MAB and IHP will nominate one representative each for Task Forces 1 to 4. The activity of each Task Force will be introduced by a position paper prepared by one or two experts, selected by the Organizing Committee.

The fifth Task Force will be basically organized by UNESCO and IIASA; the Organizing Committee emphasized the need for the strong involvement of EEC particularly in shaping the activity of Task Force 5.

A general background paper on the prospective development of the Danube basin is expected to be prepared by IIASA.

At the request of National Committees UNESCO will cover the expenses of the Task Force participants, in principle without travel.

Venue and Dates

It is foreseen that the Conference will be held in June/July 1993. It is suggested that it be held within the Danube Basin geographically, yet outside the basin politically. It is therefore suggested that the meeting be held in the premises of the International Institute for Applied Systems Analysis (IIASA), Laxenburg, Austria. Preliminary discussions with IIASA indicated their readiness to host the meeting there.

While discussing the organizational aspects the meeting recommended that the Organizing Committee be extended to include members closely associated with EEC. The proposed set up of the Organizing Committee is attached in Annex 4.

It is foreseen that the four Working Group sessions will be held in 1992 in the Danube Basin, depending upon what country would offer readiness to host the meeting. The Working Group 5 session is proposed to be held at IIASA along with the Fifth Preparatory Committee meeting while the first four Preparatory Committee meetings would be held at UNESCO Headquarters.

The draft schedule of the Conference itself is shown on Figure 2.

Time and Place of the Second Organizing Committee Meeting

It is foreseen that the second meeting of the Organizing Committee will be held during the meeting of Task Force 2, in Spring 1992.

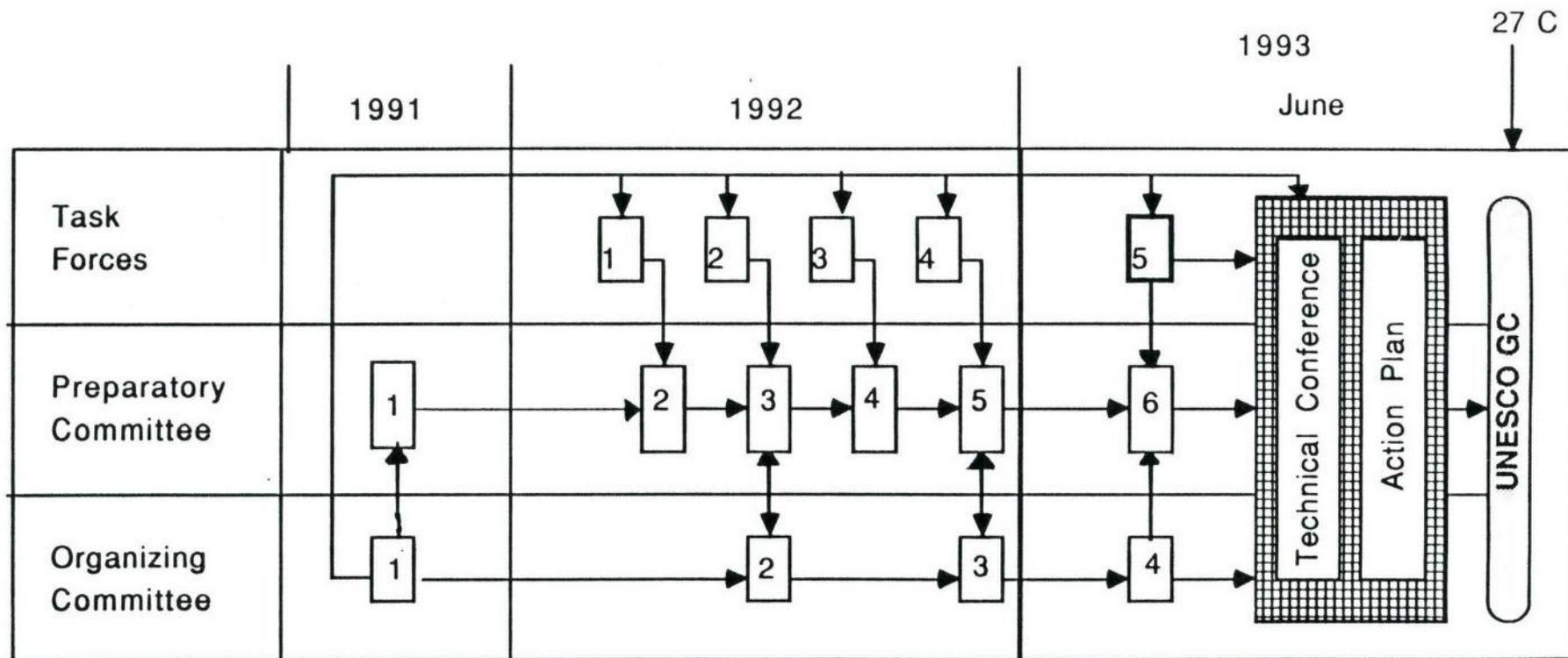


Figure 1. The road to and schedule of the Conference

INTERNATIONAL CONFERENCE ON WATER AND THE ENVIRONMENT
- DEVELOPMENT ISSUES IN THE DANUBE BASIN

First Meeting of the Organizing Committee, 13-14 June 1991, UNESCO, Paris

Agenda

1. Opening of the Session - adoption of the Agenda
2. Overview of the Blue Danube Project - history, plans and current status of the science component
3. Substantive matters related to the Conference
 - Objectives
 - Modalities
 - Topics
 - Organizational aspects
 - Venue and dates
4. Time and Place of the Second Organizing Committee Meeting

INTERNATIONAL CONFERENCE ON WATER AND THE ENVIRONMENT
DEVELOPMENT ISSUES IN THE DANUBE BASIN

First Meeting of the Organizing Committee, 13-14 June 1991, UNESCO,
Paris

LIST OF PARTICIPANTS

- Mr. J. Balek, ENEX, Prague
- Mr. S. Bruk, Consultant, UNESCO
- Mr. F. Fournier, Consultant, MAB, UNESCO
- Mr. Z. Kaczmarek, International Institute for Applied Systems Analysis,
Laxenburg, Austria
- Mr. A. Szollosi-Nagy, IHP, UNESCO
- Mr. B. von Droste, MAB, UNESCO



BLUE DANUBE PROJECT PROPOSAL

*THE BLUE DANUBE IS A UNESCO PROJECT
PLANNED AND IMPLEMENTED ON BEHALF
OF THE GOVERNMENTS OF THE DANUBE
COUNTRIES WITH THE MAIN OBJECTIVE
OF PROMOTING SUSTAINABLE AND
ENVIRONMENTALLY SOUND DEVELOPMENT
OF THE DANUBE CORRIDOR*

*THE RAMIFICATIONS OF THE PROJECT
FOLLOW FROM THE STATED OBJECTIVE
AND REQUIRE INPUTS OF VIRTUALLY ALL
SECTORS OF UNESCO, WITH LINKAGES TO
OTHER RELEVANT ACTIVITIES IN THE
DANUBE BASIN.*

Paris, October 1990

PART I. GENERAL OUTLINE OF THE PROJECT*

BACKGROUND AND ORIGIN OF THE PROJECT

The following documents are relevant for explaining the background of the Project:

Unesco Mobilizing Project 4

The Third Medium Term Plan of Unesco (1990-1995), adopted at the 25th Session of the General Conference in Paris, 1989, includes, among others, the so-called Mobilizing Project 4, entitled "Management of Catchment and River Basins: Ecological and Socio-Cultural Aspects" (25 C/5 paras 554/556). Extensive studies of river basins in the sense of its title are foreseen by the project, the objective of which is to assist policy and decision-making in the context of sustainable river basin management, and the preparation of educational and information material.

This initiative was reinforced by an Amendment to the Draft Programme and Budget for 1990-1991 (25 C/DR.138 Rev.), submitted by seven of the Danube countries, asking for Unesco assistance to elaborate an international programme of scientific cooperation on the rational use and protection of the Danube resources for the period 1990-2000. The Director-General of Unesco expressed his willingness to co-operate with the Danubian countries in the implementation of that programme, and in particular, to carry out a feasibility study within the framework of IHP and MAB on the eventual development of this programme into a major Unesco project; he also promised to inform of the proposal and ask for advice of the IHP Intergovernmental Council and the MAB International Co-ordinating Council.

The Bureau of the Intergovernmental Council of the International Hydrological Programme on its session in Paris, 13-15 June, 1990, has considered the Danube Project initiative and concluded:

"The Bureau was informed about recent Unesco initiatives to launch a major interdisciplinary Blue Danube Project and a background material prepared by the Secretariat was distributed explaining the main lines of the prospective science contribution to that project, under the title "Science for the Blue Danube".

* Unesco has commissioned drafting of the Blue Danube Project document to Dr. H. Benamor.

"The Bureau noted that the intents of the project are in agreement with IHP-IV Project M-5-2 and other Subprogramme M projects and would constitute a valuable case study on the management of international river basins".

"The Bureau supports the idea to prepare a feasibility study in the sense of Mobilizing Project 4 approved at the General Conference of Unesco in 1989, underlining that the most important aspect of the project would be the coordination of the various research activities on the Danube."

The Bucharest Declaration

The setting up of the Blue Danube Project is in line with the Declaration on the Co-operation of the Danube Countries on Water Management and especially Water Pollution Control Issues of the River Danube, which was adopted by the governments of eight Danube countries on 13 December 1985 in Bucharest.

By the Bucharest Declaration the Danube governments committed themselves to prepare appropriate programmes and methods for systematic observation of the Danube water quality, to carry out these observations in mutually agreed points of the river and to inform each other about measures taken to preserve the river water quality. The governments agreed to prepare the water balance of the river by harmonized methods and to cooperate in fighting floods and dangerous ice phenomena; they decided to take advantage of the UN system in implementing their decisions and accordingly informed Unesco and several other UN agencies.

Co-operation with CRE and the COPERNICUS Project

The Blue Danube Project was first mentioned on account of an official mission of the Director General of Unesco to Bulgaria in 1988. The initiative was reiterated in the letter of the Director General of 4. 09. 1989 adressed to the Secretary General of CRE:

"I am writing to suggest co-operation between Unesco and the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities in a project which must surely be of importance for both organizations. I refer to the question of the Danube and the attendant environmental issues which are well known to all. I am convinced that Unesco has a significant contribution to make to the long-term solution of this question; therefore, CRE's collaboration would be appreciated."

"Unesco is already initiating activities related to the Danube within its Man and the Biosphere and International Hydrological Programmes"...

"I gather that COPERNICUS will probably include activities related to specific European environmental issues - thus, perhaps the problem of the Danube may also find its place among the actions foreseen within its framework. Concerted efforts by the university Rectors in the countries involved must surely constitute a vital element in the ongoing research for effective remedies. I am sure that it would prove most useful if CRE could obtain and co-ordinate their advice in this respect."...

The same subject is mentioned in a second letter by the Director General to the same addressee, dated 12.09.1990:

"...I have already mentioned to you my wish that CRE and Unesco should collaborate on environmental issues related to the Danube - in fact, I have written to you very recently on this specific point. Meanwhile, we should keep in mind the clear linkages between Unesco's Blue Danube Project and the thrust of COPERNICUS".

The reply of CRE is dated 5.10.1989, signed by the Assistant Secretary General and begins as below:

"Thank you for your letter of 4 September 1989 addressed to our Secretary General, in which you refer to the question of the Danube and the launching of a special Blue Danube Project under the auspices of Unesco"

"As requested in your letter, we held a small consultation meeting with the 8 rectors of the Danubian universities present at our 9th General Assembly in Durham last month, to discuss CRE collaboration in this matter...."

The Danubian Rectors proposed on that occasion to convene a meeting in Unesco to discuss the Danube Project with the Director General and the staff of Unesco, proposing the end of February or the beginning of March as the possible dates of that meeting.

The meeting took place in Unesco, Paris, 26-27 February, 1990, with the participation of rectors of the eight Danube countries, the CRE, Unesco and several observers, representing non-governmental and international organizations. The conclusions of this meeting were expressed by the Final Statement, which was considered as one of the important elements of the present document.

Following this meeting, a broader conference of the Danube rectors was convened in Vienna, 28-30 May, 1990, supported by meetings of two groups of experts - on "Ecology and Science", and on "History and Culture". The working documents, consultations and conclusions of that conference and the expert meetings are the backbone of the present project proposal.

During the Vienna meeting the Danubian rectors agreed on the following resolution:

" 1. Universities are basic institutions within society. Due to their history and their characteristics, universities are in the first place international institutions. Therefore universities are essential to the European process of integration and for social stability in Europe.

2. European programmes on research, teaching and continuing education must be carried out freely. Cooperative achievements have to be evaluated "sans frontiers". Public administrators can only provide the necessary infrastructures for international cooperation. Modes and processes of cooperation should lie at the responsibility and competence of the universities. Only autonomous universities are able to guarantee international cooperation in teaching and research on high level of quality.

3. An integrative infrastructure is the basic requirement in order to yield an optimum out of complexity and multiplicity of cooperative potentials in teaching and research. Synchronization of curricula is one of the very important steps to be made in order to facilitate reciprocal acknowledgements.

4. Mobility of students, young teachers and university teachers must be promoted. Administrative barriers to mobility, like residence permits or certificates of employment should be reduced.

5. International relations are most essential factor for the improvement of quality of teaching. Therefore priorities are: scholarships for promotion of young scientists and facilitated interchange of guest professors.

6. Basically, more resources are indispensable in order to create structures corresponding to the enlargement of university instruments of internationalisation as well as to promote university contributions to the European integration process"

The importance of the Danube basin has been underlined also in the outline (dated May, 1990, page 3) of the Project COPERNICUS (which stands for COoperative Programme in Europe for Research on Nature and Industry through Coordinated University Studies) and is a special project of the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE):

"Project COPERNICUS will promote co-operation on projects dealing with particular issues (managing fragile environments or restoring the declining countryside) or concentrating on particular geographic regions (e.g. the Baltic area or Danube basin)

"The pilot phase, lasting two years, will concentrate on education (exploratory stage) and environmental management (experimental stage). For budgetary reasons, the two approaches have been separated into two stages, although in practice they will probably overlap. Three major areas have been chosen for the exploratory stage: environmental economics, comparative environmental law, and health and the environment. The research capacity of the universities participating in the COPERNICUS network will also be explored in order to ascertain future cooperation on environmental degradation. This will be done by focusing on thematic issues such as water purification or hazardous waste disposal. The concepts and activities developed during the pilot phase may be tested in two geographical regions consisting of countries representing divergent socio-political systems: the Baltic area and the Danube basin."

PROJECT OBJECTIVES

The launching of the "Blue Danube" Project in the form of a major international and interdisciplinary effort responds to the real needs of the Danubian countries in the present historical moment of re-examination of social, economic, cultural and environmental structures. Valuation criteria and priorities are shifting under the impact of the social and economic developments and influence very strongly the societal and economic attitudes with respect to the Danube river and the Danubian basin.

The scientific community of the Danubian countries is facing the duty and the challenge of providing advice to governments on issues which affect the future of the river Danube and the riparian land. Decision makers and planners in the Danubian region should be provided with information allowing them to elaborate adequate policies for sustainable development compatible with the protection of environment. Deepening of their knowledge of the common problems they have to face would help the governments of the region to better understanding and cooperation in solving them.

One of the major concerns of the Danubian countries and thus of their academic communities is the assessment of interactions between the environment and water management of the Danube. Socio-economic incentives underline the urgent need for enhanced water resources development, while on the other hand, ecological and cultural valuation may question the justification of certain projects and development plans, however important they be from utilitarian points of view. The right decisions need scientific support and call for an integrated and transdisciplinary approach. The "Blue Danube Project" offers an opportunity of mobilizing the international and Danubian intellectual capabilities for a joint effort around a major programme with the main objective of sustainable development for the Danubian basin and Europe.

The general objective of the project is to assist and promote collaborative efforts of the Danubian governments, as well as scientific, cultural, educational and other interested communities in exploring methods of decision and negotiation support in environmental and water resources management issues.

The concept of wholeness and indivisibility of the environment would lead the concerted transdisciplinary effort which should allow for clear methodological distinctions to be made between approaches on different horizons of vision: from narrower, project-oriented computer-based decision-support systems of limited scope to the more general, less formal methods of policy analysis on national and basin-wide scales, the philosophy of the Project being to spell out and clarify interdependences rather than to imply or to suggest decisions.

The Project would focus on methodological investigations related to:

** the integrated evaluation of development plans and management policies at different levels of decision;*

** the assessment of the influence on ecology of economic and social developments in the basin;*

** the prediction of the impacts of river development projects on the natural and socio-economic environment;*

** the envisaging of educational policies for increased ecological and water related awareness.*

** the improvement of teaching, research and dissemination of information to a wider public; the setting up of a system of documentation related to the management of the environment and its protection with the ultimate goal of the sustainable development of the countries of the region.*

** the fostering of interuniversity and university/industry cooperation as well as the programme-oriented mobility of students, teachers and researchers in Danubian and other European universities.*

THE PROJECT AREA

The project area comprises the corridor of the river Danube and the riparian land as defined below.

The corridor is defined here as the river itself, its floodplain and the land where groundwater is influenced by the river.

The riparian land is defined as the area adjacent to the corridor where socio-economic and cultural activities are largely influenced by the relations with the corridor.

The Science expert group in Vienna realized that, with regard to the size of the Danube watershed (805,370 km², river length 2850 km), certain mountain and low land sections should be included, such as high alpine and low land Danube profiles. This does not mean that projects dealing with the whole river, biosphere reserves or national parks should be neglected.

Taking into account the different needs of specific studies both countrywise and depending on the subject of the research, some flexibility should be tolerated when deciding about the extension of the project area. For instance, for practical reasons, the area in certain studies has to correspond to the respective administrative entities for which statistical data are available (e.g. states, lands, provinces, counties); in other studies, hydrographic basins should be considered.

Many of the environmental issues are linked to the Danubian corridor, e.g. problems of river water quality, groundwater supply from fluvial alluvium, impact of navigation and waterway development, consequences of hydropower build-up and related hydraulic engineering structures, etc.

PROJECT ACTIVITIES

As proposed at the meetings of Danubian rectors in Paris (26-27 February, 1990) and in Vienna (28-30 May, 1990), the Project could cover the following activities:

- (i) interdisciplinary studies in relevant scientific, social and cultural subjects in cooperation between Danubian countries and Unesco; research and evaluation of sustainable development policies in European countries, fostering programme-oriented and international academic cooperation in the region;
- (ii) study of legal aspects of environmental and water management, such as environmental and water law, comparative legislation, establishment of norms of land, water and air pollution, etc;
- (iii) impact analyses of water contamination on human health and of industrial waste on the biosphere;
- (iv) study of hydrological and ecological relationships in the river channel, flood plains and the hinterland, including the effects of hydraulic constructions and the influence of ecological conditions on the river, riverine land and settlements on actual and future water uses;
- (v) study of the main trade-offs between socio-economic and river resources management alternatives and their environmental implications;
- (vi) development of appropriate methods of negotiation and decision support aiming at basin-wide policy creation to secure rational and environmentally responsive river management and development plans;
- (vii) research on educational methods and strategies concerning environmental education and training adapted to the Project contents, including the development of curricula and teaching materials.
- (viii) preparation of an outline of the cultural history of the Danubian region, within the perspective of the relationship between man and nature;
- (ix) fostering international academic cooperation in the Danubian region in the arts, humanities, history, philosophy and on the basis environmental considerations in the basis;
- (x) development of documentation and information bases including improved access to the archives of Danubian countries;
- (xi) information on the environment for the public through the use of media and communication;

Following the recommendations of the Science experts group at the Danubian Rectors Conference in Vienna, May 1990, the following goals should be achieved:

"1. An intensified collaboration of the Danube universities and other relevant institutions; exchange at all levels, seminars and workshop meetings (e.g. a regular summer seminar on a Danube vessel); analysis of existing information.

2. A catalogue of short-term, medium-term and long-term studies, problems and possible improvements.

3. An atlas of the Danube watershed of the present situation with the presentation of as many items as possible (such as the present glaciation, forest distribution, etc).

4. In order to attain a full understanding of the development of the Danube watershed at least certain aspects should be considered for a time span of 150 years (e.g. change of watercourses due to regulation activities, development of fishery, forestry, agriculture, glaciers, etc).

5. Recommendations for a sustainable development of the Danube watershed and its ecological management.

6. Improvement of the water resources and their quality of both groundwater and surface water.

7. Ecology and "quality of life" - perception of the environment.

8. Environment and economy."

DECOMPOSITION AND PHASING

It is difficult to anticipate all aspects and facets of a major multidisciplinary undertaking at its very outset. A breakdown into main groups of activities seems to be useful in order to the organization of efforts. Tentatively, six phases can be envisaged:

A. Project formulation and conceptualisation

The activities of this phase actually started in 1989 with the proposals for a comprehensive, interdisciplinary and intersectorial research project on the Danube. In this important phase, the project objectives have to be agreed by prospective participants, its outline defined and the logistics of the implementation worked out. In view of the complexity of the project, a period of two years is proposed for this phase, overlapping with the actual beginning of the second phase.

One of the main outputs of the Phase A should be a general problem catalogue showing the state-of-the-art in the field of Danubian studies, in order to avoid duplication of studies and investigations. All the ongoing activities have to be considered, such as the intergovernmental programmes of Unesco (e.g. MaB, IHP and its programmes in education and environment), research in public and private institutions of Danubian countries (universities, academies, governmental and non-governmental organizations, e.g. the CRE and its COPERNICUS Programme), etc.

As recommended by the Final Statement which was drafted during the Blue Danube meeting of the Rectors of Danubian Universities in Unesco (26-27 February 1990), the programming should cover activities in the fields of education, training and research as well as those dealing with information for a wider public. Due provision should be made for a programme fostering academic mobility between European countries with a view to sharing expertise and collaborating on relevant issues. This programme has to be organized in close cooperation with the Danubian universities and could include special courses, summer schools, seminars, etc. The implementation of this programme will start during this phase and will continue throughout the project. An Action Programme for the improvement and coordination of environmental education and environmental sciences would be elaborated by the Danube universities in cooperation with Unesco.

B. Basic studies, documentation and methodological research

These comprise studies to assess the quantity and quality of the water resources; socio-economic studies assessing the multiple requirements of the population regarding the Danubian environment (e.g. industrial and agricultural development, landscape preservation, urbanization, pollution, waste water disposal, water supply, navigation, power generation, safeguarding of cultural and historical heritage, tourism, etc); technological studies assessing the water development potential of the river and its flood plain; ecological and interdisciplinary studies on environmental influences and interactions; comparative study of water legislation with regard to environment; studies on the social, cultural and educational background of the project area; other studies and investigations, as required, to provide input to further analysis. Available statistical data and quantitative information should be updated and expanded as needed.

The proposed duration of this phase is three years, overlapping with Phases C and D.

C. Field investigations and studies

The scope and programme of the necessary field investigations would be defined through the studies in Phase B. In general, they would comprise socio-economic, cultural and scientific studies, with emphasis on ecological and hydrological investigations along the river and areas of special ecological importance. These investigations would complement routine work which is currently practised in the countries and it is expected that it will supply data for both the basic and analytical studies described under Phases B and D. The proposed duration would be four years, starting one year after the start of Phase B and ending one year before the end of Phase D.

D. Analytical studies and elaboration of alternative development scenarios

These investigations will throw light on possible trends for future developments based on selected scenarios generated within a plausible range; alternative sets of structural and non-structural measures would be outlined, constituting the substance of environmental management; the findings of the input studies (of Phases B and C) would be used in order to evaluate the socio-economic and environmental effects of the alternative measures proposed by the selected scenarios. The duration of this phase could be 4 years, starting one year later than Phase C.

E. Policy analysis and decision support system methodologies

As a corollary to the investigations and studies, feasible procedures would be worked out to support policy analysis in the fields of environmental protection, Danube river resources development, water and environment-related education, etc. Methodologies for integrated project evaluation and decision support would be part of that output. An important component of the output would concern the diffusion of information, in order to impart the results of the project studies and investigations to decision makers at various levels, as well as to propose methods for the information and consultation of the public on river and environment related issues. The proposed duration of this phase is three years, starting one year after the start of Phase D.

F. Publication of monographs on socio-economic, cultural and environmental aspects of the Danube Basin

In parallel with the elaboration of Phase E, the activity of editing the findings of the Project would begin, with a foreseen termination about the same time as the former phase. The contents of the monographs and their format would be defined in the course of the project. The monographs would be supplemented with user-friendly computer software as well as with audio-visual material for educational and public information purposes.

The implementation of these groups of activities could take seven years , in six overlapping phases :

Phase A:	1990 - 1991	Duration: 2 years
Phase B:	1991 - 1993	3 years
Phase C :	1992 - 1995	4 years
Phase D:	1993 - 1995	3 years
Phase E:	1994 - 1996	3 years
Phase F:	1995 - 1996	2 years

FIGURE 1 : PHASES OF THE DANUBE PROJECT

CONCEPTUALISATION						
BASIC STUDIES, DOCUMENTATION						
FIELD INVESTIGATIONS AND STUDIES						
ANALYSES, SCENARIOS, ALTERNATIVES						
POLICY AND DECISION SUPPORT						
MONOGRAPHS						
1990	1991	1992	1993	1994	1995	1996

PART II. SHORT TERM ACTIVITES (1990-1992)

While expecting that the governments and academic communities of the Danube region will establish a structure capable of managing progressive development of the programme, it is recommended to begin with short term activities covering the overlapping phases A and B (Figure 1) and comprising:

1. A set of activities and programmes

2. The budgeting of these activities

As already indicated above, the project objectives are very wide and its proposed activities very complex. The plan of activities can be anticipated only approximately at this stage; the proposals made in this report should be considered as a basis for further examinations by bodies of competent experts of Danubian countries in the various fields of activities.

The proposed activities consist of seminars, establishment of task forces , working groups, elaboration of manuals, reference books, teaching curricula and other actions needed for setting up the project. These are listed below, with the proposed budget shown in the Annex.

1. Environmental and river management in the Danube region

1.1 Task forces on the state-of-the-art of Danube studies:

1.1.1 Assessment of water resources by quantity and quality

1.1.2 Ecology of the Danube Corridor and adjacent land

1.1.3 Socio-economic requirements expected from the Danube environment

1.1.4 River development potential and plans

1.1.5 Environmental and water legislation and institutional framework in the Danube countries

1.2 Seminar on environmental and river management in the Danube Corridor

2. Cultural history of the Danube region

2.1 Designation of a Drafting Committee for the outline of the cultural history of the Danube region

2.2 Publication of a reader or reference compendium on the cultural history of the Danube region.

3. Environmental Education:

3.1 Seminar on environmental education

3.2 Guide and reference compendium for environmental education

4. Information and documentation

4.1 Setting up of an environment-related data base for the Danube region

4.2 Workshop on the cooperation of documentation and information centers of the Danube region

4.3 Workshop on cooperation between archive services of Danube countries

5. Policy analysis and negotiation support regarding environmental management

5.1 Workshop on the methods and techniques of policy analysis and negotiation support regarding international river basins

5.2 Elaboration of a Guide for the application of policy analysis and negotiation support methods regarding environmental management in the Danube region

6. Academic mobility

6.1 Fellowships and study grants

6.2 Summer courses

7. Project Management

7.1 Steering Committee Sessions

7.2 Missions of Committee members

7.3 Permanent Secretariat

**8. Establishment of a chair in Environmental Economics at one
or more universities in the Danube region**

DESCRIPTION OF THE SHORT-TERM ACTIVITIES

In order to explain the content of the various activities proposed in the preceding list, a short description is added here, which will also serve to estimate the preliminary budget of the short term phase of the project.

1. Environmental and River Management in the Danube Region

1.1 *Establishment of Task Forces on the State-of-the-art of Danube Studies*

The objective of this activity is to clarify the present situation of Danube studies relevant to the goals of the project. For this purpose, 5 working groups or task forces would be established, each of them composed of 8 experts selected from different scientific disciplines and different Danube countries.

The output of the activity would be a set of documents, which would serve as a reference for further research and other project activities, as foreseen by the programme. The documents would be prepared in one of the working languages of Unesco and translated as required into other languages at the expense of the respective countries.

Each working group would have at least one session per year, while the chairman of the working group would carry out three short fact-finding visits to Danube countries.

1.2 *Seminar on Environmental and River Management in the Danube Corridor*

About 22 participants are expected to take part in this Seminar: two from each Danube country and 6 from Unesco, CRE and other international organizations interested in the activity.

The following themes are proposed for discussion at the Seminar:

- * *General problems of environmental management in the corridor*
- * *Socio-economic problems of the Danubian environment*
- * *Industrial, agricultural and urban pollution (water, air, land)*
- * *Natural resources management (water, land, etc)*
- * *Human resources management (population, habitat, urbanisation, etc)*

For each of the five themes a rapporteur has to be appointed to prepare a working document of about 25 pages as a basis for discussion.

A General Report on the entire Seminar(about 150 pages) would be prepared after the Symposium, to be circulated within the Danube countries as a common base for further action. The General Report would be completed with some 20 pages of conclusions and recommendations, drafted by an ad-hoc committee under the chairmanship of the General Reporter.

The document could then serve as a manual for reference and guidance which could be used also by the Danube universities. The text would be written in English, but could be translated as required into other languages, at the expense of the respective countries.

2. Cultural History of the Danubian Region

The central aim of the project is a history of ideas, culture and science of the Danubian region. In addition, it is intended to work out effective proposals for those concerned with education and teaching, as well as for the larger public.

The project should be realized in 3 steps, as proposed by the experts in History at the Danubian Rectors' Conference, May 1990:

"2.1 Conception of a reader which should on the one hand give assistance for further project work and on the other hand can already at that stage of the project be offered to teachers of the involved countries as a support for instruction and orientation.

2.2 Research in the main fields of cultural history. Production of audio-visual and other teaching material for the modernisation of instruction.

2.3 Symposium linked to the World Fair '95 in Vienna. Completion of the project. Presentation of a publication on the history and the cultural history of ideas, culture and science of the Danubian region as a synthesis of all the mutual efforts".

For the period 1990-1992, efforts should concentrate on step 1, the two other steps as detailed above will be implemented later on, during the following phases of the Blue Danube Project.

On the basis of a short working document (guidelines) prepared by a specialist on cultural history of the Danubian region, a group of experts will meet to:

- finalize the guidelines
- distribute the tasks to the participants
- determine the modalities of drafting the manuscript (timing, length of the contributions, subjects, etc)
- nominate the general rapporteur or editor who will be in charge of presenting the final manuscript for publication.

3. Environmental Education

The objectives of this activity are:

- To enhance the exchange of information and experience regarding the development of environmental education (EE) in the Danube region
- To identify the EE needs and develop strategies and guidelines for its development in the Danube region (prototype EE curricula for schools and teacher education, prototype EE manuals for teachers at various levels).
- To foster the development of environmental education at the national level by the development of national strategies and action plans.

The following outputs are foreseen:

- a. Country reports on the development of EE based on school and teacher education curricula analysis, to be carried out by the institutions participating in the seminars.
- b. Catalogue of environmental education needs and strategies for their fulfilment in the Danube region.
- c. Outline of national strategies and action plans for environmental education. The International Strategy for Action in the Field of Environmental Education and Training (developed at the Moscow International Congress, 1987) will be provided for study and adaptation at national levels.

d. A substantive final report consisting of the proceedings and summaries of inputs to the seminar.

As a follow-up, regional prototype environmental education manuals for teachers as well as strategies and action plans at national level would be prepared.

4. Information and Documentation

4.1 Setting-up of environment-related data bases for the Danube region

The objective is to establish a regional network of data bases, which would be mutually accessible to the countries of the Danube region, and also internationally available. The contents of the data bases has to be selected so that it responds to the needs of environmental and river management, focusing on the Danubian corridor.

The output of the activity would be the elaboration of the network design, including an initial demonstration of its use.

The training of documentalists working in the environment and water related documentation centers of the Danube region would be achieved through training courses and on-the-job instruction. The training courses would last about 5 days, with the number of participants limited to 15, in order to assure optimal efficiency. The course should be repeated at least twice in the first three year period. On-the-job training of documentalists would be implemented with the assistance of a team of competent experts visiting the documentation centers.

4.2 Workshop on the Cooperation of Documentation and Information Centers of the Danube Region.

To promote co-operation between the environment and water-related documentation centers of the region, a workshop for representatives of these centers will be organized, with the main objective of identifying the information and documentation requirements and determining the modalities of the future co-operation of the centers.

In order to assure the success of the workshop, a specialist should be contracted to identify the documentation centers which would attend and to prepare a preliminary assessment of these centres for discussion on the meeting.

The output of the workshop would be a document to be used in preparing the design of the data base and network system.

4.3 Workshop on co-operation between archive services of the Danube countries.

Recognizing the importance of archives for the project, a workshop is foreseen in order to discuss all relevant issues which could facilitate the access to funds of interest for the project activities. Each country would be represented on that workshop by two or three specialists, who would report on the state-of-the-art of the respective archives. The co-operation of the International Council of Archives is expected in organizing this event.

The output of the workshop would be a document with recommendations for the promotion of co-operation between the archives of the Danube countries.

5. Policy Analysis and Negotiation Support Methods for Environmental Management

5.1 Workshop on methods and techniques of policy analysis and negotiation support regarding international river basins.

The objective would be to convene a meeting in which the most efficient methods and techniques would be examined by a panel of competent experts.

About 15 participants are expected, selected for their expertise and experience in the subject, and their knowledge of the problems of the Danube region.

The co-operation of the International Institute for Applied Systems Analysis is expected in organizing this workshop.

The output of the workshop would be a document which would be used as a basis for drafting the Guide mentioned under 5.2

5.2 Guide for the application of policy analysis and negotiation support methods for environmental management in the Danube region

On the ground of the findings of the workshop, the Guide would be prepared, in order to facilitate the development of mathematical models, software-packages and other tools as appropriate for the stated objective. The Guide would be drafted in English.

6. Academic Mobility

6.1 Fellowships and study grants

A certain number of fellowships and study grants would be offered to teachers, researchers and students to facilitate academic exchanges between universities as well as between universities and industries in the Danube region.

6.2 Summer and short courses

Two short courses could be organized during the pilot phase, each for about 20 participants. These courses would offer an opportunity for the authors of the manuals on environmental education to test the materials prepared for the seminar on environmental education (see activity No. 3 above).

7. Project Management

In the view of the long duration and complexity of the Project, a permanent infrastructure is necessary:

7.1 Permanent Secretariat

A Permanent Secretariat composed of two professionals and 1 secretary and responsible for the administration of the Project, could be located in one of the universities of the Danube basin. The functioning of the Secretariat could cost around USD 160.000 per annum, assuming that the host university would provide the necessary facilities. In the 3 years pilot period, the total cost would amount to around USD 480.000.

7.2 The Danube Project Steering Committee

The DPSC to be nominated by the Director General of Unesco in consultation with the Danubian Rectors' Conference would be composed of 16 members (two members of each of the Danubian countries). Like other coordinating committees for large projects, this could act as an initiator of new ideas and foster links with possible supporters of the programme. It could cover the evaluation and organizational aspects of the project as well as the supervision and follow-up of the programme activities. The Committee should meet twice a year (or 6 times altogether) during the 3 years pilot period.

The terms of reference of these two bodies will be defined within the general framework of the project.

In the 3 year period, about 12 missions of the Committee members could be foreseen; each mission would take two members.

8. Chair in Environmental Economics

Although the establishment of a chair in Environmental Economics in one or more universities in the Danube region is a long-term activity, its preparation must start early in the pilot phase. It is thus suggested to send a short questionnaire to the Danube universities asking them: (i) to state their interest in hosting this chair (ii) to suggest its teaching programme and curricula (iii) to estimate the costs of its functioning and (iv) to specify their possible financial contributions to its establishment.

INTERNATIONAL CONFERENCE ON WATER AND THE ENVIRONMENT
DEVELOPMENT ISSUES IN THE DANUBE BASIN

PROPOSED EXTENDED ORGANIZING COMMITTEE

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- Mr. S. Bruk, Consultant, UNESCO
- Mr. F. Fournier, Consultant, MAB, UNESCO
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- Mr. Kouzminov, ROSTE, UNESCO
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15 April 1992

Dear Mr. Cernea,

I have the pleasure of inviting you to an international consultative meeting on the future Intergovernmental Social Science Programme (ISSP), from 1 to 3 June 1992, at the Organization's Headquarters in Paris. Currently, a Feasibility Study on the ISSP is being elaborated through a process of extensive consultation. The ISSP should provide a synergetic space to identify major issues in the social sciences, pursue comparative research and support infrastructures. The aim of the meeting is to contribute towards this project by generating suggestions on a variety of important issues including areas to be covered by the ISSP, its structures and organization, its methods of work and its sources of extra-budgetary funding.

Please find enclosed the Agenda and the provisional list of participants. You will also receive, in due course, two working papers, elaborating on the Agenda items. You are kindly requested to send prior to the meeting, and no later than 27 May, preferably by Fax, your views in typewritten form, which would be circulated to other participants.

We would very much look forward to the eventual association of your Institution with the ISSP as a network partner in working together toward building and promoting the policy-relevant and cross-national capacities of social science research. We trust that your Institution will manifest its interest in the possibility of establishing the ISSP as an effective way to meet the growing challenges of the social sciences by having you attend our meeting in which you may communicate your valuable input into its planning.

Looking forward to receiving your early reply, preferably by Fax to (33)(1)45 67 82 06, which we very much hope will be in the affirmative,

Yours sincerely,

Francine Fournier
Assistant Director-General
for Social and Human Sciences

Mr. M. Cernea
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UNESCO

Intergovernmental Social Science Programme Meeting 1-3 June 1992, Paris AGENDA

1. The scope of the ISSP

The ISSP will not be designed in terms of a narrowly defined subject field, but rather in terms of needs and capacities in various world regions. Key discussions under this first section will include: scale of projects to be supported (i.e. minimum and maximum funding and duration); team efforts rather than individual research; identification of priorities in the private as well as the public sector; level of projects (world-wide, sub-regional, regional, national and sub-national).

It should be decided whether or not it is necessary to identify a theme to launch the programme, and, if such is the case, the conditions under which this theme could satisfy a majority of the participants. It is obvious that the ISSP cannot initially undertake numerous projects. It is equally obvious that UNESCO alone should not impose a theme, which could be established only after consideration of the various needs.

2. Infrastructure/Institutional Activities

Various regional needs regarding important support infrastructures such as data archives, information and documentation systems, social science handbooks, translation of major works, university education and research training, will be identified and discussed, as well as how these needs can be met through research projects, and on the job training.

3. Criteria for Project submission and selection

Criteria and rules governing project submission will be discussed, including various models of project submission derived from existing intergovernmental programmes. The feasibility of adaptation of regulations to various types of projects (i.e. those coming from the public sector; those coming from the private sector; regional or local bids) will also be assessed.

The assessment and selection of projects should consider: data availability, existing networks, the global or regional character of the process to be studied, the extent to which the project falls within UNESCO's mandate and avoids overlap with existing international projects are a few of the proposed criteria. Discussion will further highlight ways and means of taking stock of existing major research programmes and networks for purposes of clearing-house functions. The selection processes should be defined for public as well as private bids.

4. Structure/organization of the ISSP

One element for discussion will be sources of funding, including institutional costs, project money, funds-in-trust allocations, Member States financing, private funding and financial management. A second key component will be overhead costs, and organization such as the size and composition of the Steering Committee, the secretariat, project management, packaging of results for various public and private sector users, publicity and information brochures and identification of research teams.

Provisional List of Participants
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UNESCO, 1-3 June 1992

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(Ms.) C.L. Villanueva
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Documents of the International Conference on
Education, 1979-1986 : cumulative catalogue

Language(s)...: English; French; Spanish; Arabic

Search aids....: UNESCO : IBE Education Thesaurus
User manual

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Selective Inventory of Social Science
Information and Documentation Services
Series of 4 specialized directories

Language(s)...: English; French; Spanish

Search aids...: UNESCO Thesaurus
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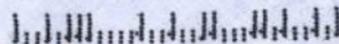
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DATE: March 26, 1992

TO: Mrs. A. O. Hamilton (PHRDR), Dr. A. R. Measham (PHRHN), Mr. A. Verspoor (PHREE)

FROM: Alan Berg, PHRDR

EXTENSION: 33433

SUBJECT: *Nutrition and Education -- Efforts at Establishing a Collaborative, Rome Meeting - March 1-3, 1992 -- Back-to-Office Report*

1. As the man said, good wine has to wait its time. And for the proposed school nutrition and health collaborative, apparently the necessary fermentation is not yet complete.
2. The notion of agencies communicating with each other and with technical groups, and of undertaking those activities that make more sense to do collectively than each entity going it alone, makes eminent sense. This principle has worked well for the ACC Sub-Committee on Nutrition, and over the past couple of years a similar effort has been nurtured to deal with the increasing interest in nutrition/health and educability.
3. For such an undertaking to succeed requires goodwill on all sides. And in Rome (at the World Food Program headquarters), where there was the effort earlier this month to launch a collaborative to carry out the roles outlined in the attached paper, the goodwill just wasn't there. Particularly from UNESCO, which should be a key actress. UNESCO had stirred up the interest for some form of networking in the first place, having organized two meetings and published several useful studies. However, based largely on ideological differences (UNESCO began to see the main constraint to the quality of the student being her access to school in the first place), it then abruptly abdicated from the effective coordinator's role it had established for itself. And now -- after two years of boycotting efforts by others to bring people together -- UNESCO has returned to the table, but with the apparent purpose of not permitting anyone else to fill that vacuum, except on UNESCO's terms. UNESCO's posture at the meeting was at times nothing short of outrageous, raising objections -- line by line -- to each of the goals, organizing principles, functions, and structures proposed.
4. Initially at the meeting others tried to placate, even to accommodate UNESCO, but at some point it became apparent that, to meet UNESCO's concerns, the proposed enterprise would have had to be watered down so much as to become meaningless. The meeting eventually petered out, with the organizers licking their wounds and trying to regroup for another day.
5. The meeting got off to an inauspicious start when its chief organizer, Aklilu Habte, had to bow out, as did one or two other key figures in this movement. It is not clear the outcome would have been any different, other than it would have been unlikely that UNESCO would have been quite so obstreperous with Aklilu in the chair.
6. Having said all this, the meeting was useful in several ways. Related to the meeting was the production of an unusually good (albeit late) background paper which, inter alia, provides a valuable discussion of the proposed collaborative, a directory of who is doing what in the field, and a synopsis of the highlights of the rapidly advancing scientific literature. Also, except for UNESCO's interventions, the discussion was at a high level of intelligence. The meeting provided the opportunity for a useful exchange of ideas, in the process providing the opportunity to meet others working on both the education and nutrition/health sides of

the subject. (Adriaan: contrary to our earlier concerns, 9 of the 25 attendees did have an education orientation.)

7. The notion of a formalized UN committee at this stage is a non-starter, in that UNESCO would have a seat at the table. Forget it. At least for now. Dr. Abraham Horwitz had offered the SCN as a home for a special task force on the subject. This probably is not such a great idea because of (aside from UNESCO's automatic participation in such a group) the heavy nutrition orientation, by definition, of the Sub-Committee on Nutrition; an educational base, were there a logical one, would be more appropriate.

8. Other options now being considered: (a) UNICEF setting up something on its own, and inviting others to participate -- in much the same way it initiated the Bob Meyers' Early Childhood Development secretariat; (b) building an entity around a more select group of agencies, a la the Child Survival effort; and (c) linking the proposed functions to the secretariat of the narrower research project now unfolding in the field as a result of UNDP/Rockefeller impetus.

9. Although all other agencies were of a single mind when it came to resisting UNESCO's philosophy, there is not yet the same solidarity on several other important issues. Differences exist, for instance, on how broad or narrow the playing field should be. Limited to primary schools or all schools? Limited to school children or including school-aged children not in school? Concentration on several primary interventions (e.g., school food, antehelminthics, micronutrients, nutrition/health education) or going broadly into such issues as pregnancy, AIDS and other STDs? Focusing on the nutrition/ health and educability linkage or emphasizing the improvement of nutrition and health of children using the school as the delivery mechanism? Resolution of such issues would have influence on who the participating players look like and, relatedly, the depth that could be devoted to particular issues. (Some, myself included, believe that if we try to accommodate everyone and everything, the effort may die of its own weight. I tried to get the meeting focused on this, but it was difficult in that some special interest groups in attendance would fall outside my preferred boundary lines. Also the UNESCO fracas sapped much of our time and energies.)

10. Given the UNESCO problem, the Education Development Center (Ron Israel in particular) did a surprisingly good job in running the meeting. EDC also was responsible for the very helpful background paper.

11. *Next:* Aklilu Habte, Ron Israel, Donald Bundy (technical secretariat of the UNDP/Rockefeller enterprise) are paying a call here next week to discuss next steps. Given the signals from Departmental management, we are not pursuing this aggressively.

12. Meanwhile, the Bank's own work in this area moves ahead. Joy Del Rosso is working on a Discussion/Issues paper which we will be able to see/discuss before the end of the fiscal year.

Attachments: Agenda, List of Attendees, Summary of Bank Work in School Nutrition and Health, Background Paper for Meeting

cc: J. Del Rosso, L. Elder, T. Eisemon, R. Galloway, D. Jamison, E. King, M. Lockheed, A. Shakow

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Fonds des Nations Unies pour l'enfance
Fondo de las Naciones Unidas para la Infancia

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19 February 1992

Dear Colleague:

As chair of the Inter-Agency Planning Committee, I am writing to extend my best wishes for the success of the meeting in Rome to establish an International School Nutrition and Health Collaborative.

Our Planning Committee, including representatives from the World Bank, UNICEF, WFP, the Rockefeller Foundation, and ECD, has been meeting for the past year to assess ways in which the activities of the various agencies concerned with this important issue could be harnessed into a concerted effort. We believe the establishment of a Collaborative, dedicated to answering important operational questions which confront this newly emerging field, would be a major step forward toward answering whether or not a major program of international investment is warranted.

UNICEF's own programmes to strengthen basic education in developing countries would like to examine the extent to which nutrition and health factors constrain educational performance, and collaborate with other institutions in developing affordable, cost-effective interventions for school-age populations. We recognize that this is not a simple task, but rather one which must take into account specific factors of age, gender, epidemiology, and environmental context.

The Planning Committee feels that no one agency knows enough to adequately respond to the nutrition and health needs of school-age populations. Individual agencies also lack both the resources and the expertise to fully respond. Therefore, we view the formation of a Collaborative of donor agencies, currently working in this field, as an important opportunity. We are eager to see such a structure organized, and to participate in it.

Unfortunately, an unexpected situation in Bangladesh will mean that I am unable to participate in the Rome meeting. However, UNICEF will be well represented by Peter Greaves.

I am sure that the meeting will be a successful one; and I look forward to actively participating in the new Collaborative.

Best regards.

Yours sincerely,


Aklilu Habte
Special Adviser to the
Executive Director, Education

REVISED

INTERNATIONAL SCHOOL NUTRITION AND HEALTH COLLABORATIVE

Organizational Meeting

WFP, Rome
2-3 March 1992

List of Participants

BERG, A., WORLD BANK
BERKLEY, S., ROCKEFELLER FOUNDATION
BUNDY, D., IMPERIAL COLLEGE OF SCIENCE, TECHNOLOGY & MEDICINE
FRYER, M., EDC
GREAVES, P., UNICEF
GREINER, T., SIDA


HORWITZ, A., ACC/SCN
HUSSAIN, A., FAO
ISRAEL, R., EDC
JONES, J., CDC
KATONA-APTE, J., WFP
KOLYBINE, V., UNESCO
MOKBEL, M., WHO
MOTT, K.E., WHO
MUTTER, G., WHO
NKINYANGI, J., UNESCO
SAVIOLI, L., WHO
SCHULTHES, J., WFP
SEIFMAN, R., USAID
SHAEFFER, S., INTERNATIONAL INSTITUTE FOR EDUCATION PLANNING
ST. JAMES, L., EDC
VAN DER VYNCKT, S., UNESCO
VINCE-WHITMAN, C., EDC
WIJEYARATNE, P., IDRC
ZIGLIO, E., WHO

AGENDA

Handwritten notes:
A.A.A.
P.P.P.
U.S. Food & Drug Administration

Rome Meeting on Collaboration in International School Nutrition and Health

Sunday, March 1

6:00 - 8:00p.m. **Introductory Session (at the Hotel Delta)**
Each agency will have the opportunity to make a brief informal, presentation of their work in school nutrition and health
Moderator/Host: Jens Schultes

8:00p.m. **Get Acquainted Dinner**
(location to be announced)

Monday, March 2 - (at WFP Headquarters)

9:00 - 9:15a.m. **Welcome**
Chair: Judit Katona-Apte

9:15-9:40a.m. **Introductory Remarks**

9:40 - 10:00a.m. **Review of Agenda and Goals/Objective of the Meeting**
Ron Israel

10:00 - 10:15a.m. **Coffee Break**

10:15 - 12:45p.m. **Working Session #1: Establishing Goals and Objectives for a Collaborative Effort**
This session will consider how a collaborative effort can be developed to address the following two issues, as identified in the Background Paper:

Issue #1: What are the educational consequences of specific malnutrition or disease states in school-age populations?

Monday, March 2, continued

Working Session #1 (cont):

Issue #2: What are the most affordable cost-effective delivery mechanisms to address specific nutrition and health problems of students in different parts of the world?

The questions for discussion are:

- Is everyone in agreement that these are the most essential issues facing the field of school nutrition and health?
- How can the work which each agency is doing contribute to answering Issues 1 & 2 above?
- Are there are set of common questions or tasks which participating agencies and groups might agree to pursue together to address Issues 1 & 2 above?

Moderator: Seth Berkley

12:45 - 2:00p.m. Lunch (WFP Cafeteria)

2:00 - 4:30p.m. **Working Session #2**
How Should a Collaborative Effort be Organized?: This session will build on the morning discussions and consider the following two questions:

- What functions could be achieved through collaboration? (see Background Paper for an initial suggestions)
- What suggestions would the group like to make with regard to organizational structure?

Moderator: Dr. Abraham Horwitz

8:00 - 10:00p.m. Meeting of a Group to Draft a Set of Recommendations to Promote Increased Collaboration

Tuesday, March 3 - (at-WFP Headquarters)

Morning Review of Recommendations to be Approved by Participants and Forwarded to their Agencies for Review
Moderator: Dean Jamison

Afternoon Continuation of Discussions as Needed

Talking Points for Bank Activities in School Health and Nutrition

1. Bank does not have a formal "program" per se in school nutrition and health.
2. Bank action in school health and nutrition is comprised of a series of operational and research and policy activities.
 - o Operations: School nutrition and health activities are included in education, social sector, structural and social sector adjustment operations. In some cases Bank staff has specifically encouraged attention to nutrition and health needs of school children, in other cases requests for Bank-assisted school health and nutrition activity has come from the developing country governments.
 - o Research and Policy and Operational Guidance: Through the Policy, Research and External Affairs branch of the Bank and technical divisions in the operations complex the Bank supports research, policy and operational guidance activities related to school health and nutrition.
3. There has been a trend toward increasing attention to and concern for the school-aged child health and nutrition in Bank-assisted operations.
 - o In FY87-88 there was essentially no attention or support for nutrition and health activities in education sector operations.
 - o Recently this has begun to change. In FYs (89-90) 36 percent of primary education operations include some activity related to school health and nutrition; in FYs 91-92 it increased to 46 percent of primary education operations.
4. The type and intensity of the activity varies substantially.
 - o Four country projects (Brazil, Mozambique, Burkina Faso, the Dominican Republic) include substantial components to address the health and nutrition needs of school-aged children to improve education effectiveness and efficiency.
 - o The predominant Bank-assisted school health and nutrition activity is related to school feeding programs. Sixteen countries receive such assistance ranging from the construction of school canteens to efforts to improve effectiveness and evaluation of impact of on-going school feeding programs.

- o Ten Bank-assisted primary education projects include efforts to incorporate nutrition and health education into the formal school curriculum.
- o Eight recent Bank-assisted operations include studies related to school health and nutrition -- e.g. in the Philippines a study is planned for the analysis of the relative effects of school and non-school factors on education outcomes.
- o Other Bank-assisted school health and nutrition activities include support for micronutrient supplementation and provision of anthelmintics through schools, delivery of school health and nutrition services, the improvement of school sanitation and the provision of non-formal nutrition and health education through the school system.

5. Research, policy and operational guidance activities also have expanded.

- o Several relevant school nutrition and health research activities were carried out in connection with the Bank's participation in the World Conference on Education For All and the 1991 Bank Primary Education Policy paper.
 - compilation of the available data on prevalence of malnutrition and parasites in school children
 - summary of the evidence of the effects of nutrition and health on a child's capacity to learn and availability of potential cost-effective interventions
- o Other work includes:
 - Cataloguing and analysis of feeding programs for Latin America including those for school children;
 - Evaluation of specific country food and nutrition programs for school children -- e.g. Mexico, Jamaica;
- o In progress are the following:
 - Guidelines for the incorporation of parasite control interventions in Bank projects.
 - Compilation of "best practices" in school feeding programs
 - Research in the Asia region on the child with

WORLD BANK-ASSISTED EDUCATION PROJECTS WITH NUTRITION AND HEALTH COMPONENTS OR ACTIVITIES

1. Within the context of education sector lending, the Bank has begun to promote more attention to nutrition and health needs of school children. The number of primary education projects or components with some attention or activity in nutrition or health has increased from zero in FY87-88 to 8 (36%) in FY89-90 and 13 (46%) in FY91-92. Currently four of these education sector projects include a substantial nutrition and health component designed to increase primary education effectiveness through improvements in student health and nutrition. These include: Brazil - Innovations in Basic Education; Burkina Faso - Education IV; Dominican Republic Primary Education; and Mozambique Education II.
2. The nutrition and health interventions to be supported through these Bank-assisted projects vary. The Brazil project includes improvements in the on-going school feeding program, school health screening, the integration of health and nutrition education into the curriculum, and pilot iron and vitamin A supplementation programs. The objective in the Dominican Republic is to improve the existing school feeding program through additional training, operational research, and community education, and to initiate efforts to combat iron deficiency anemia and helminthic infections. In Mozambique a study of the nutrition and health situation of school-aged children will precede the introduction of appropriate actions to include micronutrient supplementation and provision of anthelmintics. School-based micronutrient and anthelmintic programs and the introduction of nutrition and health education into the curriculum comprise the major interventions in Burkina Faso.
3. The integration of nutrition and health interventions with traditional efforts to improve education effectiveness is a recent innovation. The impact on education effectiveness is potentially significant, however relatively untested. All of the significant components described include impact evaluations to assess the effect of these interventions on school attendance and performance.
4. The Bank's aim is to assist developing countries in facing the major challenges to the integration of nutrition and health components in education sector projects. This includes: developing effective mechanisms for inter-sectoral coordination between the ministries of health and education, overcoming the paucity of local institutions and technically trained personnel with the capacity to implement interventions and identifying and designing the most cost-effective approaches to improving the health and nutrition of school-aged children.
5. In addition, the Bank supports other nutrition and health activities in education operations ranging from studies

assessing, for example, the impact of school feeding programs to the integration of nutrition and health education into the school curriculum. Overall, the predominant nutrition and health activity in Bank operations (including adjustment operations) is support for school feeding activities. The Bank assists through supporting activities ranging from the construction of school canteens to the implementation of improved targeted school feeding programs to research into the effectiveness of such programs in sixteen countries. The second most common activity is the incorporation of nutrition and health education into the primary school curriculum (10 countries). Also, research into the relationship between nutrition/health and school performance, provision of health and nutrition services through schools, provision of sanitation and potable water facilities and non-formal nutrition and health education programs are supported through Bank projects.

6. Complementing this operational activity have been several Bank-supported research activities. Most important, and probably responsible for the stimulation of activity in this area was the chapter, "Teachability: Children's Learning Capacity" in Primary Education in Developing Countries: A Review of Policy Options. Also notable are the forthcoming "Guidelines for the Incorporation of Parasite Control Programs into Bank Projects" which emphasizes the opportunity for the cost-effectiveness of the implementation of such programs through schools. And, work has begun on a "best practices" paper on school feeding programs. The Bank has also been supportive of inter-agency efforts in this area to form a formal collaborative group for school health and nutrition.

Bank Adjustment Projects with Primary School Health/Nutrition Activities

Region/Country	Project	Nutrition/Health Activities
<u>AFRICA</u>		
Ghana	SAL (87) -related PAMSCAD	- mass dissemination of anthelmintics to primary school children and hygiene education program.
<u>ASIA</u>		
Sri Lanka	Econ Restruct ()	- restructured mid-day meal program; distribution of food stamps to targeted families
<u>EMENA</u>		
Poland	SAL I ()	- evaluation of school feeding programs.
<u>LAC</u>		
El Salvador	SAL I ()	- pilot fortified biscuit program for primary school students.
Venezuela	SAL I (89)	- targeted school feeding program based upon cost-effective and feasibility evaluation and consolidation of existing school feeding.
Bolivia	SIF (90)	- targeted school meal program for pre-school to 12 years.
Honduras	SIF (91)	- targeted school breakfast program via parents associations and using local foods.

**Bank Education Projects with Nutrition/Health Activities
(FY87-92)**

Region/Project	Project (FY)	Nutrition/Health Activities
<u>AFRICA</u>		
Chad	Education Rehab (89)	- research into factors (parasites, nutrition and iron status) affecting school performance. - impact evaluation of school canteens.
Madagascar	Ed Sector Reinfor (90)	- nutrition education in curriculum. - research to assist in strengthening education planning capability.
Rwanda	Ed Sector Credit (91)	- nutrition education in curriculum.
Zaire	Ed Rehabilitation (90)	- pilot-level teacher training to include basic health, nutrition and hygiene.
Mali	Ed Sector Consol (89)	- health and nutrition education in curriculum. (condition of loan) - canteen construction. - curriculum adoption ar introduction on a pilot scale.
Lesotho	Ed Sector Develop (92)	- impact evaluation of school garden project.
<u>ASIA</u>		
Bangladesh	General Education (90)	- school feeding program. - nutrition education in the curriculum. - non-formal nutrition education program.

Region/Project	Project (FY)	Nutrition/Health Activities
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Philippines	Elementary Ed II (91)	<ul style="list-style-type: none"> - improved school breakfast program (24 pilot schools) through community participation and nutrition education component. - Research on the relative effects of school and non-school factors on education outcomes.
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EMENA

Morocco	Rural Basic Ed Dev ()	<ul style="list-style-type: none"> - construction of school canteens. - subsidized school meals. - impact evaluation.
	Rural Primary Ed ()	<ul style="list-style-type: none"> - reinforced school health services. - health and nutrition modules for school curriculum and training for teachers in their use. - fellowships for MOE staff in school health. - technical equipment including scales, eye charts, etc. - school canteens construction.

Tunisia

LAC

Chile	Primary Ed Impr (92)	<ul style="list-style-type: none"> - health care (screening for nutrition, hearing, vision, parasites and referral) for 250,000 first graders. - school health manual printing and dissemination and teacher training in its use. - school feeding for pre-schoolers
Costa Rica	Basic Ed Rehab (92)	<ul style="list-style-type: none"> - nutrition and health education in the curriculum.

Region/Project	Project (FY)	Nutrition/Health Activities
Ecuador	Social Dev I (92)	- research into factors (nutrition, health) affecting student repetition and dropout.
Guatemala	Basic Ed II (89)	- Construction of food storerooms and kitchens (complementing WFP and NGO feeding programs).
Mexico	Primary Ed (92)	- substantial project impact evaluation to include nutrition and health variables.

12/20/91

Background Paper

for

***INTERNATIONAL
SCHOOL NUTRITION
AND HEALTH
MEETING***

by

Ronald C. Israel

and

Anne M. Hornsby

March 1-3, 1992

Rome, Italy

INTRODUCTION

The following Background Paper is intended to inform the discussions of concerned agencies at a meeting on international school nutrition and health, scheduled to take place on March 1st, 2nd and 3rd, 1992, at the Rome Headquarters of the World Food Programme.

Until quite recently, improved school nutrition and health has been an overlooked need of disadvantaged at-risk populations around the world. Its neglect can be attributed to a variety of factors, including the focus of the health sector on critical child survival issues; a lack of awareness within the education sector about the importance of school health; an absence of data on the epidemiology of school-age populations; and a lack of workable cost-effective solutions.

Over the last five years several forces have coalesced to increase the interest of concerned planners about the importance of school nutrition and health as a development priority. In the first place, many countries are beginning to record impressive successes in the struggle to reduce infant mortality and morbidity, raising the question of "what happens next to those children who successfully (or even marginally) survive early childhood; second, the current global education revolution, spurred by the Jomtien Charter and Declaration of "Education for All," has resulted in a greater willingness within the education sector to consider the nutrition and health status of children as a potentially important variable affecting educational outcomes; third, a growing body of data from clinical trials and scientific studies now exists to begin documentation of the relationship between nutrition, health, and educability; and fourth a range of approaches and technologies -- from pedagogical to biomedical -- offer the promise that low cost interventions can be mounted to improve educational performance through strengthening student nutrition and health.

Represented at Rome will be over a dozen school nutrition and health initiatives. Most of these initiatives are relatively new, and reflect a growing interest in both the education and health sectors in the issue of school nutrition and health. Each has a special substantive focus, and targets its programs to particular school age cohorts and epidemiological issues.

At the outset, it is worth noting the history behind these discussions. Starting in 1988, a variety of international consultations (involving technical experts and country representatives) on school nutrition and health international have taken place. These consultations have been sponsored by many of the donors and other agencies expected to be present at the Rome Meeting -- e.g. Unesco, United Nations Development Programme (UNDP), the World Health Organization (WHO) the Rockefeller Foundation, the Carnegie Corporation, and Education Development Center, Inc. (EDC). The consultations have resulted in exchanges of technical information between donor agencies, national institutions, and technical specialists; and in the publication of conference proceedings which lay out the range of problems in this newly emerging field.

Many agencies have also begun to sponsor small-scale school nutrition studies, pilot-projects, and even large-scale efforts during the past 5-10 years (see Profiles of Agency Programs in Section 2). As a result of these activities, ministries of education and health in many countries, NGOs, and school administrators and teachers have had an opportunity to articulate their needs and contribute to the newly emerging professional dialogue on issues related to nutrition, health, and educability.

For the past year a small informal inter-agency Planning Committee (the World Bank, World Food Programme, UNICEF, Rockefeller, and UNDP, with EDC serving as Secretariat) has been meeting to determine how to build upon and consolidate the work which currently is being carried out. This group has reached the conclusion that no single agency or country is capable of undertaking a comprehensive analysis of the policies and interventions which can effectively promote school nutrition and health in different epidemiological settings around the world; that there are many gaps in our knowledge about how nutrition and health affect educational performance, and about what interventions work to address student nutrition and health problems; that there is a need to build a composite body of experience in this field in order to determine whether a major program of donor agency investment is warranted; and that consideration should be given to establishing a collaborative mechanism which will enable concerned agencies to work together, share lessons learned from individual efforts, and develop more effective global, regional, and national level strategies.

The following Background Paper presents highlights from the literature on the nutrition and health conditions of school children and offer a range of technical and organizational issues which need to be considered for a proposed collaborative enterprise.

The Background Paper is divided into the following sections:

- 1. Towards Collaboration in School Nutrition and Health*
- 2. Profiles of Ongoing Programs*
- 3. Nutrition and Health Conditions of School Age Children: Highlights from the International Literature*

*Towards Collaboration in
School Nutrition and Health*

TOWARDS COLLABORATION IN SCHOOL NUTRITION AND HEALTH

1.0. OVERVIEW

For the past year, an informal inter-agency Planning Committee, consisting of UNICEF, the World Bank, WFP, Rockefeller, UNDP, and EDC, has been meeting to consider ways in which greater linkages could be formed between the varied, new, and important school nutrition and health efforts currently going on around the world. The value in fostering such a collaboration would be to: (1) enhance the effectiveness of ongoing efforts at the country level; (2) create the capacity to more systematically examine the difficult issues which confront this newly emerging field; and (3) determine whether or not a major program of investment is warranted.

It was felt that any effort at collaboration must take into account two existing conditions: 1) the fact that we live in a resource scarce environment in which increasing demands are being placed upon donor agencies, governments, and NGO groups; and 2) the current need to examine the policy implications of a growing body of empirical research which suggests a relationship between nutrition, health, and educability; and determine what are the most affordable, cost-effective nutrition and health interventions for school-age populations in different settings.

What appears to be needed is an effort to build on programs already in place by focusing on a common set of questions which each participating agency can answer within the context of its own work, i.e., a mechanism that will facilitate dialogue and analysis between professionals and groups working on school nutrition and health issues in different parts of the world.

One promising structure, among others for consideration, would be the organization of a collaborative mechanism which can strengthen the efforts of institutions around the world concerned with increasing the effectiveness of country-wide school nutrition and health activities. Through a program of information exchange, coordinated operations research, and policy dialogue, a collaborative mechanism might help fill the gaps in what we need to know in this new field; and build a shared body of experience and lessons learned across different age, ethnic, and gender groups, epidemiological patterns, and education problems around the world. A collaborative structure might also provide a mechanism for increasing the prestige of school nutrition and health as a development issue and help attract more resources to support local initiatives.

The following section of this Background Paper suggests goals and objectives might guide a collaborative effort; a description of a range of needs which a collaborative mechanism might address; and organizational issues which need to be considered. The ideas contained in this section are meant to serve as departure points for discussion by participants at the Rome Meeting. They are not meant to preclude the discussion of alternative models or approaches to the challenge of fostering collaboration.

1.1 Why Collaborate?: At the outset, it may be useful to sum up the reasons why greater collaboration is needed in the field of school nutrition and health. The reasons are as follows:

- **The school age cohort comprises 25% of the world's population:** School children, usually defined as being between the ages 6 to 17, represent a large population, which has been notably underserved by nutrition and health policies and programs. The reasons for such neglect have been alluded to in the introduction to this paper, e.g. low mortality rates among this population, and the focus to-date of many agencies on child survival programs. However, as also noted above, leading planners in both the education and health sectors are beginning to question the wisdom of not paying greater attention to the nutrition and health needs of this significant population segment. School health interventions are being recognized as important to a student's educational performance as well as to health and well being.
- **Collaboration can help promote greater resource allocation:** In many countries, and certainly at an international level, there is an absence of an advocacy function for school nutrition and health. There are few organized bodies arguing for the investment of more resources for research or even operational programs. In part as a consequence of this situation, resource allocations for school nutrition and health programs have been limited. A global school health strategy, comparable to the successful child survival program, has yet to be articulated. Those concerned with the issues have lacked a forum for working with colleagues across disciplines and in other countries to examine areas of mutual concern, articulate shared needs, and promote more effective policies and increased programs.
- **Collaboration can help fill in the many gaps in our knowledge of what works:** Most school nutrition and health professionals will readily admit that there is much that needs to be learned about how to deal with the issues. For example, the relationship between nutrition, health, and educability, while intuitively felt, needs to be defined with greater precision in most settings. There is a very real absence of reliable data on school age epidemiological patterns and their relationship to educational achievement. In addition the affordability and cost effectiveness of available intervention options requires significant study.

The current knowledge-building needs of the field of school nutrition and health are beyond the scope of any one agency or country. The required effort is multifaceted and trans-national in scope. The creation of a collaborative mechanism could greatly enhance the effectiveness of operations research.

- **Collaboration can help enhance efforts at the local level:** In many countries throughout the world school health is generally the responsibility of a very small number of professionals, operating within severe resource constraints. Any collaborative structure needs to be dedicated to developing ways to enhance the effectiveness of local decision-makers and the programs they manage. This means reaching out to understand their needs, involving them in research and development activities, and helping them gain access to increased programmatic resources.
- **Collaboration can help integrate the expertise of education and health and related sectors:** One of the greatest challenges in building effective school nutrition and health programs is the coordination of efforts between education and health agencies. Required areas of expertise are frequently divided. Education professionals often lack the knowledge or skills to effectively plan nutrition and health-based programs; and health professionals are sometimes reluctant to pursue school health programs in the absence of strong leadership from the education sector. Thus, it becomes important that any international collaborative mechanism include balanced representation from both education and health.

1.2 Organizational Options

In addressing the need for greater collaboration in the field of school nutrition and health, a variety of organizational options need to be considered. For example:

- **Who should collaborate?** Should collaboration be limited to agencies with ongoing programs? At what level should collaboration be promoted, e.g. country level, international level? Should individuals be allowed to participate? Should a collaborative mechanism seek as broad a membership base as possible, or restrict itself at least for an initial period to a small number of committed institutions with the resources in hand to actively support programs?
- **What should a collaborative effort seek to accomplish?** Can a set of clearly defined goals and objectives be established? Can these goals permit the active participation of institutions and professionals around the world working on a range of school nutrition and health problems? Can they help address the needs for collaboration as identified above, i.e. promote advocacy, help fill-in our gaps about what works, provide increased support to activities at the local level, and facilitate linkages between the education and health sectors?

- **How should a collaborative effort be organized?** What kind of decision-making structure would be most appropriate? To what extent should collaboration attempt to support and build upon existing structures? How can all participants be ensured an opportunity to have an input into the decision-making process? Should there be a secretariat or other administrative unit? What level of resources are required to operationalize collaboration? Is it realistic to think that these resources can be obtained?

1.3. SUGGESTIONS FOR GOALS AND OBJECTIVES

Collaboration in international school nutrition and health could promote the exchange of lessons learned, common studies across programs, a common research agenda (where feasible and appropriate), and the synthesis of a global body of experience currently being developed through the sponsorship of various agencies. It could offer a structure for participants to come together, engage in a dialogue with each other and with technical experts, compare their experiences, and join forces to promote agreed upon policies, programs, research, and methodologies.

Two important questions confront most school nutrition and health programs and could form the basis for a collaborative endeavor: (1) To what extent do school age nutrition and health factors constrain the educational performance of students? and (2) What are the most affordable, cost effective policies and programs in different settings which can be used to promote student nutrition and health?

These two issues are closely linked. As the relationship between nutrition, health, and educability at the school age level becomes quantifiable, planners will be able to strengthen the case for investing in school health programs; conversely programs of intervention should be evaluated not only in terms of their nutrition or health impact but according to educational outcome measures as well.

A collaborative mechanism in international school nutrition and health could involve interested agencies in the common exploration of these two questions. The collaborative's efforts could provide advice to the leadership of governments and international donor agencies on effective policy and program focused strategies. It could address the important question of whether a major school nutrition and health program of investment, comparable to the well established child survival initiative, is warranted.

The development of effective strategies requires comparative analysis of a broad range of programmatic experience, as reflected in the activities sponsored by the agencies participating in the Rome Meeting. Participating institutions offer unique, yet complementary perspectives on the issues. Some are concerned with the implementation of promising, newly affordable nutrition and health technologies; some with strengthening the institutional capabilities of agencies and

providers charged with implementing school health programs; some with policy analysis and research; others with the design of effective education and training programs. Participating agencies also bring to the Rome meeting experience supporting country level efforts in a range of different epidemiological settings with school age cohorts of different ages, gender make-up and socio-economic status.

1.4. NEEDS WHICH COULD BE ADDRESSED THROUGH COLLABORATION

The following section of this Background Paper identifies a list of potential needs which could be address through greater collaboration in international school nutrition and health. It is expected that this list will be reviewed and refined during discussions at the Rome Meeting, March 2-3.

1. Agenda Setting: One of the advantages of greater collaboration in the field of international school nutrition and health would be more systematic collection and evaluation of information targeted to answering essential policy questions, such as those identified in Section 1.3. To do this effectively requires setting an agenda of critical information needs which could be provided from the experience of participating agencies. For example, how do epidemiological profiles of school-age cohorts compare with educational outcome measures for these same populations? what kinds of pedagogical approaches are most effective in changing the nutrition and health behavior of students? what outcomes can be influenced by individual behavior change, and which require institutional or public health measures? At a minimum, any collaborative mechanism should establish a list of the kinds of information or research questions it needs answered to fulfill its mission; and strategies for collecting the information - either from participating agencies themselves, or from other sources.
2. Comparative Analytical Studies: Participating agencies might agree to submit an annual or semi-annual report on findings related to priority policy issues such as those listed in Section 1.3. An analysis of these findings could be made to reflect the current state of the art; perhaps guidelines could be developed for the content of such reports which would facilitate the process of comparative analysis.
3. Linkages of Field-Site Efforts: Many of the participating agencies have ongoing activities (both in school health and related areas) in the same countries or regions of the world. In addition, each possesses specialized expertise which can be used to complement the skills and interests of other agencies in a collaborative effort. Where appropriate, a collaborative structure could promote linkages between institutional efforts, and collaboration among individuals from participating institutions on issues of common interest.

4. Special Studies or Reviews: A collaborative mechanism could commission research or review papers on important topics inadequately addressed by current initiatives (e.g., a review of existing school nutrition and health policies around the world; a research study to investigate the relationship of nutrition and health factors to absenteeism; or a study on the absorptive capacity of ministries, schools, and other organizations to administer school nutrition and health programs).
5. Annual Meeting of Technical Experts: To keep abreast of state-of-the-art developments in the field of school nutrition and health, an annual meeting might be organized which could provide program managers and decision-makers an opportunity to interact with researchers and technical experts around issues of common interest. For example, it might be useful to have a special technical workshop to examine the issue of evaluation indicators for school nutrition and health programs.
6. Annual Meeting of School Nutrition and Health Decision-Makers: At least once a year a collaborative structure might sponsor a meeting of school nutrition and health decision-makers and program managers from participating agencies which could coincide with the proposed annual meeting of technical experts described in #4 above. The annual meeting would provide participating agencies with the opportunity to review the progress of the collaborative's initiative over the previous twelve months and develop an agenda and workplan for the next phase of operation.
7. Technical Guidelines: A collaborative mechanism could serve a useful function by producing guidelines for policy-makers and program managers. Very little information exists at the moment for those concerned with designing, implementing, or evaluating school nutrition and health policies and programs. Useful guidelines are needed in a variety of areas; e.g., procedures for school health assessments or evaluation indicators for measuring the impact of school nutrition and health programs. The collaborative would have the credibility to publish such guidelines, which could be disseminated through participating agencies.
8. Dissemination of Information about State-of-the-Art Developments in School Nutrition and Health: A collaborative mechanism could provide a service to its own members, as well as others in the field, by producing a newsletter or regular information bulletin on current trends and issues in school nutrition and health. Such a publication would contain information on national level policies, innovative interventions, reports on the programs of participating agencies, recent scientific advances, new publications, and conferences. A model that might be considered for adaptation is the Latin American "Action for School Nutrition and Health," produced by EDC, INCAP, and the Pew Charitable Trusts. (A prototype issue will be available for display at the Rome Meeting.)

9. Policy Advocacy: A collaborative mechanism could play a role in helping shape the policies of governments, donor groups, NGOs, and other concerned organizations. Activities 1-7 above provide a vehicle for advocacy. In addition, a collaborative might provide special information or testimony to decision-making bodies concerned with the determination of development priorities and the allocation of resources. For example, it might make a contribution to the progress report currently being drafted as a follow-up to last year's Declaration on the Rights of Children.

1.5. CRITERIA FOR EVALUATING IMPACT

It may be worthwhile for participating agencies to consider a set of criteria which could be used to measure the success of a collaborative structure. Examples of criteria which might be considered include the following:

- Increased investment in school nutrition and health programs by participating donor agencies, government ministries, and other concerned institutions.
- Increased knowledge regarding the effects of nutrition and health factors on student educational outcomes.
- Proven affordable, low-cost school nutrition and health interventions and delivery systems can be identified addressing specific epidemiological conditions.
- Production of useful technical guidelines and information improving the capabilities of participating agencies to design, implement, and evaluate school nutrition and health programs.
- Improved cooperation and linkages among participating agencies, and assist agencies in their effort to understand and meet the needs of students, teachers, school administrators, Ministries of Education and Health, NGOs, and others whose lives and/or professional interests are touched by these issues.

Although it will be difficult to measure outcomes using many of the above criteria in any but qualitative terms, it may still be worthwhile to propose such measures of effectiveness. They will provide standards of achievement and serve as a reminder for all concerned about how we should evaluate our efforts.

1.6. ILLUSTRATIVE ORGANIZING PRINCIPLES

The following is an initial list of principles which might serve to guide efforts to establish a collaborative mechanism in international school nutrition and health:

- Participating agencies must play an active partnership role in any structure which is created.
- Membership should be open to any agency or implementing organization which actively supports a school nutrition and health program or project.
- A special attempt should be made to include membership from regional nutrition, health, and education organizations such as INCAP, REDUC, etc.
- Participating agencies should be asked to make a contribution to help operationalize the effort.
- The organizational structure should promote linkages and regular communication between participating agencies.
- The structure should provide for input from technical experts, as well as program managers and decision-makers.
- Leadership should rotate periodically to ensure that each participating agency has an opportunity to play a primary decision-making role.
- The effort should consider supporting a modest secretariat to help provide needed management and administrative support.

With these principles in mind, we suggest that the Rome meeting consider various options for an appropriate organizational framework for collaborative activities. To help frame these discussions, we have identified the following lessons learned from other international collaborative efforts.

1.6.1 IDEAS FOR EFFECTIVE INTER-ORGANIZATIONAL COLLABORATION

Global trends in inter-organizational linkage. In this century, our social systems have become increasingly dominated by complex and vast multi-function organizations, both in the private and public spheres. It is no accident that in recent years a new trend has developed: the creation of networks designed to link large organizations to other organizations, both large and small.

There is increasing interest in the types of activities organizations can undertake together that are accomplished more effectively and rapidly when placed outside of a single organization into inter-organizational networks. In the private sector, we see increasing numbers of tax-exempt joint ventures for research and development. In the public sector we see increasing numbers of inter-agency task forces, collaboratives, and coordinating committees.

Inter-organizational linkages in international development. In order to get a sense of the conditions under which some inter-organizational networks were formed in the realm of international development, we decided it would be useful to talk with several people who manage the "operational nodes" of these networks -- that is, those who manage the secretariats of collaboratives and task forces.

From our initial phone conversations, we gathered information about "lessons learned" in the process of setting up a workable yet flexible and simply structured network from several such inter-organizational networks: the Global Micronutrient Initiative; the Collaborative Council for Water and Sanitation; the Task Force on Child Survival; Donors to African Education; and the Network for Injury Prevention. Given time limitations, it was not possible to receive and review documents describing program content and secretariat activities. What follows is a summary of the comments of the individuals with whom we spoke (managers of secretariats) on issues related to organizational design.

Please note that what follows are composite ideas and do not represent the views of any one individual or organization. The five task forces, collaboratives, and coordinating committees will be referred to simply as "collaboratives."

These collaboratives were formed for a variety of reasons, which include (but are not limited to): facilitation of improved information exchange between international agencies, governments, technical experts, and other constituencies; linkage of organizations that would not necessarily be in the same communication loop (e.g. NGOs, universities, and donors) in order to discover and develop areas of complementary effort; facilitation of forums to discuss situations such as the simultaneous introduction of multiple, independent initiatives in the same field simultaneously in a developing country, which can at times generate difficult choices for the government and confusion at local and district levels. Some collaboratives also offer a unique niche for experimentation with innovative inter-agency pilot projects.

The operations of inter-agency collaboratives are typically managed by secretariats, which carry out the directives of the governing body of a collaborative, network, or task force. In addition to project-related activities, typically they organize conferences, keep members in close communication, and for a wider audience they produce newsletters, bulletins, publications, and directories. Other secretariats are involved in technical assistance and the

creation of partnerships between diverse organizations. In some cases secretariats act as a catalyst or facilitator by offering a neutral arena for the presentation and sorting out of differences in agency philosophies and approaches.

The first suggestion to be culled from our phone conversations is to avoid bureaucracy by creating a time-limited network. The utility of an inter-organizational network can be tested through a time-limited collaborative (or task force or coordinating committee) managed by a small secretariat. It is common to build in periodic evaluations of whether objectives have been met and whether or not there is continued need for the collaborative. Initial life spans are often short. Two collaboratives had initial terms of five years; for one, activities were reviewed in 1990 and a mandate from donors will allow it to continue for another five years. Two collaboratives have initial terms of two years. Another has an initial term of three years; at the end of the second year, an evaluation is scheduled to determine whether it should continue beyond the third year.

Another suggestion: when there is a choice between informality and formality, consider carefully the benefits of informality. For example, instead of constituting a formal body legally charged with oversight of the collaborative, such as a Board of Directors, it is possible to create a more informal form that will provide clear guidance to the collaborative but which does not represent the only important form of representation within the collaborative. (As one person noted, this can avoid the situation where everyone desires representation on the board, thus requiring impossible choices in order to constitute a board of manageable size).

More informal forms of boards are variously called councils or steering committees. Membership can be voluntary (self-nomination), by acclaim (group consensus), or by election.

A second example: one of the advantages described by managers of these more informal inter-organizational networks is that the secretariats can create informal opportunities for cooperation between organizations which might otherwise be competitors for scarce resources from international donors (e.g., NGOs working in the same field); the secretariat, as a more neutral entity, can facilitate the development of joint, time-limited and extra-bureaucratic activities.

Another suggestion pertains to the secretariat: a small secretariat with a "flat" structure (that is, limited, non hierarchical staffing) is seen as effective. Two of the collaboratives have three full time professional staff and two have two full time professional staff.

A final suggestion is to give attention to the nature of membership and how it relates to overall goals. Members can be organizations or individuals. If organizations are members, they must appoint representatives. Alternatively, a

job position can be targeted for membership, e.g., all governmental Directors of Maternal & Child Health Services are invited to be members. If, on the other hand, members are individuals who do not represent their organizations, membership is voluntary, with only the simple criterion that members be professionals and experts in the field.

These choices are shaped by the more intangible goals of a collaborative, which can vary widely -- from seeking the blessing of the widest possible range of institutions to creating a relatively small working group of volunteer experts. Issues about membership also touch on the important question of how to best ensure broad-based participation in a resource scarce environment. Two of the secretariats with whom we spoke plan to start on a small scale of membership until all operations are running smoothly and more funds are raised; then they hope to expand membership to include larger numbers of interested groups or individuals.

Profiles of Ongoing Programs

PROFILES OF ONGOING PROGRAMS

2.0. OVERVIEW

This section presents brief profiles of major school nutrition and health programs currently being carried out in various parts of the world. These programs are included as background information to help participants at the Rome meeting learn about ongoing efforts at the country level. All of the profiles use a common format which includes an identification of program goals; a description of work being carried out; a discussion of how the program will impact on the educational outcomes of targeted students; a summary of program results-to-date; and a listing of issues and concerns.

2.1. Program: Partnership for Child Development (sponsored by the Rockefeller Foundation and the United Nations Development Program [UNDP]).

Program Goals: The goal of the Partnership for Child Development is to promote the health and educability of school-age children by a means of a school-based program of micronutrient supplements, treatment for parasitic worms, and participatory health education. The program will be evaluated by countries participating in the initiative in order to assess how the interventions can be provided most effectively and at the lowest cost.

Nature of the Program: The initiative is designed to take advantage of the development of effective, safe and low-cost treatments for parasitic infections and micronutrient deficiencies, two conditions which are highly prevalent in school-age children in developing countries. The proposed core program, to be initiated at approximately five different pilot sites around the world, would periodically provide anthelmintics to treat intestinal parasites and schistosomes, along with supplements of iodine and Vitamin A. The program will involve mass delivery, through the schools, of appropriate combinations of these agents, targeted by age and geographical locale, and based upon knowledge of the distributions of infections and nutrient deficiencies among the target population. Targeted periodic mass treatment is favored for several reasons including: the high prevalence and intensity of infections among school-age children; the great reduction in cost by eliminating individual diagnostic testing; and the possible reduction in further transmission of the parasites by eliminating major sources of infection from communities. The program will also include health education to increase awareness of the conditions being treated and can be seen as an entre to a larger effort to improve science and health education. Applied research studies will be carried out at each of the five sites in conjunction with program implementation.

Research
only

Impact on Education: Clinical trials involving single course treatment of school children with hookworm or schistosomiasis in Kenya, geohelminth induced disease in India, and trichuriasis in the West Indies have shown remarkable spurts in growth and development throughout the populations studied. In addition, there is suggestive evidence that cognition may improve concomitantly. Micronutrient based clinical trials and secondary data reviews, focused particularly on iodine and iron deficiencies in school-age populations, also suggest a relationship with cognitive performance.

Program Results to-Date: This is a new initiative which is expected to commence in early 1993.

Issues of Concern: Studies are being done to examine the appropriate treatment schedule for concomitant administration. Strategies need to be developed to reach school-age children who do not attend school because they be most in need of treatment and supplementation. Two important aims of the initiative are for the program to foster the development of schools and the status of teachers, perhaps by encouraging attendance, and to integrate the program fully within the school system but not to add another load to an already heavily burdened schools system and beleaguered teachers.

2.2. Program: School Health/Nutrition Initiative (*sponsored by UNESCO*)

Program Goals: to develop and implement in selected countries *intersectoral strategies* to improve the health and nutrition of primary school-age children living in disadvantaged communities; to further analytical work on primary enrollment trends in developing countries, and examine the extent to which child health, nutrition, and welfare are contributing to present inequities in learning opportunities in terms of both poor access and interrupted progression through school; to examine the impact of public social and economic policies on families and their ability during times of economic austerity to meet the basic needs of their children; to create opportunities among interested Member States and those working with UNESCO on child health and school participation projects to share knowledge and experiences in implementing selected interventions addressing the health and nutrition needs of school-age children; and disseminate among concerned developing countries and other international organizations available knowledge and experience on the extent to which health and nutrition conditions may be affecting children's participation in primary education.

Nature of the Program: The first phase of the initiative, presently underway focuses on analytical work in Zimbabwe and Kenya, to better understand school wastage (along gender and other lines) and those factors (e.g. health, nutrition, etc.) contributing to poor school participation. UNESCO school nutrition and health experts feel that not enough is known about the extent to which nutrition and

health problems affect educational outcomes; and consequently their initiative emphasizes up-front data collection and analysis of pupils, schools, and communities in order to ascertain accurate information on the nutrition and health status of children, conditions of learning, and magnitude and reasons for school wastage. Work in 1992 should lead to the development and testing of low-cost school-based interventions..

Impact on Education: One important outcome of the UNESCO initiative is a methodology for analyzing the complexity of factors surrounding children's schooling and the relative contribution of nutrition and health factors to children's access and progression through school. This methodology is based on assessment studies on a representative sample of schools. Data gathering and data analysis techniques include the training of education and health personnel in the field in the collection of information on pupils, teachers, schools, etc., in a way which is systematic, valid, and reliable. Data gathering combines both qualitative and quantitative methods, and analysis includes relevant social and biomedical procedures. Another important outcome of UNESCO's work will be the identification and testing of various school-based health promotion approaches which respond to specific health and nutrition needs of children in different settings. Another contribution will focus on the school and on qualitative improvements in the school learning environment. Furthermore, for enhanced educational planning, data collection and information management systems involving schools, School Inspectors and District Education Officers, and the central Ministry will be developed from actual field experiences.

Program Results to Date: Results from studies in Kenya will be presented at a sub-regional conference in Kisumu in March/April 1992. (Results will not be available for publication until that time.) The UNESCO *Priority Africa Programme* will convene a senior-level Consultation of Africa Education Planners and Policymakers in Burkina Faso in late 1992. Research findings and results from school-based interventions will be discussed, and it is expected that this and other related work concerned with access and progression in primary education will provide the basis for the formulation of regional and national plans of action and the drafting of country proposals.

Issues of Concern: UNESCO feels that school nutrition and health programs need to pay particular attention to the impact of economic austerity on the ability of families to meet the basic needs of their children --- for food, shelter, health care, and education. Before effective policy formulation and program design can take place, there must be a sound baseline assessment which takes a comprehensive approach to understanding the factors influencing child health and school participation; and understands the realities and costs involved in the implementation of actual pupil and school-based interventions (including "incentives" to teachers and other educational personnel, training, health education, etc.)

2.3. Program: Education Projects with Nutrition and Health Components (assisted by the World Bank)

Program Goals: To integrate effective nutrition and health components into Bank-assisted primary education improvement projects.

Nature of the Program: Within the context of education sector lending, the Bank has begun to promote more attention to nutrition and health needs of school children. Currently, four education sector projects include a substantial nutrition and health component designed to increase primary education effectiveness through improvements in student health and nutrition. These include: Brazil, Innovations in Basic Education; Burkina Faso, Education IV; Dominican Republic, Primary Education; and Mozambique Education II. The nutrition and health interventions to be supported through these Bank-assisted projects vary. The Brazil project includes improvements in the on-going school feeding program, school health screening, the integration of health and nutrition education into the curriculum, and pilot iron and vitamin A supplementation programs. The objective in the Dominican Republic is to improve the existing school feeding program through additional training, operational research, and community education, and to initiate efforts to combat iron deficiency anemia and helminthic infections. In Mozambique, a study of the nutrition and health situation of school-aged children will precede the introduction of appropriate actions to include micronutrient supplementation and provision of anthelmintics. School-based micronutrient and anthelmintic programs and the introduction of nutrition and health education into the curriculum comprise the major interventions in Burkina Faso. Additional operations through other Bank-assisted education projects are in the planning stages.

Impact on Education: The integration of nutrition and health interventions with traditional efforts to improve education effectiveness is a recent innovation. The impact on education effectiveness is potentially significant, however relatively untested. All components include impact evaluations to assess the effect of these interventions on school attendance and performance.

Program Results to Date: All of these projects are in the beginning stages of implementation. Initial results from the nutrition and health assessment activities preceding intervention implementation should be available in late 1992.

Issues of Concern: The major challenges facing the integration of nutrition and health components in education sector projects are: developing effective mechanisms for inter-sectoral coordination between the ministries of health and education; overcoming the paucity of local institutions and technically trained personnel with the capacity to implement interventions; and identifying and designing the most cost-effective approaches to improving the health and nutrition of school-aged children.

2.4. Program: International Comprehensive School Health Initiative (Sponsored by the Division of Health Education [HED], World Health Organization [WHO])

Goal: Promote a holistic, comprehensive approach to school health education and promotion.

Nature of the Program: WHO, together with other UN agencies, e.g. UNESCO and UNICEF, is collaborating to promote comprehensive school health globally. This includes dealing with categorical issues within a comprehensive approach. The Division of Health Education is promoting horizontal collaboration with other program units, within WHO/HQ, such as nutrition, alcohol, tobacco, AIDS, etc., and is building a concerted approach in assisting countries to strengthen school health education and promotion. While the program is global, emphasis is directed towards assisting developing countries.

Impact on Education: Recent national reports in North America have linked the high school dropout rate with the health behavior of students. Research on the effectiveness of a comprehensive approach to improving student health behavior is still limited. However, existing research points positively towards its effectiveness.

Results to Date: (1) Following a joint consultation in WHO/Geneva in November, 1991, guidelines are currently being completed for the promotion of comprehensive health education and promotion. These guidelines will be forwarded for acceptance by the Executive Board of WHO that comprehensive school health education be a priority for the Health Education Division of WHO. (2) In 1991 WHO's European Office (Copenhagen) completed a comparative survey of student health, knowledge, attitudes, and behavior in 13 European countries and Canada. This study identifies the following needs;

- Greater interministerial collaboration between education and health; a clarification of the roles of the school and other key players; the need to develop a coordinating mechanism for comprehensive school health programs, and to identify influential VIPs to champion the model;
- The need to develop an appropriate curriculum, adequate resources to support comprehensive school health education, as well as time in the school syllabus for classroom activities;
- The need to train school administrators as well as teachers on the symbiotic relationship between education and health;
- The need for greater research to demonstrate the link between better health and better learning; formative and summative evaluation studies; and the dissemination of significant results to the public and decision-makers;

Issues of Concern: Building joint collaborative and team efforts both within WHO, with other outside agencies and at the country level, requires considerable attention. There is a need to strengthen the international database on existing efforts, and especially to have past and current activities in school health education and promotion monitored and evaluated. Staffing and financial constraints also present a major challenge to progress.

2.5. Program : School Feeding Programs (sponsored by the World Food Programme [WFP])

Program Goals: To improve the diet of school children and increase school enrollment, attendance, and academic performance.

Nature of the Program: This year the World Food Programme is providing approximately \$800 million (U.S.) in commodity assistance to school feeding efforts in over 45 developing countries. Sixty percent of this assistance is in the form of school meals to primary day schools. WFP school feeding efforts directly address the problems of chronic malnutrition, short-term hunger, and micro-nutrient deficiencies. WFP provided food is more nutrient-dense than foods usually consumed by primary school students in developing countries. It has a higher protein content, and is often fortified with such micronutrients as vitamin A, iodine, and iron.

Impact on Education: It is difficult to specifically trace impact to food aid; there appears to be effects on enrollment and attendance. Recently, WFP initiated projects where incentives are provided to girls only to attract them to primary schools. The food aid is sometimes monetized for inputs to improve the educational system, e.g., for supplies, curriculum improvement, and teacher training. Particularly in the case of assistance to boarding schools, food aid can generate substantial budgetary savings. The question then is whether governments are ready to allow the use of these savings in addition to the education budget, or use them to displace resources for other purposes.

Issues of Concern: Evaluation of effect, targeting on the neediest school populations, phasing out, timing of meal or snack.

2.6. Program: United States School HIV Prevention Program (sponsored by the Centers for Disease Control [CDC])

Program goals: to assist schools and other agencies that serve youth across the nation provide effective health education to prevent the spread of HIV.

Nature of the Program: CDC provides fiscal support and technical assistance to every State education agency, the District of Columbia, the Commonwealth of Puerto Rico, American Samoa, Guam, the U.S. Virgin Islands, and the 16 local education agencies that serve cities with the highest number of reported AIDS cases. Each funded education agency is carrying out core program activities that include developing education policies, training teachers and other school personnel, developing and disseminating materials, monitoring the prevalence of student risk behaviors and the status of HIV education in its jurisdiction, and evaluating the impact of its program.

In addition, beginning in September 1989, CDC worked with Education Development Center (EDC) to establish training centers in 13 States to train teachers to implement comprehensive school health education, including education to prevent HIV infection. Since then these centers have trained more than 12,000 teachers from more than 1,000 school districts.

In 1991, CDC launched a new initiative to intensify efforts to prevent HIV infection among young people in high-risk situations such as runaways, homeless youth, juvenile offenders, migrant youth, et. al. This initiative will help local health departments in four cities with the highest cumulative incidence of AIDS build their capacity to prevent HIV infection among these youth.

Impact on Education: CDC has developed a Youth Risk Behavior Surveillance System (YRBSS) which it intends to use to compare the prevalence of risk behaviors among school students, drop-outs, college students, and college age youth who do not attend college.

Results-to-Date: Since 1989, CDC has been helping State and local agencies plan evaluation of their HIV education programs. Representatives from funded agencies learn how to apply principles of behavioral epidemiology, collect process and outcome data, measure sensitive behaviors, select an appropriate evaluation design, and report results. Most of the CDC funded programs are currently being assessed for the effectiveness of their educational interventions.

CDC has identified the leading causes of death, illness, and social problems among youth to be as follows: (1.) behaviors that result in intentional and unintentional injuries; (2.) tobacco use; (3.) alcohol and other drug use; (4.) sexual behaviors that result in sexually transmitted diseases, including HIV infection, and unintended pregnancy; (5.) dietary behaviors; and (6.) physical activity.

2.7. Program: Radio Health Project (sponsored by USAID/Bolivia and EDC)

Program Goal: To use the medium of interactive radio classroom based instruction to change of nutrition and health related knowledge, attitudes, and practices of primary school students in Bolivia

Nature of the Program: Interactive Radio-based Instruction (IRI) is a proven cost-effective method for carrying the burden of instruction to school children in developing countries. It is particularly effective in areas where teachers are insufficiently trained or overworked. Currently interactive radio reaches an estimated 600,000 school children in ten countries throughout the world.

USAID and EDC are embarked on an innovative \$8.8 million program in Bolivia to design and validate an interactive radio curriculum to teach improved nutrition and health related knowledge, skills, and behavior to school children, ages 8-12. The students in this program will become the future parents of Bolivia, and many of them are now serving as caretakers for younger siblings and engaging in household activities related to food preparation and sanitation .

As in most other countries, little exists in the way of an epidemiological profile of school age children in Bolivia. However, an interesting 1985 study by R. Morales and F. Rocabado indicates a high prevalence of goiter, a 46.5% rate of school-age malnutrition, and a high incidence of acute respiratory infections, diarrheal disease, and tuberculosis. Many Bolivian school children are also infected with the parasite *chagas*.

Subject matter to be covered over the five year life of the project includes cholera, personal hygiene, dental hygiene, acute respiratory infections, and immunizations and preventible disease (3rd grade); diarrhea prevention and treatment, accidents and first aid, chagas, and malaria (4th grade); and nutrition, environmental awareness, and self-esteem (fifth grade).

Impact on Education: A rigorous evaluation methodology will help assess the program's impact. The evaluation methodology will be threefold:

1. Each module of ten lessons (broadcast once a week over ten weeks) will be evaluated using summative evaluation tools consisting of a pretest in both the control and experimental groups to measure children's understanding of the basic themes to be taught through the radio intervention, and post-tests to measure children's comprehension and retention of the educational content upon completion of each module.
2. Formative evaluation will be used to test basic messages and materials prior to open broadcast in combination with classroom observations to gage the quality of the radio programs, children's and teachers'

participation in the radio intervention, and the appropriateness of the language and content. This information will be made immediately available to the curriculum team who may wish to modify the master curriculum relating to future themes based upon the formative feedback. It will also be used to revise the programs at the end of the year.

3. Operations research will track children in their homes to measure the impact of the instructional programs on individual and family practices.

Results to Date: The project methodology was successfully tested through a pilot module on "Diarrhea Prevention and Oral Rehydration." In particular there were five areas in which significant gains were made in student knowledge: knowing the amount of liquid that an infant or child with diarrhea should drink (pretest=22%; post-test=89%); understanding the correlation between bottle feeding and frequent diarrhea (pretest=43%, post-test=72%); recognizing one or more symptoms of dehydration in a drawing of a baby (pretest=12%, post-test=80%); identifying one or more ways in which older children can help younger children with diarrhea (pretest=40%, post-test=80%); and describing how to mix homemade ORT correctly (pretest=1%, post-test=46%).

Issue of Concern: Evaluation indicators will include changes in knowledge as measured directly by pre-and post-testing, changes in individual and health practices (i.e., personal hygiene, household sanitation, correct usage of ORT, etc.) as measured through ongoing household visits and surveys. The debate is still on about whether or not to assess changes in nutrition and health status. This is because improvement in students' nutritional status is often beyond the control of the child and, therefore, beyond the scope of our program. Many people argue that changes in health status are also difficult to assess without using pills or other types of prophylactics. This is probably our principal issue of concern. We know that we can demonstrate knowledge-change through tests, and that we can document changes in practice and behavior through ongoing household visits. The logical assumption is that if children know and practice good health behaviors, then their health status should improve. The issue is how do we demonstrate that? Perhaps some of the people at the meeting might be able to contribute their thoughts on this matter.

2. 8. Program: Education for All (EFA) (sponsored by UNICEF)

Goals: (1) through active recruitment and training, evolve an effective agency-wide system for supporting the multiple educational needs of country programmes for improving basic education; (2) evaluate and select existing basic education innovations for implementation as pilot projects in selected "flagship" countries, and monitor and evaluate the efficacy of these projects; and (3) seek to build, strengthen, and extend supporting networks with co-sponsoring agencies and other

bilateral agencies and NGOs committed to implementing Summit and Jomtien goals.

Nature of Program: (1) UNICEF has completed planning for a ten-year, four-phase action plan to promote the education goals of the Jomtien Conference and the World Summit for Children. This plan is based on a staged approach to individual growth and learning. Stage I is the early childhood development stage, which focuses, among other issues, on school readiness. Stage II is primary schooling, where one of the five basic determinants of learning emphasized is the health and nutrition of the learner. Stage III is reaching those unreached by the educational system by creating out-of-school options for basic education. The first phase of the ten year plan, which began in 1991, focuses on diagnosis of problems, training, and network and partnership building. A formal cooperation agreement to carry out mutually beneficial EFA tasks has been signed with UNESCO. Network building has begun through playing a catalytic role in over 70 countries through regional meetings designed to formulate national EFA plans of action. In 1991 UNICEF approved programmes of cooperation in 17 countries: Algeria, Angola, Cambodia, Cameroon, Chile, Ghana, Guinea, Honduras, India, Myanmar, Nigeria, Philippines, Sudan, Turkey, Vietnam, Zambia, and Zimbabwe. Planned expenditure over five years (and for fewer years in some countries) is approximately \$58 Million .

Examples of school nutrition and health activities in the country plans include:

- Turkey: A school and environment project to educate children about environmental issues through leadership training and participatory activities to improve school sanitation and develop school gardens.
- Cambodia: A health and nutrition education curriculum that will be incorporated whenever possible; liaisons with government officials working in family food production, community nutrition and hygiene, and sanitation programs.
- Cameroon: A project to improve sanitary conditions that will use the school network, including parents, for health education activities.

UNICEF's Nutrition Policy: It is important to note that a 1990 review of UNICEF's nutrition policy has generated a new strategy for improved nutrition of children and women in developing countries, which complements EFA's emphasis on early childhood development (Stage I). Moreover, both initiatives emphasize the importance of activities at the community level (not just national and district levels). Focusing on children aged five and under and women of child bearing age, the two key nutritional goals for the year 2000 are: (a) The control of protein-energy malnutrition, including the reduction of both moderate and severe protein-energy malnutrition in children under five years of age by one half of the 1990 levels and the reduction of the rate of low birth weight (less than 2.5 kilograms) to less than 10 per cent; and (b) The control of micronutrient deficiency disorders, including the reduction of iron-deficiency anaemia among women of child-bearing

age by one third of the 1990 levels, the virtual elimination of iodine deficiency diseases, and the virtual elimination of Vitamin A deficiency and its consequences, including blindness.

The nutrition strategy recognizes that although the immediate influences on nutritional status are dietary intake and exposure to infection, these are themselves determined by food security, health security (access to health services in a healthy environment), and caring capacity. The latter encompasses knowledge and understanding about the dietary, health and social, psychological and cognitive needs of the child, coupled with the ability to provide child care. All three needs, for food security, health security, and developmentally sensitive care, must be addressed simultaneously if nutritional status is to be improved. Training programmes in the nutrition strategy have been held in all regions.

Program Results to Date. All of these projects are in the beginning stages of planning and implementation.

2.9. Program: Strengthening School Nutrition and Health in the Americas
(sponsored by Education Development Center, Inc., [EDC])

Program Goal: To conduct policy research and information dissemination activities designed to strengthen the abilities of ministries of education and health to design, implement, and evaluate school nutrition and health activities

Nature of the Program: Education Development Center, Inc. in collaboration with INCAP and the Pew Charitable Trusts is undertaking a series of activities designed to support school nutrition and health activities in the Americas. The project will undertake a policy research study in Honduras which will consist of (a.) a comparative assessment of both the nutrition and health status and educational outcomes of the primary school student population; (b.) an assessment of the extent to which existing policies and programs address priority needs as defined in (a.) above; (c.) the design and implementation of a pilot effort to improve school health service delivery in one area of the country; and (c.) the application policies and programs of lessons learned from the pilot activity at the national level.

In addition the project is publishing three times a year a newsletter titled *Action for School Nutrition and Health*. The newsletter, targeted to policy-makers and program managers throughout the region disseminates information about new developments in policies, programs, and applied research.

Impact on Education: The project hopes to establish a data base that will correlate nutrition, health, and educational needs in at-risk populations. The proposed pilot program will be evaluated in part in terms of its impact on educational outcomes, such as attendance, enrollment, and classroom tests.

Results-to-Date: The prototype copy of the project newsletter has been completed, and is available as a handout for participants at the Rome meeting. The Honduras policy research study will commence in May.

Issues: The "Strengthening School Nutrition and Health in the Americas' Project" is concerned with targeting needs and building institutional capacity. The project hopes to learn more specifically the ways in which specific clusters of nutrition and health deficiencies affect educational outcomes. The project also seek to involve both national and local level decision-makers at our field-site in Honduras in the entire research and intervention process ---from design through evaluation. Project planners believe that a major need in the newly emerging field of school nutrition and health is to build a local planning capacity capable of systematically addressing the complex intersectoral issues involved. This important goal of institution building can best be achieved by forming project implementation partnerships with ministries of education and health, community groups, and targeted schools.

*Nutrition and Health
Conditions of School-Age Children:
Highlights from the International Literature*

NUTRITION AND HEALTH CONDITIONS OF SCHOOL AGE CHILDREN: HIGHLIGHTS FROM THE INTERNATIONAL LITERATURE

3.1 OVERVIEW.

An international initiative on school nutrition and health confronts a policy environment with an emerging but still incomplete portrait of the nutrition and health problems affecting school age children.¹ Until recently, school age children and adolescents have been relatively invisible in the global arena of public health planning. In part, this has been due to the focus by developing country governments and international agencies on child survival policies and programs for children under six years of age, especially the first year of life. One indicator of the important achievements in the area of child survival is the decline in infant and early childhood mortality rates in the developing world from an estimated 14 per cent in the early 1970s to 11 per cent in the late 1980s.²

The majority of the world's children, however, has always survived the first five years of life. For example, with a high under five mortality rate of 200 per 1000 live births (e.g., in Nigeria or the Gambia), 800 have survived to become children of school age. Today school age children now comprise almost 25 per cent of the world's population. While they have survived what is commonly acknowledged as the most critical stage -- early childhood, significant proportions of school age children continue to suffer from malnutrition, infections, and disabling diseases. Evidence from the developing world indicates that levels of morbidity and nutritional deficiency have not decreased as quickly as levels of mortality. It is thus appropriate and necessary that international attention is turning to the quality of life of the "post-survival child."³

In the 1980s there did, in fact, emerge new ideas and increased levels of research about school age children. For example:

- As research has generated improved understandings of the epidemiology and patterns of distribution of helminth infections, it has become clear that not only

¹ School age -- or the years when children are expected to attend primary and secondary school -- generally means ages 6 to 14 in developing countries and 5 to 18 in "developed" countries. In order to discuss nutrition and health conditions throughout the world, here will consider data on children ages 6 to 18, and in some cases ages 15 to 24. We also use The World Health Organization's definition of "adolescence" as the second decade of life (10 to 19 years) and "youth" as the years 15 to 24. It is important to note that existing data from around the world are not necessarily broken down into these categories.

² Berkeley, S.; Jamison, D. "A Conference on the Health of School-Age Children: Summary Report." Report on the conference Health of School Age Children: An Integrated System for the Control of Disease Caused by the Major Human Helminthic Parasites, Bellagio, Italy, August 12-16, 1991.

³ The example of Nigeria, the Gambia and the phrase "post-survival child" can be found in the following: *Parasitic Worms and Child Development: The Quality of Life of the Post-Survival Child*. Proceedings from a workshop at The Imperial College of Science, Technology, and Medicine: London, March 5, 1991. pp. 3,7.

is there widespread under-reporting of cases of infection for all ages (e.g., only 2 per cent of actual cases of chronic trichuriasis are represented in health statistics),⁴ but that peak prevalence of helminth infections is found in school age children.

- As developing countries have given increased attention to improving the quality of primary education by improving inputs such as textbooks and teachers, so has there emerged attention to another fundamental input: the preparedness of the child to learn. A growing body of research confirms what practitioners observe: that children who come to school sick do not learn as well as healthy children.
- As the concept of health is broadened to include addressing risks such as injuries, substance abuse, and premature pregnancy, adolescents have become more visible to public health planners. A 1991 review of the state of adolescent health in the U.S. concludes that "the conventional wisdom that American adolescents as a group are so healthy that they do not require health and related services is not justified."⁵

Since health policy makers and planners have been slow to focus on school-age cohorts, however, there are few data in developing countries available for school age children on the levels and intensities of nutrition and health problems. Much of the data that does exist comes from local or regional studies which cannot easily be aggregated to represent national and international prevalence or incidence rates. With the exception of mortality rates and diseases such as malaria that have been long-term targets of population-wide public health interventions, many developing countries do not have in place surveillance systems for a wide variety of disease conditions. Added to this is the dilemma that most population-based data on nutrition and health conditions that do exist cannot be broken down into age categories to separately characterize prevalence for school age cohorts compared to adults or children under age 6. Moreover, comparisons of the data we do have from different studies are often hampered by inconsistent aggregations by age.

We can take tentative steps, however, to piece together a portrait of the serious nutrition and health problems affecting school aged children around the world. What follows in Section 1.2 is an initial compilation of selected data on nutrition and health problems affecting children and adolescents ages 5 to 19 around the world. A second important research issue concerning school age children is the extent to which nutrition and health problems affect their capacity to learn. A partial review of the state of the art research on the links between nutrition and health condition and learning outcome is presented in Section 1.3

⁴ *Ibid.*, p. 4.

⁵ U.S. Congress, Office of Technology Assessment. *Adolescent Health – Volume III: Cross-cutting Issues in the Delivery of Health and Related Services*. Publication No. OTA-H-467. Washington, DC: U.S. Government Printing Office, June 1991, p. 282.

3.2 EPIDEMIOLOGICAL OVERVIEW.

The purpose of presenting overviews of health and nutrition conditions of school age children and adolescents is to portray the magnitude and complexity of problems affecting these cohorts in all parts of the world. The following smorgasbord of data represents only the beginnings of a comprehensive review. It is important to emphasize, however, that there would be gaps even in a comprehensive review of prevalence data on nutrition and health conditions, given the relative lack of research for this age group (compared with children under 6 and populations as a whole).⁶

There is another serious issue to consider: the quality of data. While the following inventory of data may seem voluminous, not only is there a scarcity of data on many topics for all regions of the world, but data vary dramatically in quality from country to country and study to study. (See Pollitt for details on samples and measurements used in a wide range of studies).⁷

For example, many prevalence studies do aspire to generalization via random sampling, but are less than rigorous in their sampling procedure, which makes it difficult to conclude that a prevalence rate represents anything more than the small group studied. For this reason, the reader is asked to keep in mind when reviewing this section that there is less known with confidence than it may seem when first perusing the information.

Finally, it would be quite useful to summarize in table form which of the 20 or more health and nutrition conditions are most serious in which countries and for which segments of the school age population (e.g., disaggregation by variables such as age, gender, socio-economic status, birthweight, previous history of nutritional insults, etc). For example, are unplanned pregnancy and micronutrient deficiencies the most serious problems affecting adolescents in some parts of the world and not others? Unfortunately, this is not possible at this juncture. What is lacking is a conclusive meta-analysis of existing data on the full range of nutrition and health problems to determine what precisely we do know, in light of our level of confidence in the quality of existing data. Such an analysis would inform policy makers what our knowledge gaps are and what are priority areas for additional research.

Despite these serious limitations, we proceed to offer the following epidemiological overviews. The hope is to convey not only the gravity of the

⁶ Leslie and Jamison comment that data limitations "sharply limit" the feasibility of compiling country by country prevalence data for most conditions. Exceptions are nutritional deficiencies and parasitic infections (1990:193). (It should be noted however, that existing compilations for these two conditions include data sources of uneven quality. Leslie, J; Jamison, D. "Health and nutrition considerations in education planning: 1. Educational consequences of health problems among school-age children." *Food Nutrition Bulletin* 12 (3):191-203.

⁷ Pollitt, E., 1990, "Malnutrition and infection in the classroom." Manuscript, New York: Unesco

situation, but to indicate that there are public health issues germane to the development of the field of comprehensive school nutrition and health which are shared by developing and developed countries. For this reason information from a variety of countries is organized by topic.

3.2.1 Mortality rates in the Americas.

Death rates for children ages 5 to 9 in Chile, Costa Rica, Cuba, and Uruguay are almost twice the rates for Canada and the United States. In contrast, the rates in these four countries are one-half those in Ecuador, El Salvador, and Peru, slightly more than one third the rate in Honduras, and one-seventh the rate in Guatemala. In Guatemala, for example, deaths among children 5 to 9 years old represented 4 per cent of total population mortality, a proportion that is 20 times higher than the Canadian death rate for this age group.⁸ (

3.2.2 Leading Causes of Death for children ages 5 to 9 in the Americas.

In less developed countries in the Americas such as Guatemala, Honduras, and Peru, Ecuador and El Salvador, diarrheal diseases and influenza/pneumonia are either the first or the second leading cause of death in children ages 5 to 9. Measles is the third leading cause of death in Honduras and El Salvador, and the fourth leading cause in Guatemala. Nutritional deficiencies figure as the third and fifth leading causes of death in Guatemala and Honduras, respectively.

In contrast, accidents figure as the leading cause of death for 5 to 9 year olds in the more developed countries in the region, such as Costa Rica, Cuba, Chile, Canada, and the U.S.; (although accidents are also the number one cause of death in Ecuador and El Salvador).⁹

3.2.3 Mortality rates and leading causes of death for adolescents in the Americas.

Adolescents (ages 10 to 19) account for approximately 25 per cent of the total population in the Americas. Estimates for the year 2000 indicate that almost 70 per cent of the 224.4 million adolescents in the region will live in Latin America and the Caribbean. Death rates for adolescents 10 to 14 years of age are generally two to five times higher in the less developed countries in the region, and in these countries infectious diseases are still ranked in the top five leading causes of death. With the exception of Guatemala, however, accidents (including violence in some countries) are the leading cause of adolescent death in the region.¹⁰

⁸ Pan American Health Organization *Health Conditions in the Americas*, Volume I, 1990 Edition. Washington, DC: PAHO, p 70.

⁹ *Ibid.*, pp. 71-73.

¹⁰ *Ibid.*, pp. 84-87.

In the U.S., the suicide rate for adolescents has doubled since 1968 and currently it is the second leading cause of death (after accidents): 10 per cent of adolescent boys and 18 per cent of adolescent girls have attempted suicide. Homicide is the leading cause of death among minority youth ages 15-19 (39.9 per 100,000).¹¹ In comparison with 21 countries in the developed world, the U.S. homicide rate among males ages 15 through 24 was 21.9 per 100,000 population -- 4.4 higher than the next highest rate (Scotland).¹²

3.2.4 Protein-energy Malnutrition.

Protein-energy malnutrition (PEM) is the number one nutritional deficiency in developing countries. Malnutrition is a complex disorder, since it is linked not only to a lack of protein and energy and to infectious disease, but also to different levels and types of nutritional deficiencies, such as iron and Vitamin A. Pinpointing the cause of malnutrition is confounded by the fact that parasitic infections can retard growth, which would be reflected in indicators commonly used to show the presence of PEM: height for age, weight for age, and weight for height.¹³

There is little population-level data on PEM for school children. Most data describe children under age 6, and most (though not all) clinical studies on the relationship of PEM and mental development have focused on the long term consequences of malnutrition that was suffered in early childhood.¹⁴ Most data on school children come from studies on the functional consequences of mild to moderate PEM, which reveal significant degrees of growth retardation, depending on the country.

- South Africa, 49 per cent of children age 6 were malnourished.¹⁵
- In Nepal, 59 per cent of children age 6 and 84 per cent of children ages 10 to 11 were malnourished (weight for age <75 per cent of median).¹⁶

¹¹ National Commission on the Role of the School and the Community in Improving Adolescent Health. n.d. *Code Blue: Uniting for Healthier Youth*. Alexandria, VA: National Association of State Boards of Education, pp. 3-4.

¹² Fingerhut, Lois and Joel Kleinman. "International and Interstate Comparisons of Homicide Among Young Males." *JAMA*, June 27, 1990 Vol. 263, no. 24, p., 3293.

¹³ PEM refers to a complex nutritional disorder with many causes; the term PEM is used to describe the nutritional status of children whose physical growth is below certain standard cut off points. There are 3 measurements commonly used. Weight for age (e.g., Gomez classification), the measurement that predominated for many years, indicates present (acute) malnutrition. Low weight for height reflects recent nutritional experience, although growth spurts common in adolescence reduce the sensitivity of weight for height as a nutritional indicator for this age group. (Pollitt, *op cit.*) Recently, studies have focused weight for height (with wasting referring to low weight for height) or height for age (where low height for age -- or stunting -- reveals chronic malnutrition, i.e., a history of calorie deficit). See Pollitt (1990) *op cit.* Chapter

¹⁴ Simeon, DT, and Grantham-McGregor, SM, 1990 "Nutritional Deficiencies and Children's Behavior and Mental Development." *Nutrition Research Reviews* (3), pp 1-24.

¹⁵ This was a small sample of 216 rural and urban children, where the reference standard was < 2 s.d.; the data is part of the WHO Global Nutritional Status Data Bank (1989). For a summary of data from this and other sources, see Galloway, R. November 1989. *The Prevalence of Malnutrition and Parasites in School-Age Children*. PHREE Background Paper Series, No. PHREE/89/24. Washington D.C.: The World Bank.

¹⁶ These results are based on a sample of 350 children taken as part of a survey of rural households in the Terai region. See Mook, P.R. and Leslie, J. 1986. "Childhood Malnutrition and Schooling Deficit in the Terai Region of Nepal." *Journal of Developmental Economics*, vol. 20, pp. 33-52.

- In India, 84 per cent of a low-income primary school sample had low weights for age (Grades I to III, Gomez classification).¹⁷

3.2.5 Parasitic infections.

Parasitic worm infections are among the most common infections in humans, affecting more than a third of the world population. Despite technological advances in this century, several factors contribute to an increasing incidence and severity in developing countries of parasitic infections such as schistosomiasis, filariasis, and intestinal helminths: population increase, unchanged sanitary conditions, and the need for increased food production that relies on irrigation.¹⁸

In general, morbidity from parasitic infections is acute in children, who are most at risk for heavy worm burdens. Although evidence indicates that some infections peak in younger children, infections are also highly prevalent in school age children. Moreover, it appears that while a relatively small number have very high worm burdens, even mild to moderate burdens can inhibit growth and development.¹⁹

Estimates of prevalence are quite uncertain for school aged children. Current research indicates that ascariases (roundworm infection) and trichuriasis (whipworm infection) are at peak intensity in school age children, and these infections can cause malnutrition and anemia.²⁰ Of the estimated 1000 million ascaris (roundworm) infections, the most common human helminth, perhaps 400 million are found in children of school age. Of the estimated 750 million Trichuris (whipworm) infections worldwide, perhaps 300 million are infections in children of school age. Six of the major helminths -- schistosomes, ascaris, hookworms, trichuris, onchocerca, and filaria -- are estimated to cause 1020 million infections in school children around the world.²¹

- A 1973 survey in Accra, Ghana found that the highest rates of urinary schistosomiasis (caused by schistosomes or blood flukes) were found in 10 to

¹⁷ Agarwal et al. in Pollitt (1990). See Agarwal, D.K.; Upadhyay, S.K.; Tripathi, A.M.; agarwal, K.N. 1987. *Nutritional Status, Physical Work Capacity and Mental Function in School Children*. New Delhi: Nutritional Foundation of India.

¹⁸ *Parasitic Worms and Child Development*, op cit.p. 4.

¹⁹ Major disease manifestations include (but are not limited to): iron deficiency anemia with hookworm; malnutrition and growth deficits with ascaris (roundworm); blindness with onchocerca; anemia and chronic colitis with heavy infections of trichuris (whipworm) (and colitis associated with growth stunting in more moderate infections); and renal failure and increased risk of bladder cancer with schistosomes. Finally, malnutrition may accompany all parasitism, due to impaired digestion and absorption, inflammation, and toxic secretions (pp/ 6-7 in Warren et al.) See Warren, K; Bundy, D.; Anderson, R; Davis, A.R.; Henderson, D.A.; Jamison, D; Prescott, N.; Senft, A. "Health Sector Priorities Review: Helminth Infections." Unpublished manuscript, Population and Human Resources Department, the World Bank, November, 1990.

²⁰ Halloran, M.E.; Bundy, D.A.P.; Pollitt, E. 1989. "Infectious Disease and the Unesco Basic Education Initiative." *Parasitology Today* 5 (11), p. 359.

²¹ Preliminary prevalence estimates by experts in the field found in Berkeley and Jamison, op cit., pp. 12-13.

14 year olds (12 per cent) and 15-19 year olds (14 per cent), compared to 6 per cent over all age groups. The same survey found that 33 per cent of children under 5 were infected with ascaris, while 51 per cent of 5 to 14 year olds and 42 per cent of those 15 or older were infected.²²

- A 1986 survey in Tanzania of almost 25,000 children from ages 5 to 19 found a pre-treatment prevalence rate for urinary schistosomiasis of 54.1 per cent.²³
- A 1988-89 study in the Philippines found that the overall prevalence rate of schistosomiasis japonica among children ages 4 to 20 was 31.4 per cent for males and 21.8 per cent for females. Prevalence increased with age to peak at ages 12 to 16 in both males and females.

Multiple parasitic infections were also found in the same children: ascaris and trichuris prevalence averaged over 80 per cent for males and females at almost every age. Hookworm prevalence averaged 38 per cent with a peak of almost 50 per cent from ages 12 to 20 in males; in females average hookworm prevalence was 22 per cent, without the same age peak prevalence.²⁴

- In China, schistosomiasis japonica is a major health problem. In a region in China endemic for schistosomiasis j., the prevalence of schistosomiasis infection was approximately 70 per cent among both male and female children ages 4 to 20. Peak prevalence was between ages 8 to 12. While there was no hookworm detected, multiple infections with ascaris and trichuris were recorded. Prevalence of trichuris varied across age groups from 91 per cent to 100 per cent for both sexes. Prevalence of ascaris infection was approximately 60 per cent for both sexes.²⁵
- Ascaris infections in fishing village communities in Southern India also peak in the school years. Prevalence is 46 per cent for children 2 years and under, and by age 9 prevalence peaks at 96 per cent. Prevalence declines -- to around 80 per cent -- for adolescents, youth, and adults.²⁶

²² Data come from the Danfa project; no details on the samples given in this document. See Government of Ghana, Ministry of Education and Culture and Ministry of Health. "Plan of Action: Ghana Expanded Programme of Chemotherapy." Draft manuscript, August 5, 1991, pp. 7-8.

²³ Savioli, L.; Mott, K.E. "Urinary Schistosomiasis on Pemba Island: Low-cost Diagnosis for Control in a Primary Health Care Setting." *Parasitology Today* 5 (10), October 1989, p. 335.

²⁴ Based on a sample of 823 males and 738 females ages 4 to 19.9 in six villages chosen for study due to high schistosomiasis transmission. McGarvey, S.T.; Aligui, G.; Daniel, B.L.; Peters, P.; Olveda, R.; and Olds, G.R. N.d. "Child Growth and Schistosomiasis Japonica in Northeastern Leyte, Philippines. I: Cross-sectional Results." Unpublished manuscript, Program in Geographic Medicine, Brown University, Providence, R.I. pp. 4, 5, 13.

²⁵ Data are based on a sample of 122 males and 117 females on an island chosen for its high schistosomiasis transmission. McGarvey, S.T.; Guanling, W.; Zhong, S.; Peters, P.; Olds, G.R.; and Wiest, P. N.d. "Child Growth and Schistosomiasis Japonica in Jiangxi, China. I: Cross-sectional Results." Unpublished manuscript, Program in Geographic Medicine, Brown University, Providence, R.I., pp. 4, 12.

²⁶ Elkins, D.B.; Haswell-Elkins, M.; and Anderson, R.M. "The epidemiology and control of intestinal helminths in the Pulicat Lake region of Southern India. I. Study design and pre-and post-treatment observations on *Ascaris lumbricoides* infection." *Transactions of the Royal Society of Tropical Medicine and Hygiene* (1986) 80, p. 780.

3.2.6 Micronutrient Deficiencies

Iron Deficiency Anemia. In many developing countries, iron deficiency anemia is generally viewed as the most common nutritional deficiency, following protein-energy malnutrition. (Note that there are other causes of anemia besides inadequate dietary intake, such as helminth infections and malaria.) The highest levels of anemia among school children (approximately ages 5 to 12) are estimated to be in South Asia (50 per cent prevalence) and Africa (49 per cent prevalence). These estimates reveal that Latin America (26 per cent) and East Asia (22 per cent) fall into a middle range. In contrast, North America has a prevalence for 5 to 12 year olds of 13 per cent and Europe of 5 per cent. Overall, developed countries average a prevalence of 7 per cent, compared to 46 per cent for developing countries.²⁷

A study of children ages 5 to 15 in Baroda, India revealed that 73 per cent of the boys and 67 per cent of the girls were mildly to moderately anemic.²⁸ A prevalence of 74-75 per cent was found for school children ages 5 to 14 in Bangladesh. Finally, for children ages 10 to 13 in the Philippines, prevalence is 21 per cent for males and 32 per cent for females.²⁹

Iodine deficiency. Data for school children on the prevalence of iodine deficiency disorder (IDD) reveal the severity of the problem. IDD is perhaps the most thoroughly studied of the micronutrient deficiencies, especially for Latin America. Estimates indicate prevalence of iodine deficiency disorder (IDD) ranging in Latin American from a high of 65 per cent in Bolivia among children 6 to 18 and 53 per cent in Colombia; to middle ranges in Paraguay (26.5) and Peru (22), El Salvador (18) and Guatemala (10.6) to a low in Argentina of 3.2 per cent.³⁰ Recent studies in Bolivia show differences in prevalence of goiter by age: ages 6 to 8: 51 per cent; ages 9 to 11: 64 per cent; and ages 12 to 14: 68 per cent.³¹

27 DeMaeyer, E.M. and Adiels-Tegman, M. 1985. "The prevalence of anemia in the world. *World health statistics quarterly* 38: 301-316.

28 WHO cutoffs were used (11 g/dl for children 5 to 9 years and 12 g/dl for children 10 to 15 years) to identify anemia. See Gopaladas, T. "Nutritional Problems of Schoolage Children." Paper presented at the conference on Health of Schoolage Children, Bellagio, Italy, August 12-16 1991, p. 8.

29 Pollitt (1990), *op cit.* p. 45.

30 See Galloway, *op cit.* for reference to the following data. Details on sampling procedure are not provided. For Bolivia, the statistic come from FAO Nutrition Country profiles, and is based on a national sample of 89,177 children ages 6 to 18; deficiency is defined as any one of three grades of goiter *op cit.*, 5). The source for Guatemala is a sample of 3,000 school children, where deficiency is defined as presence of goiter; Galloway cites Hetzel *et al.* 1987. *The Prevention and Control of Iodine Deficiency Disorders*. Amsterdam: Elsevier.

The remaining examples are discussed in Stanbury, J.B. and Hetzel, B.S. 1980. *Endemic Goiter and Endemic Cretinism: Iodine Nutrition in Health and Disease* New York: John Wiley and Sons, Inc. Sample sizes of school age children are large in most cases and deficiency is defined by presence of goiter: Argentina, 43,598; Colombia, 183,243; Paraguay, 44,000 low income children ages 6 to 16; and El Salvador, 35,000.

31 Morales A., R and Rocabado, F. "Los Grupos Vulnerables en las Economicas en Desarrollo: El Caso Boliviano." 1988. Working paper, Ministerio de Planeamiento y Coordinación, La Paz, Bolivia.

In Africa, the range is from estimates of 38.5 per cent in Kenya to 70 per cent in Sudan and 75 per cent in Cameroon.³² Asia also registers high prevalence in many countries, including 70 per cent in Burma, 74 per cent in Nepal, and 72.5 per cent in Indonesia.³³

There is evidence of a higher prevalence of goiter (one indicator of IDD) among females than males in a range of countries. This disproportionate prevalence in females continues to increase during adolescence, perhaps due to a greater iodine requirement in females with the onset of puberty.³⁴

Vitamin A deficiency. In addition to causing blindness, Vitamin A deficiency is usually accompanied by protein-calorie malnutrition. A causal relation to acute respiratory infection (ARI) has also been noted. While WHO offers recent global estimates for prevalence of Vitamin A deficiency in children ages 1 to 4, there do not seem to exist global estimates for school age children. Perhaps this is due, in part, to the fact that age groups at highest risk for Vitamin A deficiency are ages 6 months to 6 years, with prevalence peaking among children ages 2 to 4.³⁵)

Yet research in Bangladesh, Malawi, and Indonesia finds that the prevalence in children ages 0 to 6 of active corneal lesions (which can result in blindness) occurs at levels that surpass the WHO cut-off points, indicating that the levels of deficiency in the population are a public health problem. This indicates that a substantial proportion of these children could be at risk of failure to enroll in school when they come of age, due to inadequate vision.³⁶

Older children may also be at risk. In ongoing research in 20 per cent of municipal schools in Baroda, India, 38 per cent of children ages 5 to 9 in the sample were Vitamin A deficient. Prevalence increased among 10 to 15 year olds: Vitamin A deficiency was detected among 65 per cent of boys and 41 per cent of girls.³⁷ In another study of 2100 underprivileged children ages 7 to 15, 22 per cent of the boys and 16 per cent of the girls were found to have ocular signs of Vitamin A deficiency (night blindness, conjunctival xerosis, bitot's spots, or combinations of these).³⁸

³² Galloway, *op cit.*, pp. 3-5. For Europe, there see Delange and Burgi for a recent review of the prevalence of iodine deficiency in 25 countries. The data are not discussed here because there is no disaggregation for school age children: adolescents are lumped together with adults. Delange, F. and Burgi, H. 1989. "Iodine Deficiency Disorders in Europe." *Bulletin of the World Health Organization* 67 (3): 317-325.

³³ Galloway, *op cit.* Note that the Burma data includes children under age 15, so this figure includes pre-school children. The specific ages are not reported for Indonesia and Nepal.

³⁴ Simon, P.A.; Jamison, D.T.; and Manning, M.A. "Gender Differences in Goiter Prevalence: A Review." Unpublished manuscript, University of California, Los Angeles, February, 1990, pp. 4-6, 10.

³⁵ Levin HM, Pollitt E, Galloway R, and McGuire J. "Micronutrient Deficiency Disorders." Forthcoming in Dean T. Jamison and w. Henry Mosley (eds) *Disease Control Priorities In Developing Countries*. New York: Oxford University Press for The World Bank. p. 8.

³⁶ Pollitt (1990:82-85). See Chapter 5 in this manuscript for a careful analysis of studies on Vitamin A deficiency.

³⁷ Deficiency was indicated by testing positive for one or more signs and symptoms: conjunctival xerosis, bitot spots, night blindness, and active cases of xerophthalmia. See Gopaldas, 1991, p. 22.

³⁸ Gopaldas, Pant, Bagga, and Sinha 1988:1093.

3.2.7 Diarrheal Disease.

Surveillance systems and research studies focus predominantly on children under age 6. For example, a search of MEDLINE (an on-line medical data base³⁹ for publications containing prevalence data on diarrheal disease in children and adolescents (from 1986 to 1992) uncovered 26 abstracts reporting age-specific prevalence data. Twenty-four are studies of children under age 5, while only two include older children and adolescents; these two focus on the prevalence of specific infectious agents.

One exception is Thailand, where there is a surveillance system recording data for all age groups. In Thailand from 1978 to 1983, the average annual incidence of acute diarrhoea in children ages 5 to 9 was 342 (per 100,000) and for children 10-14 was 206 (compared with 1609 for 0 to 4 years).⁴⁰

3.2.8 Acute Respiratory Infection (ARI).

Infants and children under age 5 are at high risk for ARI, and these age groups are disproportionately represented in the research literature. Primary school teachers and parents, however, commonly report respiratory infections as a major cause of school absence; thus, there is a research gap on ARI for school aged children. For example, a search of MEDLINE⁴¹ for publications containing prevalence data on acute respiratory infections in children and adolescents (from 1980 to 1992) uncovered 30 abstracts reporting age-specific prevalence data. Fifteen of these were on children under age 5, while six focused on children ages 5 and older. (Several articles lumped together all ages from birth to age 15).

Much of this research focuses on identifying particular infectious agents; indeed, only one of the six articles on children over age 5 reported general prevalence data. This research was on German children: 10 per cent of a sample of 2,927 children ages 3 to 15 suffer from chronic diseases of the respiratory tract. For 3 to 4 per cent of these children, acute or frequent therapy is required.⁴²

The remaining of research on school age children (from the MEDLINE sample of articles) examines the prevalence of a specific infectious agents, e.g. Legionella species in Iceland or chlamydia TWAR pneumonia in Japan. (It is interesting to note that Chlamydia TWAR is a newly recognized organism that can cause acute lower respiratory tract infection; research from The Netherlands indicates that the prevalence of TWAR antibodies is low in young children and

³⁹ MEDLINE is produced by the U.S. National Library of Medicine and indexes 3,600 journals in over 70 countries. We searched File 155, with over 6.5 million records covering 1966 to present.

⁴⁰ K. Phonboon et al., "Surveillance of diarrhoeal diseases in Thailand." *Bulletin of the World Health Organization* (1986) 64 (5), p. 716.

⁴¹ MEDLINE *op cit*.

⁴² Heydolph F.; Schultz J; Mahler M; Wiersbitzky S; Huyoff H; Arndt R. 1990. Article in German found in *Pneumologie* 44 (10): October, pp. 1208-10.

increases after the beginning of school until adolescence, remaining high (80 per cent) in adulthood.⁴³

This type of data does not lend itself to an overview of health problems caused by the entire complex of ARI infections in school age children. A meta analysis of existing pathogen-specific prevalence data is needed to produce a composite portrait.

3.2.9 Environmental pollution

Perhaps lead poisoning (from sources such as paint and automobile emissions) is the environmental pollution whose effects on children's physical and mental development is most well researched, especially for preschool children. Lead poisoning can result in low birthweight, short stature, iron deficient anemia, and neurodevelopmental deficits. The effects on school performance, however, are less conclusive, partly because of limited research designs (correlational studies).⁴⁴

For example, in Edinburgh, Scotland, there was a significant negative association between blood lead level and achievement scores (reading and math tests) in 855 children ages 6 to 9 (third and fourth grade classes), controlling for socioeconomic variables.⁴⁵

Other sources of environmental pollution -- such as various types of air pollution, pesticide poisoning, and passive smoking -- are less directly linked to children's school performance in current research. Air pollution, however, is linked to higher risk of ARI infection, which is likely one of the major causes of school absence. The effects of environmental pollution on school children becomes relevant for educational decision-makers when school locations are chosen.⁴⁶ Below are examples of research linking air pollution to ARI.

- A study comparing primary school children in two districts of Hong Kong found that the group of 2,009 children from Kwai Tsing District (with high levels of exhaust emission from factories) had significantly higher prevalence ratios of sore throat, evening cough, cough for more than three months, morning phlegm and wheezing than the group of 1,837 children from Southern District (with relatively low atmospheric pollution). This result was significant after controlling for the effects of gender, age, socioeconomic factors, child smoking, and exposure to parental smoking.⁴⁷

⁴³ Stolk-Engelaar M.V.; and Peeters M.F. 1990 Article in Dutch found in *Ned Tijdschr Geneesk* 134 (22) June 2; pp. 1094-7.

⁴⁴ Pollitt (1990) *op cit.*, p. 172.

⁴⁵ Fulton et al. (1987) discussed in Pollitt (1990), *op cit.*, p. 168.

⁴⁶ Jamison, D.T.; and Leslie, J. 1990. "Health and nutrition considerations in education planning. 2. The cost and effectiveness of school-based interventions." *Food and Nutrition Bulletin* 12 (3), September; pp. 206-7.

⁴⁷ Ong S.G.; Liu, J.; Wong, C.M.; Lam, T.H.; Tam, A.Y.; Daniel, L.; and Hedley, A.J. 1991. "Studies on the respiratory health of primary school children in urban communities of Hong Kong." *Sci. Total Environ.* (Netherlands) 106 (1-2), July 1; pp. 121-35.

- A study in Italy compared 2,385 school children living in central urban, peripheral urban, and suburban areas; the urban areas had pollutant concentrations above commonly accepted safety levels, while suburban levels were acceptable. Results showed that, compared with suburban children, children from both urban areas had lessened pulmonary function and a higher prevalence of bronchial secretion from common colds. This result was significant after controlling for the effects of exposure to indoor pollutants, active or passive smoking, socioeconomic status, and sex (although parental smoking also was related to increased incidence of chronic cough and ARI).⁴⁸
- A study in Dorog, Hungary of 1,127 children ages 0 to 14 revealed a high correlation between the level of SO₂ air pollution and the prevalence of acute respiratory disease (as a per centage of the total child population ages 0 to 14 living in the city).⁴⁹

3.2.10 Pregnancy and childbirth in adolescence and youth.

Although cultural perspectives and traditions vary on the appropriateness of motherhood during adolescence and youth, it is important to highlight the negative impact of pregnancy on the health of young mothers.

- Complications from childbirth and pregnancy are one of the five leading causes of death among females ages 15 to 24 years in Latin America and the Caribbean. The mortality rate is 5.7 per 100,000 population in the Caribbean; for Middle American it is 13.1; and it is 6.0 for temperate South America and 12.9 for tropical South America. For the 15 to 19 cohort, complications from induced abortions are a leading cause of death in the region.⁵⁰
- Pregnancy rates among U.S. adolescents are higher than other developed countries, and more than 40 per cent of all females who drop out of school give pregnancy or marriage as their reason. Adolescent mothers are also at high risk for low birthweight babies, who often reach school age with disabilities requiring special services.⁵¹

More than one million females under age 20 in the U.S. become pregnant every year (almost 1 in 10), and about half a million give birth. This rate is at

⁴⁸ Spinaci, S.; Arossa, W.; Bugiani, M.; Natale, P.; Bucca, C.; de Candussio, G. "The effects of air pollution on the respiratory health of children: a cross-sectional study." 1985. *Pediatric Pulmonology* 1 (5), Sept-Oct; pp. 262-6.

⁴⁹ David, A.; Kegel, E.; Rudnai, P.; Sarkany, E.; and Kertesz, M. 1990. Article in Hungarian found in *Orv. Hetil.* (Hungary) 131 (10), March 11, pp. 513-17.

⁵⁰ See Suarez Ojeda et al., p. 7; and Silber, p. 191. Suarez Ojeda et al. "Adolescence and Youth: Demographic and Epidemiological Aspects." In the *Health of Adolescents and Youths in the Americas*. 1985. Washington DC: Pan American Health Organization.

⁵¹ Council of Chief State School Officers. 1991. *Beyond the Health Room*, Washington, DC. CCSSO, p. 5.

least twice as high as other industrialized countries.^{52 53} For every 1000 adolescents between 15 and 19 in 1983, 109.9 became pregnant in the U.S., compared with only 45.4 in Canada, 53.4 in England/Wales, and 15 in the Netherlands. The countries with rates more closely approximating the U.S. are Czechoslovakia (79.3 per 1000) and Hungary (93.3 per 1000).⁵⁴

Comparing the Americas as a whole, mothers ages 10 to 19 account for varying proportions of total live births in each country: from 9.5 per cent in Canada, 13 per cent in Brazil, 16 per cent in the U.S., and up to 43 per cent in Saint Christopher and Nevis.⁵⁵

3.2.11 Substance Abuse (tobacco, alcohol, and other drugs).

Alcohol and other drugs. In many countries, death from accidents and other violent causes often is associated with alcohol abuse among adolescents and youth. In Chile, for example, excessive blood alcohol levels were found in over 60 per cent of 14 to 25 year olds who died from violent causes in 1981 (69 per cent of suicides, 43 per cent of homicides, and 70.5 per cent of traffic accidents).⁵⁶

A 1984 nationwide study in Greece of adolescents ages 14 to 18 found that 82.8 per cent reported regular alcohol use in the 30 days prior to the survey. While 30.3 per cent reported having used licit psychotropic drugs (without prescriptions), only 6 per cent reported use of illicit drugs.⁵⁷

In a 1989 national sample of U.S. high school seniors, 51 per cent reported having used drugs (other than alcohol) sometime during their lives. While 90 per cent report having tried alcohol, only 10.3 per cent report having tried cocaine. Sixty per cent have used alcohol in the past month.⁵⁸

A 1991 trend study in the U.S. (from annual, nationally representative surveys of seniors from 1976 through 1989) shows that native Americans have the highest prevalence rates for alcohol, most illicit drugs, and cigarettes; white students have the second highest prevalence, followed by hispanic (except for

52 Code Blue, *op cit.* p. 3.

53 Congress of the U.S., Office of Technology Assessment (OTA) *Adolescent Health-Vol. I Summary and Policy Options*. April 1991. OTA-H-468. Washington, DC: US. Government Printing Office., pp. 94-95.

54 Note that here rates are calculated per 1,000 females in the age group. Congress, OTA (1991), Volume I, pp. 94-95.

55 Molina C., Ramiro and Romero S., Maria Ines. 1985. "Adolescent Pregnancy: The Chilean Experience." In *The Health of Adolescents and Youths in the Americas*. Washington D.C.: Pan American Health Organization. p. 194-95.

56 Florenzano Urzua, Ramón and Medina Kaempffer, Ana Maria. 1985. "Alcoholism in Adolescence and Youth: The Chilean Experience." in PAHO, *Health of Adolescents and Youth*, p. 7.

57 The sample was a nationwide probability sample of 11,058 students. Kokkevi, A.; and Stefanis, C. 1991. "The epidemiology of licit and illicit substance use among high school students in Greece." *American Journal of Public Health*. 81(1), January, pp. 48-52.

58 *The Health of Adolescents*. 1991. San Francisco and Oxford: Jossey-Bass Publishers, p. 187-188.

higher cocaine use among males), then blacks, with Asian Americans having the lowest prevalence rates.⁵⁹

Tobacco. U.S. public health surveillance by CDC of smoking during pregnancy has demonstrated an association between smoking and increased risk of low birth weight.⁶⁰ Since low birth weight babies are at increased risk of developmental problems, the prevalence of smoking among pregnant adolescents is a public health issue. A study of teenage smoking during pregnancy in the Washington state reveals that unmarried teens who gave birth between 1984 and 1988 had a smoking prevalence of 42.8 per cent, a rate much higher than their nonpregnant peers.⁶¹

In a 1989 national sample of U.S. high school seniors, 19 per cent report smoking cigarettes daily.⁶²

In Greece, 82.8 per cent of adolescents ages 14 to 18 reported in a nationwide survey that they had smoked regularly in the 30 days prior to the survey.⁶³

3.2.12 AIDS and other STDs (sexually transmitted diseases).

In the absence of new treatments, by the year 2000, the global HIV infection prevalence should range between 25 and 30 million people; the number of AIDS cases is projected to be between 5 to 6 million, with 4 to 5 million of these occurring in developing countries. The inter-tropical zone of Africa is currently the epicenter of the disease. Estimates reveal that cost of AIDs screening and medical treatment in five Central African countries exceeds the total amount of foreign assistance received per country.⁶⁴

A comprehensive review of AIDS and STDs in Africa or any other continent is not possible here. An initial search of the AIDs literature suggests, however, that there is a scarcity of data focused specifically on estimates of national prevalence rates for school age children and adolescents. It is worth noting that a MEDLINE search for AIDS articles on children and adolescents from 1990 to 1992 generates 25 citations; these studies tend to aggregate all age groups or focus on preschool children. An illustration of the latter is a study in Dar Es Salaam,

59 Bachman, J.G.; Wallace, J.M.; O'Malley, P.M.; Johnston, L.D.; Jurth, c.L.; and Neighbors, H.W. 1991. "Racial/Ethnic differences in smoking, drinking, and illicit drug use among American high school seniors, 1976-89." *American Journal of Public Health* 81(3), March; pp. 372-7.

60 Fichtner, R.R.; Sullivan, K.M.; Zyrkowski, C.L.. 1990. "Racial/ethnic differences in smoking, other risk factors, and low birth weight among low-income pregnancy women, 1978-1988." *MMWR CDC Surveillance Summary*, 39 (3), July, p. 13-21.

61 Davis, R.I.; Tollestrup, K.; and Milham, S. 1990. "Trends in teenage smoking during pregnancy. Washington State: 1984 through 1988." *American Journal of Disabled Children* 144(12) December, pp. 1297-301.

62 The Health of Adolescents, *op cit.*, pp. 187-188.

63 Kokkevi, et.al. *op cit.* pp 48-52

64 Gentilini, M.; Chieze, F. 1990. ["Socioeconomic aspects of human immunodeficiency virus (HIV) infection in developing countries."] *Bulletin of the National Academy of Medicine (France)* 174 (8), November; pp. 1209-19.

Tanzania, which found that the prevalence of HIV-1 antibodies in a group of 200 severely malnourished children under age 5 was 25.5 per cent compared with 1.5 per cent in a group of healthy controls matched for age, sex, and area of residence.⁶⁵

AIDS data for the U.S. is as follows. As of December 1991, the cumulative number of AIDS cases reported is 206,392; of these, 669 are in children ages 5 to 12; 789 in adolescents 13 to 19; and 8,160 in youth 20 to 24. Children ages 5 to 12 account for .7 per cent of reported cases. Adolescents and youth (ages 5 through 24) account for 4.3 per cent of all cumulative AIDS cases. Of the 3,471 children ages 5 to 12 with AIDS (at time of reporting), 53.3 per cent have died.⁶⁶

- Among adolescents, the HIV infection rate for girls is consistently higher than the rate for boys; the largest sex difference was found in a Washington DC study, where the HIV infection rate was 4.7 per 1000 for females and 1.7 per 1000 for males.⁶⁷
- Black non-Hispanic adolescents account for 36 per cent of all adolescent (ages 13 to 19) AIDS cases, while hispanics (all races) account for almost 20 per cent.⁶⁸

Sexually transmitted diseases (STDs) in the U.S. Today, more than 20 STDs may infect adolescents, and many may increase the risk of infertility, ectopic pregnancy, and cancer. More than 70 per cent of U.S. adolescents have become sexually active by age 19. U.S. adolescents and youth (under age 25) account for almost two thirds (63 per cent) of all STD cases. Each year about 2.5 million teens contract a STD. Gonorrhea and chlamydial infections are the most common among adolescents in the U.S.⁶⁹

3.2.13 Injuries.

In Great Britain, road accidents account for 25 per cent of the deaths among school children and two thirds of the deaths from accidental causes.⁷⁰ More than 70 per cent of accidental deaths of U.S. youth (15 to 25) are caused by motor vehicle crashes or collisions.⁷¹

65 Mgone C.S.; Mhalu, F.S.; Sahao, J.F.; Britton, S.; Sandstrom, A.; Bredberg-Raden, U.; and Biberfeld, G. "Prevalence of HIV-1 infection and symptomatology of AIDS in severely malnourished children in Dar Es Salaam, Tanzania." 1991 *Journal of Acquired Immune Deficiency Syndrome*. 4(9) pp. 910-3.

66 CDC, Public Affairs Office, phone recording of the HIV Surveillance Report, data through December, 1991; phone number 404-330-3020.

67 Beyond the Health Room, *op cit.* p. 9.

68 Adolescent Health, Volume I, *op cit.* p. 21.

69 Beyond the Health Room. *op cit.* p. 15.

70 Child Safety Review, "A Safer Way for Children?" Magazine of the Child Accident Prevention Trust, London, issue 6, January 1992, p. 3.

71 Beyond the Health Room, *op cit.* p. 20.

3.2.14 Dental Health.

Data from the WHO Global Oral Data Bank -- based on the number of decayed, missing, or filled permanent teeth in 12 year olds -- reveal a trend: caries levels in developed countries are decreasing (compared with high and very high levels in the 1960s), while levels in developing countries are increasing (compared with low and very low levels in the 1960s). South America has presented an exception to this pattern, exhibiting in the 1960s the high levels of caries seen in developed countries.⁷²

3.3 EFFECTS OF NUTRITION AND HEALTH CONDITIONS ON LEARNING OUTCOMES OF SCHOOL AGE CHILDREN

Until recent years, there was a scarcity of rigorously designed and implemented clinical trials that can best speak to the causal relationships among health conditions and learning outcomes. Today, this situation has improved, especially with regard to the effect of micro-nutrient deficiencies and helminth infections on cognitive development and learning outcomes among school age children. Project CRISP (based at the University of California, Los Angeles) has, for example, ongoing studies examining the effects of moderate malnutrition on cognition in Kenya, Mexico, and Egypt.⁷³

3.3.1 Clinical Trials

What follows is an initial (and incomplete) review of clinical studies demonstrating the effects of supplementation or treatment on learning outcomes.

Iron Deficiency Anemia. Indonesia.⁷⁴

This study addresses the issue of readiness for school by showing the effects of iron deficiency anemia on preschool children.

- A. Design: 3-5 yr. olds, clinical trial on aptitudes before school enrollment. Randomized 8 week trial on effects of iron supplementation of 3 groups of children: iron deficient anemic, iron depleted, and iron replete, with controls.

⁷² The scale for number of decayed, missing, or filled (DMF) permanent teeth at 12 years is: 0 to 1.1, very low; 1.2 to 2.6 low; 2.7 to 4.4, moderate; 4.5 to 6.5 high; and 6.6 +, very high. In 1969 there were data for 80 countries, and in 1986 for 148. See Leclercq, Barmes, and Sardo Infirri. "Oral Health: Global Trends and Projections." *World Health Statistical Quarterly* 40 (1987), pp. 117-121.

⁷³ Contact Marian Sigmund at UCLA for information on these studies.

⁷⁴ Drawn from discussion in Pollitt (1990:49-51) of Soewondo, S.; Husaini, M.; and Pollitt, E. 1985. "Effects of Iron Deficiency on Attention and Learning Processes of Preschool Children: Bandung, Indonesia." *American Journal of Clinical Nutrition* 50 (3)(Suppl.), pp. 667-73.

- B. **Cognitive measures:** To assess attention, acquisition, concept learning included: discrimination learning (color and form); and oddity learning tasks (stimuli were presented in an array and either repeated once, twice, three times, or not repeated) .
- C. **Results:** (1) before supplementation, iron replete children learned faster than the anemic children; after treatment, there were no differences; (2) after: anemic children who received iron had a rate of improvement in learning that was faster than all other group, while worst on cognitive test scores were anemic children who received placebos. For one of the oddity learning tasks, supplemented anemic children received the highest scores of all four groups.

Iron Deficiency Anemia. Thailand⁷⁵

- A. **Design:** Double blind randomized study with more than 2,000 children ages 9 to 11, covering 16 primary schools. Children were randomly assigned to iron supplementation and placebo groups before determination of iron status. Iron deficiency anemia was defined as a Hb < 120g/L plus two out of three other criteria (certain levels of serum ferritin, TS, and FEP). Iron deplete was defined as Hb > 120 g/L plus the same levels on the three other criteria.
- B. **Cognitive measures:** Raven Colored Progressive Matrices, and standardized government achievement tests in math and Thai language.
- C. **Results:** The scores of the iron replete children were significantly higher than the scores of iron deficient anemic and iron deplete children. This association held, controlling for anthropometric and socioeconomic variables. Unlike the Indonesian study, however, iron supplementation did not appear to have an effect on IQ in either math or language measures. Nor was there evidence that the magnitude of changes in score between time 1 and time 2 was due to treatment. This raises the question of the exact nature of the causal relation.

Iron Deficiency Anemia. India.⁷⁶

- A. **Design:** 5-6 yr. old boys, 14 matched pairs on Hb < or = 105 g/L; weight for age > 60 per cent of median, and IQ > 70 (Draw-a Man test). One child in each pair was randomly assigned to iron treatment or placebo for 60 days.
- B. **Cognitive Measures:** Draw a Man Test for IQ and an Indian adaptation of WISC (Weschler's Intelligence Scale for Children) was given before and after supplementation.

⁷⁵ Pollitt, E.; Hathirat, P.; Kotchabhakdi, N.; Missel, L.; and Valyasevi, A. 1989. "Iron Deficiency and Educational Achievement in Thailand." *American Journal of Clinical Nutrition*, 50(3) (Suppl.), pp. 687-96.

⁷⁶ Drawn from discussion in Pollitt (1990:46-47) of Gopaldas, T.; Kale, M.; and Bardwaj, P. 1985. "Prophylactic Iron Supplementation for Underprivileged School boys." *Indian Pediatrics* 22, pp. 737-43.

- C. **Results:** Treatment group improved significantly in Hb; control group didn't; both groups improved significantly in WISC test, but treatment group had a higher rate of improvement in both verbal and performance IQs.

Helminth Infections. Kenya.⁷⁷

- A. **Design:** 10 year old children, treatment group of 53 and placebo group of 100. No significant difference in egg count for ascaris, trichuris, and hookworm existed before treatment with albendazole.
- B. **Cognitive measures:** Three types were given after treatment: physiological (simple RTS), choice reaction time, and behavioral (memory retrieval; paired associate).
- C. **Results.** Treatment of infections improved cognitive competence. Treatment group had a significantly lower egg count for all 3 infections and a significantly higher mean reaction time and a lower number of errors of discrimination. Comparisons of treatment and highly infected control children showed that intensity of infection is associated with more errors in visual discrimination and memory retrieval.

Trichuris Infection (Whipworm). Jamaica.⁷⁸

- A. **Design:** From a larger sample, 104 children ages 9 to 12 found to have moderate to high levels of infection with trichuris were randomly assigned to treatment or placebo groups. Another 56 uninfected children (from same larger sample) were randomly assigned to a control group.
- B. **Cognitive measures:** A battery of 8 tests were administered before and after treatment with albendazole; 3 were taken from WISC to test attention, short term memory, and arithmetic and coding; others included Matching Familiar figures (problem solving ability) and Fluency (motivation and long term memory).
- C. **Results.** Moderate to high intensities of trichuris infection have detrimental and reversible effects on some cognitive functions.

Before. Initial cognitive scores of treatment and placebo groups were similar. The control group had higher socio-economic status and significantly better performance on cognitive and IQ tests.

⁷⁷ Pollitt, E.; Wayne, W.; Perez-Escamilla, R.; Latham, M. and Stephenson, L.. 1990. "Double Blind Clinical Trial on the Effects of Helminthic Infection on Cognition." Manuscript, Univ. of California School of Medicine, Davis and Cornell Univ. [Source: 1991 FASEB abstracts.]

⁷⁸ Nokes, B.S.; Grantham-McGregor, S.M.; Sawyer, A.W.; Cooper, E.S. and Bundy, D.A.P. N.d. "Moderate to High Infections of Trichuris Trichiura and Cognitive Function in Jamaican School Children, unpublished manuscript, Department of Biology, Imperial College, London and Tropical Metabolism Research Unit, University of the West Indies, Kingston, Jamaica.

After. Infections almost disappeared. In 3 tests (Fluency and 2 WISC tests -- digit span forward and backward), treatment children improved significantly more than placebo children. There was no effect of treatment in the other 5 tests. When comparing treatment and control children, the treatment group improved significantly more in Fluency and 1 WISC test (digit span forward) than the control group.

3.3.2 Correlational Studies.

Most correlational studies (i.e., non-experimental designs) on the relationship of nutritional and health status to educational performance focus on protein-energy malnutrition. A number of the PEM studies plus those on the relationship of helminth infections to learning outcomes do not show statistically significant relationships to measures of cognitive development or school achievement (see Pollitt 1990 for reviews of a number of these studies). In large part, this is probably due to the impossibility in non-experimental designs of identifying and eliminating (controlling for) all possible factors that explain the variation of school performance. Yet this is an important body of research, which is represented below by three studies.

Nutritional Status. Thailand.⁷⁹

- A. Design: (Although the study focused on iron status and educational attainment, there is also a demonstrated relationship between nutrition status and attainment.) Over 2,000 children ages 9 to 12 were screened to collect data on anthropometry (including head circumference, iron status, and social/environmental variables).
- B. Cognitive measures: Thai language, math achievement test, and IQ test were administered.
- C. Results: IQ was the most powerful predictor of achievement test scores (both math and language) and height-for-age was the second most powerful predictor of both achievement scores. Even controlling for socio-economic variables, height-for-age and head circumference were significant.

Iodine deficiency. Sicily.⁸⁰

- A. Design: 719 6 to 12 year old children "presumably normal," living in two iodine deficient endemic goiter areas. Endemic cretinism is prevalent in Area

⁷⁹ Drawn from discussion in Pollitt (1990:102-104) of Kotchabhakdi, N.; Hathirat, P.; Valyasevi, A; Pollitt, E. 1989. "Biological and Social Factors Related to School performance in Thai Children." Unpublished manuscript, Mahidol University, Bangkok, Thailand and University of California, Davis.

⁸⁰ Vermiglio, F.; Sidoti, M.; finocchiaro, M.D.; Barriato, S.; Lo Presti, V.P.; Benvenga, S.; and Trimarchi, F. 1990. "Defective neuromotor and cognitive ability in iodine deficient schoolchildren of an endemic goiter region in Sicily." *Journal of Clinical Endocrinological Metabolism* 70(2), February, pp. 379-84.

A, but not in Area B. Area C is an iodine sufficient control area. Neuromuscular and neurosensory abnormalities were found in 19.3 per cent of area A and 18.5 per cent of area B children (including increased tendon reflexes, minor disturbances in balance and gait, and minor defects in hearing and speech).

B. **Cognitive measures:** Bender Gestalt test and Terman Merrill test

C. **Results:** Bender test scores were deficient in 13.7 per cent of areas A and B children, which was significantly higher than the 3 per cent found in area C. A higher proportion of children in area A (15.5 per cent) and area B (18.5 per cent) also were found in the lower ranges of normality on test scores than in area C (3.8 per cent). These differences are statistically significant. The above neuromuscular disorders were significantly more frequent in children identified as cognitively defective by the Bender test. This points to an endemic cognitive deficiency which seems to be epidemiologically independent of the existence of endemic cretinism.

Visual Acuity. Brazil.⁸¹

A. **Design:** A 1987 re-sample of a 1985 sample of over 4,000 Brazilian second grade students in 3 states focused on the larger schools in one state. The re-sample targeted 735 and found 395 of the second graders in sampled Ceará in 1985. Forty per cent of the students were over age 14.

Health and nutrition status were measured by: height, weight, age, triceps skinfold thickness, and visual acuity (Sneller chart). Fifteen per cent of students are stunted (<90 per cent of reference median height-for-age); 29 per cent are severely malnourished (<60 per cent of reference median skinfold thickness); and 45 per cent have some visual deficiency.

B. **Cognitive measures:** Achievement tests, math and Portuguese language tests were specially constructed for 1985; the same test was given again in 1987.

C. **Results:** On-time promotion. Visual acuity and skinfold thickness-per-age had significant effects on the probability of on-time promotion between 1985 and 1987 (although skinfold was significant only at .10 level). Students with good eyesight are on average 21 per cent more likely to be promoted on time. Well-nourished students are on average 12 per cent more likely to be promoted on time. Achievement scores: visual acuity is most important factor in model influencing student achievement. Average performance increase over the two years was 30 points, and good vision accounted for 8 points.

⁸¹ Batista Gomes-Neto, J.; Hanushek, E.A.; Hélio Leite, R.; and Frota-Bezerra, R.C. January, 1992. "Health and Schooling: Evidence and Policy Implications for Developing Countries." Rochester Center for Economic Research Working Paper No. 306, University of Rochester, New York.

Exhibit 1 on the following page identifies a model with numerous variables that ideally can be taken into account when explaining learning outcomes in correlational studies such as the above. (Note that the distinction between nutritional status and health status in the diagram is artificial, since, for example, parasitic infections are associated with iron deficiency anemia. The purpose of the distinction is to facilitate communication with different audiences who do make distinctions between nutrition and health status.) Although the cost of measuring all of these dimensions in any one study would be prohibitive, the model can be used to stimulate thinking about what next steps are needed in research and how research and program priorities should be identified in the field of international school nutrition and health.

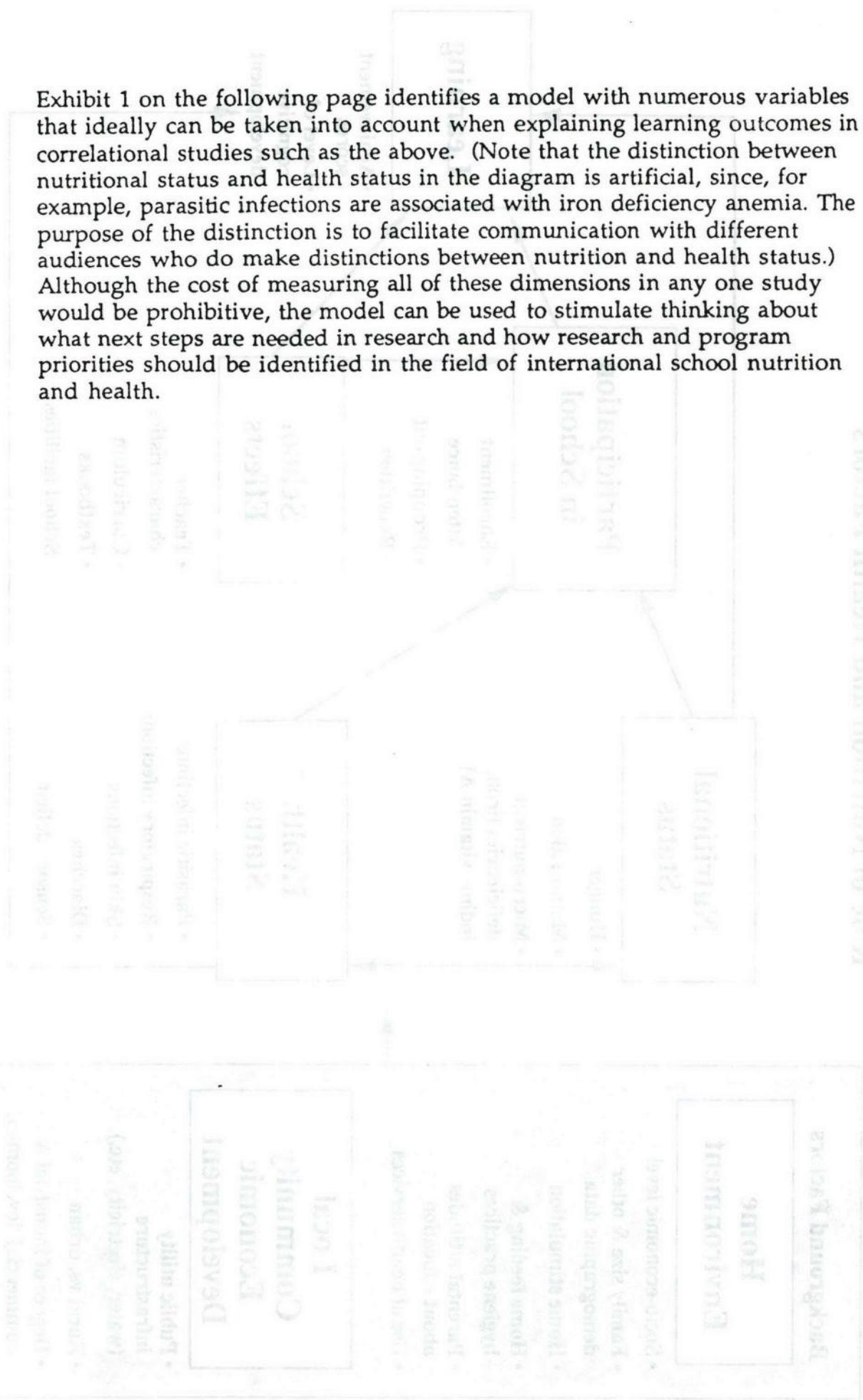
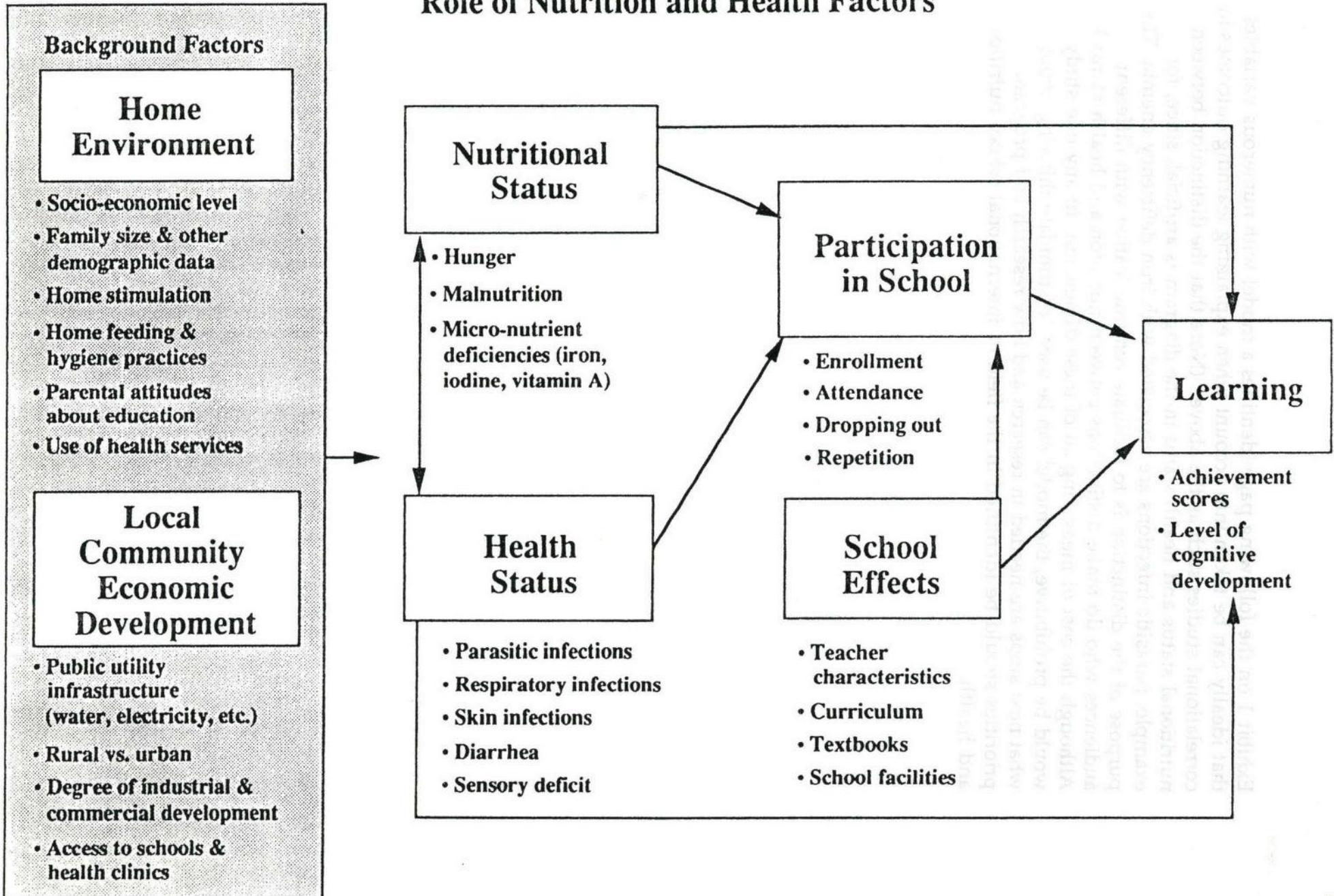


Exhibit 1: Addressing Children's Educational

Keys to Nutrition and Health Factors

Exhibit 1: Affecting Children's Educability

Role of Nutrition and Health Factors



The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

*File: 66
UNESCO/ew*

March 13, 1992

Mr. John Bennett
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy, 75700 Paris
1, rue Miollis, 75015 Paris
France

Dear Mr. Bennett:

This is in reply to your letter (SHS/PBL/92/52) of February 4, 1992 addressed to Ms. Handwerger asking for financial assistance by the World Bank for the publication and distribution of a Gaia Atlas of the Family in Fall/Winter 1993.

I regret very much to have to inform that the Bank is not in a position to provide funding for this project. At the same time, I can assure you that the Bank endorses fully the objective of your efforts to heighten public awareness worldwide for the needs of the family in economic and social development. We will be happy to share with you relevant information the Bank has in this area which could facilitate your efforts.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

cc: Ms. Handwerger (Paris)

GREif:lmw
EXITE Log No. 920219-JJHXB

RD - PLS. advise

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Wednesday, 19-Feb-1992

Item No : 920219-JJHXB, [EXTIE]

TO: ==> GUENTER REIF, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : John Bennett
Original Recipient : Gretchen Handwerger
Document Date : 04-Feb-1992

SUBJECT : Seeking WB support in funding for research and the purc
of their publication "Gaia Atlas of Development".

ACTION Requested:

Due Date

04-Mar-1992

- Please handle
- For Information
- Review & Recommend
- Prepare Response for _____ Signature
- Approval/Signature
- Forwarding To _____
- Discuss With _____
- OTHER _____

REMARKS:

cc: L. Wood (with copy of routing sheet)

FEB. 12 1992

7702

THE WORLD BANK/INTERNATIONAL FINANCE CORPORATION
EUROPEAN OFFICE
66, avenue d'Iéna, 75116 PARIS

FACSIMILE TRANSMITTAL FORM

INTBAFRAD PARIS: Date: February 12, 1992

MESSAGE NUMBER:

NUMBER OF PAGES: 8

TO: Ms. Ann O. Hamilton, PHRDR
Fax: (19-1-202) 477 0643

FROM: Cathy Russell
Secretary to Gretchen Handwerger
World Bank, Paris office

SUBJECT: UN International Year of the Family

Per Gretchen Handwerger's EM.

Sincerely.

*Saudan Lateef
It's all yours!
(and Gretchen's)
Ann H 2/12*

RECEIVED
EXTIE
92 FEB 13 AM 11 56
92 FEB 13 AM 11 56

Enclosures: 7 pages

TELEPHONE: (1) 40.69.30.27 or 19
FACSIMILE NUMBER: (1) 47-23-74-36



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
1, rue Miollis, 75015 Paris

adresse postale : B.P. 3.07 Paris
téléphone : national (1) 45.68.10.00
international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
télex : 204461 Paris
270602 Paris

référence : SHS/PBL/92/52

4 February 1992

Dear Ms. Handberger,

The UN Co-Ordinator for the International Year of the Family, Mr. Henryk J. Sokalski, has requested me to contact you concerning the publication in Fall/Winter 1993 of a **Gaia Atlas of the Family**.

I attach the project description I have already sent to him and a copy of the **Gaia Atlas of Development** (their **Atlas on Peace** was prefaced by Mr. Perez de Cuellar). As you will see, we are trying to raise \$125,000 dollars both for research and the purchase of copies of this work which we shall distribute widely to governments, institutions and libraries throughout the world.

We should greatly appreciate your aid in obtaining funding from the World Bank. Evidently, your role would be mentioned in the Acknowledgement section.

Thank you for considering this request. I am at your disposal for any further information. I can be reached directly by telephone 45 68 39 18 or 45 68 08 15. At the moment, I am combining two functions (hence, two telephone numbers!), responsible for the UNESCO Young Child and the Family Project, and for Social Science Publications.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "John Bennett".

John Bennett

Mrs. G. Handberger
WORLD BANK
66 avenue d'Iéna
75116 PARIS

TECHNICAL ANNEX

Title and Nature of Project: *Atlas of the Family* - published by GAIA, Books and Unesco. The Atlas will be a synthesis of the best research in the field illustrated through well-designed tables, charts, maps and plates, and aimed at schools and universities (16 to graduate level), the teaching profession, administrators, local libraries, human rights groups, etc. An additional reading public for an *Atlas of the Family* would be parents in the North - thus the stress on public policy issues in the North - and administrators in the South - thus the stress on development needs and respect for the rights of the child. Please find an example of the *GAIA Atlas of Planet Management* attached.

Summary of Proposed Chapters and Themes: Please see preliminary summary attached. In brief, the *Atlas of the Family* will give an overview of the family throughout the world in its diverse forms; will attempt to clarify public policy by showing the important contribution that families make to society, economy and development; will encourage family health and child survival by outlining graphically the basic concepts of responsible parenthood, birth spacing, nutrition and health education; will summarize the conditions and actions necessary for the healthy psychological and educational development of the child; will give examples of successful state and community programmes in favour of the family and children; will outline the basic rights of families and children as contained in the chief UN or regional conventions.

Aims and Target Populations: The Atlas provides a research and education contribution from UNESCO to the International Year of the Family in 1994. Published to provide schools, universities and educated parents with a first-class synthesis of research on families, the Atlas would also attempt to bring to the attention of public authorities the important role families play in the social and economic life of societies (including in developing societies); foster State/Community/Parent co-operation; encourage family health and child survival; promote an understanding of different family forms and emphasize respect for the Convention on the Rights of the Child.

Mode of Execution and Costs: In co-operation with the editorial and design teams at GAIA Books, UNESCO will provide the basic research and statistics and give access to the GAIA design team to materials from the Unesco library and phototeque. GAIA will be responsible for copy writing (the condensing and rewriting of research into language suitable for the general reader), illustration and design, printing, promotion and distribution. Unesco will further (in so far as funds allow) finance or negotiate the publication of the volume in other language versions.

GAIA costs include creation and meetings of the editorial team, co-ordination and communications, copy writing, illustration and design, colour printing, promotion and distribution:

Costs for GAIA = \$ 55,000 (more, depending on initial print run).

Costs for UNESCO

Approximately 40 research papers: (see list of themes attached)	\$ 65,000
Contribution to statistical analysis and charts	\$ 15,000
Contribution to research on and rights to illustrative materials	\$ 10,000
Purchase of 2000 copies of the Atlas at cost	\$ 25,000
Negotiations concerning and contributions to translations (including copyright and reproduction rights)	\$ 10,000 minimum per language
Total cost for Unesco =	\$125,000

Due acknowledgement of funding sources will be made in the front pages of the Atlas. (For information: the print run of the Atlas will be initially 35,000 copies in English with reprints made according to demand. The *Atlas of Planet Management* attached has now run to 350,000 copies).

DECLASSIFIED**MAY 23****CONFIDENTIAL****WBG ARCHIVES****TARGET PUBLICATION:
FALL 1993****THE GAIA ATLAS OF THE FAMILY**

A Gaia Original in conjunction with UNESCO
(United Nations Educational, Scientific, and Cultural Organization)

The institution of the family stands in a crucial, central position. It faces both inward to the individual, and outward to society, its older members assisting newer ones to take his or her place in the wider community. From the cry of birth to the last breath at death the family surrounds us and in it we may find all ages, roles, and relationships. The individual's entire life is affected by what the family managed to invest in that person, or indeed failed to provide.

The family also stands at a crossroads. Its form and function is being changed by a myriad pressures. It possesses the creative potential of life itself and yet when disrupted it possesses an equal potential for terrible destruction.

As the basic unit of society the family warrants special attention. This it will receive in *The Gaia Atlas of the Family*, published in conjunction with UNESCO in readiness for 1994, United Nations International Year of the Family.

The Gaia Atlas of the Family will teach us to look afresh at the institution of the family: as society's fundamental "safety net", as an institution with no universally applicable definition - its forms and functions are so diverse between countries and within societies, and as a major contributor to social and economic progress. The pressures and processes that are changing the role and structure of the family in today's world are explored. The roles, forms, and functions of families in the Industrialized and Third Worlds are assessed, and the future of the family predicted. By looking at the rights and responsibilities of its constituent members - children, women, men, young and old, the sick and disabled - the Atlas presents a unique, integrated perspective of the family as a unit and as a vital, interacting system.

The family is a powerful concept. The "family of man", the "family of nations": just some of the expressions which illustrate how the notion of "family" has come to represent unity, reconciliation, tolerance, and agreement. Illustrated throughout with photographs, diagrams, and charts, *The Gaia Atlas of the Family* is an invaluable reference and source of ideas for all interested in the future of the family, society, and humanity.

(C) GAIA BOOKS 1991

DECLASSIFIED**MAY 23 2019****WBG ARCHIVES**

THE GAIA ATLAS OF THE FAMILY synopsis

INTRODUCTION

1. THE BASIC UNIT OF SOCIETY

A fresh look at the basic idea and image of a family

Family Universals - the nucleus of child/children and parent/s, and the extended family.

What Makes a Family? - function of individual members

Family History - changes over time to today's reassessment of relationships and lifestyles.

Family System - exploration of family as a dynamic, self-regulating system with elder members helping younger ones through a series of developmental stages

Images of the Family - Illustrative section showing the differing interpretations: from a consuming unit for advertisers to a family's self-image through its photograph album.

2. A WORLD OF FAMILIES

A global look at families, their forms, and built-in systems of regulation

World of Similarities - family as basically a transcultural phenomenon

World of Differences - variety of family forms and childrearing patterns

Society's Safety Net - family as key contributor socially and economically

Family Links - ways in which families are linked to the community.

Prohibitions - determined by culture and the state, from polygamy to incest, and birth patterns

3. HEALTHY FAMILY, HEALTHY COMMUNITY

The dynamics of a family

Healthy Interactions - between parent and child, including non-verbal interactions, psychodynamics

Object or Person? - adult's and state's perception of a child

Childhood Growth - learning, development and personal growth

Family Economics - including role of children in South

Survival - how families survive under stress

Family Planning - child survival and birth spacing; AIDS: delivery of family health: nutrition and health education, linked to women's position and literacy.

4. THE PRESSURES ON THE FAMILY

Examining the overall trends and pressures affecting families as units

Breakdown - social breakdown in North and South

Poverty - effects of poverty on the family in South and North

The Modern World - effects of industrialization and urbanization

The Corporate Interest - from Nestle boycott over bottle-feeding to effects of the media on children.

Environmental Breakdown

Population Pressure - pro-natalist policies of many governments - ie Romania, and effects, harsh anti-natalist policies of some governments - China, India, and long-term effects

Birth-rights - control of birth decisions taken away from women, abortion debate

Youth in Danger - street gangs, drugs, suicide

Greying Population - the "burden" of caring for the old

Children Apart From Families

5. PARENTS AND CHILDREN FIRST

Examining some specific pressures and progress made involving individual family members

Children's Rights

Pressures: child abuse, physical, mental and emotional; child labour; children at arms in Beirut and Ulster; street children; child trafficking and prostitution and the economics of these.

Illustration: a day in the life of a street child.

Progress: UN Convention on the Rights of the Child. Organizations like Streetwise International.

Women's Rights

Pressures; women as sole breadwinners of 25-30% of all families, but income and decision-making distributed unequally, triple burden of housework, paid employment, and reproduction; time spent on child care, calculations of women's unpaid labour as contribution to GNP

Progress: Maternal literacy, education of girls. UN Convention on Women's Rights, Discussion of International Women's Decade. Discuss specific mother's rights.

Parent's Rights

To help the parent Free the child - A Convention on Parent's Rights?

6. THE FUTURE OF THE FAMILY

Personal and policy changes necessary to safeguard the family and allow it to develop

Changes - individual and cultural

Reassessing Mothers and Fathers - shifting gender roles and responsibilities

Empowering the Parents - policy

Helping the Family - counselling, therapy, support, programmes

Listening to Children: children's hearings and ombudsmen

New Scoring Systems - new approaches to counting women's family care, to measuring community and security to include family factors

Family Policy - present government care generally directed to defence and adults, existing family and Child programmes - in North and South

Services and Support - for the young and youth, benefits, pensions, family law



United Nations Office at Vienna
 Centre for Social Development and Humanitarian Affairs
Secretariat for the International Year of the Family
 Office des Nations Unies à Vienne
 Centre pour le développement social et les affaires humanitaires
Secrétariat pour l'Année internationale de la famille

25 November 1991

Dear Mr. President,

I wish to refer to my letter to you of 18 October 1991, in which I sought your support for the World Bank's involvement in the preparations for the International Year of the Family, 1994. You may now be interested to know the progress made so far in the preparatory process to the Year, which is described in detail in the attached Secretary-General's report.

Since last month, I have also had the opportunity of studying further the specific contributions that organisations and agencies of the United Nations system made to the preparation and observance of similar international years in the past. The impressive record of the Bank's accomplishment in previous major events includes, inter alia, a most useful publication for the International Year of the Child (1979), entitled "World Atlas of the Child".

I feel convinced that preparation of a similar world atlas on families, within the existing pluralistic concepts and cultural and social diversity, which might serve as a global reflection of the presentday situation and a guide for policy- and decision-makers in designing both their family-oriented policies and/or any other projects benefitting the family, would be a lasting contribution to the IYF.

The World Bank, with its rich experience and effective access to the national and regional levels, would be a most proper and indeed welcome agency to sponsor the preparation and publication of such an atlas.

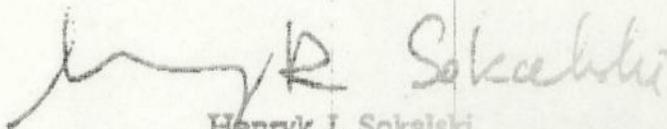
Mr. Lewis Preston
 President
 International Bank for Reconstruction
 and Development (World Bank)
 1818 H Street, N.W.
 Washington, D.C. 20433
 United States of America

-2-

Naturally, should the proposal meet with your approval, Mr. President, we in the IYF Secretariat would be more than happy to discuss with your collaborators the necessary details of the project. In no way would I dare anticipating the nature of your response, but should it be in the positive, I am sure members of the United Nations system would very much appreciate if an announcement to that effect could officially be made at the second inter-agency coordinating meeting on the International Year of the Family, scheduled by ACC for 5 and 6 March 1991. As in the past, I look forward with anticipation to a traditionally active participation of World Bank's representative in the meeting.

Please accept, Mr. President,
the assurances of my highest consideration.

Sincerely Yours,



Henryk J. Sokalski
Coordinator

for the International Year of the Family

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

*File: 66
(UNESCO)
ZW*

March 13, 1992

Mr. Eugeniusz Wyzner
Under-Secretary-General
for Conference Services and
Special Assignments
Chairman, IAMLADP
United Nations
New York, N.Y. 10017

Dear Mr. Wyzner:

I refer to your letter of January 28, 1992 inviting World Bank representation at the eleventh session of the Inter-Agency Meeting on Language Arrangements, Documentation and Publications, which will take place at UNESCO Headquarters, June 22-26, 1992, in Paris, France.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative on this occasion due to work pressures and other commitments of staff at this time.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

:lmw
EXTIE Log No. 920212-LOLHA

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Wednesday, 12-Feb-1992

Item No : 920212-LOLHA, [EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Eugeniusz Wyzner
Original Recipient : ltp
Document Date : 28-Jan-1992

SUBJECT : Inv. to attend the 11th session of UNESCO, June 22-26
1992, United Nations Headquarters.

ACTION Requested:

Due Date

12-Mar-1992

Please handle
 For Information
 Review & Recommend
 Prepare Response for _____ Signature
 Approval/Signature
 Forwarding To _____
 Discuss With _____
 OTHER _____

REMARKS:

cc: L. Wood (with copy of routing sheet)

UNITED NATIONS



NATIONS UNIES

POSTAL ADDRESS—ADRESSE POSTALE: UNITED NATIONS, N.Y. 10017
CABLE ADDRESS—ADRESSE TELEGRAPHIQUE: UNATIONS NEWYORK

REFERENCE:

28 January 1992

92 FEB 6 AM 9 51

RECEIVED
EXTIE

Dear Mr. Preston,

I am writing, in my capacity as Chairman of the Inter-Agency Meeting on Language Arrangements, Documentation and Publications to invite the attendance of your organization to the eleventh session which will take place at the headquarters of the United Nations Educational, Scientific and Cultural Organization in Paris from 22 to 26 June 1992.

An annotated provisional agenda for the meeting, as established at the meeting which was held in September 1991 at the United Nations Office at Geneva, is enclosed to assist you in your determination of appropriate representation for the Meeting. At this time, it is envisaged that topics will be discussed in the order that they appear on the provisional agenda, i.e. commencing with items relating to language arrangements, followed by those on "documentation and publications", and ending with new technologies applicable to conference services. The meeting will conclude with the approval of the report, the establishment of dates and venue for the 1993 session, and the subjects to be included in the agenda for that meeting.

I would appreciate it if you would transmit the names and designations (titles) of those who will represent your organization, if possible, by mid-March 1992 so that the documentation and other material available in advance of the meeting may be dispatched to them in good time.

Thank you for your attention to this matter.

Yours sincerely,

A handwritten signature in blue ink, appearing to be 'E. Wyzner'.

Eugeniusz Wyzner
Under-Secretary-General
for Conference Services
and Special Assignments
Chairman, IAMLADP

Mr. Lewis T. Preston, President
The World Bank
1818 H Street, N. W.
Washington, D.C. 20433

INTER-AGENCY MEETING ON LANGUAGE ARRANGEMENTS,
DOCUMENTATION AND PUBLICATIONS

United Nations Educational, Scientific and Cultural Organization
Paris, 22 to 26 June 1992

Annotated Agenda

1. The promotion of translations into non-United Nations languages (WHO/FAO).
2. Progress report on the use of machine-assisted translation (IMF).
3. Discussion of cost-savings measures for linguistic services (UNIDO).
4. Decisions on workload standards (United Nations).
5. Report on coordination of conferences within the United Nations system (United Nations).
6. Redefinition of post descriptions for editorial staff (FAO).
7. Computerization of the editorial process, including desktop publishing (IAEA) up to cooperation in the sale of publications (FAO/UNESCO).
8. Desk-top publishing in non-roman languages (WHO).
9. Use of non-gender specific language in documents (United Nations Headquarters).
10. Measures for bringing about a decrease in the volume of documentation (ICAO).
11. Environmental effects of publications and documentation (UNEP).
12. Follow-up on electronic dissemination of conference documents (IMO/GATT).
13. Dissemination and interchange of data and text on diskette (FAO/GATT).
14. Real impact of co-publishing experiences (UNESCO/UNIDO).
15. Follow-up to cooperation in the sale of publications (FAO/UNESCO).
16. Production and distribution of audio-visual publications (IMO/ILO/IAEA).
17. Other Business
 - (a) IAMLADP prize for best publication of the United Nations system (UNOG).
 - (b) Updating of catalogue entitled "Publishing in the United Nations and its related agencies" (IMO).

Mr. Lakin
T8101

THE WORLD BANK/IFC/M.I.G.A.
Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 473-3279 // Fax Tel. No. (202) 477-0142 // Telex No. RCA 248423

RECEIVED
EXTIE

FACSIMILE COVER SHEET AND MESSAGE

92 MAR 23 PM 5 08

DATE: January March 20, 1992 NO. OF PAGES: 3 MESSAGE NO.

TO: Mr. Michael Lakin (Name) Fax No.: 9-011-33-1-40659406

COMPANY: UNESCO CITY/COUNTRY: Paris, France

FROM: Adriaan Verspoor, Chief, PHREE (Name) Fax No.: (202)-477-0142

Dept./Div. Name: PHREE Dept/Div. No. 654/10

Room No. S-6029 Telephone: (202) 473-3279

SUBJECT: Draft Letter to be sent to Heads of Government

File: GG
(UNESCO)
Lu

MESSAGE:

We suggest the penultimate paragraph be modified to read as follows:

Please be assured that we personally remain committed to the goals of the World Declaration and that our organizations and their respective staff at country and international levels, stand ...

Regards.

Transmission authorized by: Marlaine Lockheed, Acting Chief, PHREE

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax number listed above.

AVerspoor:sd

lakin.fax:SDCORR07

cc: M/M. Verspoor (o/r), Rajagopalan, Lateef, Shakow, Hassan, Div. Files #8
"UNESCO", and IISC

RECEIVED
EXIT

25 JAN 23 PM 3 03

DATE: January 24, 1992

TO: Mr. Michael Lakin
(Name)

CITY/COUNTRY: Paris, France

FROM: Adriaan Verspoor, Chief, Office
(Name)

Dept./Div. Name: THREE

Room No. 2-6029

SUBJECT: State Letter to be sent to Heads of Government

MESSAGE

We suggest the following format be modified to read as follows:

Please be advised that we previously remain committed to the goals of the World Bank and that our organization and their respective staff at country and international levels, stand...

Regards

Transmission authorized by: Marijns Lockheed, Acting Chief, THREE

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax number listed above.

*OT 1/22/92
(1/22/92)
JW*

THE WORLD BANK

ROUTING SLIP		DATE: March 17, 1992
FROM THE VICE PRESIDENT, SECTOR AND OPERATIONS POLICY		
NAME		ROOM NO.
Mr. A. Verspoor		S6-029
APPROPRIATE DISPOSITION		NOTE AND RETURN
APPROVAL		NOTE AND SEND ON
CLEARANCE		PER OUR CONVERSATION
COMMENT		PER YOUR REQUEST
<input checked="" type="checkbox"/> FOR ACTION	PREPARE REPLY	
INFORMATION		RECOMMENDATION
INITIAL		SIGNATURE
NOTE AND FILE		URGENT
REMARKS.		
<p>Draft joint letter to be sent to heads of government.</p> <hr/> <p>Yes. Go ahead and inform UNESCO.</p>		
FROM: V. Rajagopalan	ROOM NO: S5-055	EXTENSION: 33419

ROUTING SLIP		Date
NAME		ROOM NO.
Mr. Rajagopalan, OSPVP		
URGENT	<input checked="" type="checkbox"/> For Action/Comment	Per Your Request
Appropriate Disposition	Information/Discard	Returned
Approval/Clearance	Note And Return	See My E-Mail
File	Per Our Conversation	Signature/Initial
RE: Draft joint letter to be sent to heads of government.		
REMARKS		
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From Adriaan Verspoo <i>AV</i>	Room No. S-6029	Ext. 33279

OFFICE MEMORANDUM

DATE: March 4, 1992

TO: Mr. Rajagopalan, Vice President, OSP

THROUGH: Emmanuel Jimenez *EM* Acting Director, PHR

FROM: Adriaan Verspoor, Chief, PHREE *AV*

EXTENSION: 33279

SUBJECT: Draft joint letter to be sent to heads of government

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AVerspoor:sd
raj.mem/SDCORR07

cc: Ann Hamilton (o/r).

Mr. Mayas

Pl. review and check with
Alex & Legal.

AV
3/5/92



03/02/92
AV

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

F A C S I M I L E
33-1-40659405

OUTGOING ED/FAX/ 2079 DATE : 4 March 1992

TO : Mr. John Lawrence, UNDP FAX : 1-212-9065365
: Mr. Aklilu Habte, UNICEF : 1-212-3267111
: Mr. Adriaan Verspoor, World Bank : 1-202-4770142

FROM : Michael Lakin, Executive Secretary, EFA Forum

TOTAL NUMBER OF PAGES TRANSMITTED INCLUDING THIS PAGE: 3

If there are problems receiving this transmission, please telephone UNESCO
Paris : 33-1-45680889 or 90.

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Draft

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Federico Mayor, Director-General, UNESCO
James P. Grant, Executive Director, UNICEF
Lewis T. Preston, President, World Bank

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remain committed to the ideal of the organization and their respective goals of education
Please be assured that we personally, and our agency staff at country and international levels, stand ready to provide and facilitate technical, intellectual and financial co-operation in support of your efforts to achieve Education for All, the concern of us all.

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Lewis T. Preston
President
World Bank

Federico Mayor
Director-General
UNESCO

William H. Draper
Administrator
UNDP

James P. Grant
Executive Secretary
UNICEF

the
World
Declaration

THE WORLD BANK/IFC/M.I.G.A.
Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 473-3279 // Fax Tel. No. (202) 477-0142 // Telex No. RCA 248423

FACSIMILE COVER SHEET AND MESSAGE

Shelton
18011
2-84

RECEIVED
EXT 16

32 MAR 24 AM 8 50

DATE: March 20, 1992 NO. OF PAGES: 3 MESSAGE NO.
TO: Mr. Michael Lakin Fax No.: 9-011-33-1-40659406
(Name)
COMPANY: UNESCO CITY/COUNTRY: Paris, France
FROM: Fax No.: (202)-477-0142
(Name) Adriaan Verspoor, Chief, PHREE
Dept./Div. Name: PHREE Dept/Div. No. 654/10
Room No. S-6029 Telephone: (202) 473-3279
SUBJECT: Draft Letter to be sent to Heads of Government

MESSAGE:

We suggest the penultimate paragraph be modified to read as follows:

Please be assured that we personally remain committed to the goals of the World Declaration and that our organizations and their respective staff at country and international levels, stand ...

Regards.

Transmission authorized by: Marlaine Lockheed, Acting Chief, PHREE

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax number listed above.

1834
Averspoor:sd
lakin.fax:SDCORR07

cc: M/M. Verspoor (o/r), Rajagopalan, Lateef, Shakow, Hassan, Div. Files #8
"UNESCO", and IISC.

RECEIVED
EXIT

THE WORLD BANK/THOMSON I & A
Headquarters: Washington, D.C. 20541
Tel. No. (202) 473-2175 / Fax Tel. No. (202) 473-2176

DATE: January 24, 1992
TO: Mr. Michael Lakin
(Name)
COMPANY: ENBRIG

FROM: Mr. Michael Lakin
(Name)

Dept: Mr. Michael Lakin
Room No. 2-2176

SUBJECT: [Illegible]

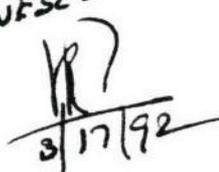
MESSAGE:
We suggest the date of the meeting to be...
Please to contact the...
World Bank...
country and...
Regards,

Transmitted and distributed by...
If you require any further information...
Tel. (202) 473-2176

THE WORLD BANK

ROUTING SLIP		DATE: March 17, 1992
FROM THE VICE PRESIDENT, SECTOR AND OPERATIONS POLICY		
NAME	ROOM NO.	
Mr. A. Verspoor	S6-029	
APPROPRIATE DISPOSITION	NOTE AND RETURN	
APPROVAL	NOTE AND SEND ON	
CLEARANCE	PER OUR CONVERSATION	
COMMENT	PER YOUR REQUEST	
<input checked="" type="checkbox"/> FOR ACTION	PREPARE REPLY	
INFORMATION	RECOMMENDATION	
INITIAL	SIGNATURE	
NOTE AND FILE	URGENT	
REMARKS:		
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FROM: V. Rajagopalan	ROOM NO: S5-055	EXTENSION: 33419

sadsiw50690A

ROUTING SLIP		Date	03/16/92
NAME		ROOM NO.	
Mr. Rajagopalan, OSPVP			
URGENT	<input checked="" type="checkbox"/> For Action/Comment	Per Your Request	
Appropriate Disposition	Information/Discard	Returned	
Approval/Clearance	Note And Return	See My E-Mail	
File	Per Our Conversation	Signature/Initial	
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From	Room No.	Ext	
Adriaan Verspoor	S-6029	33279	

OFFICE MEMORANDUM

DATE: March 4, 1992

TO: Mr. Rajagopalan, Vice President, OSP

THROUGH: Emmanuel Jimenez *ES* Acting Director, PHR

FROM: Adriaan Verspoor, Chief, PHREE *AV*

EXTENSION: 33279

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raj.mem/SDCORR07

cc: Ann Hamilton (o/r).

Mr. Mayas

Pl review and check with
Alex & legal.

VJD
3/5/92



03/02/92
AV

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

F A C S I M I L E
33-1-40659405

OUTGOING ED/FAX/ 2079 DATE : 4 March 1992

TO : Mr. John Lawrence, UNDP FAX : 1-212-9065365
: Mr. Aklilu Habte, UNICEF : 1-212-3267111
: Mr. Adriaan Verspoor, World Bank : 1-202-4770142

FROM : Michael Lakin, Executive Secretary, EFA Forum

TOTAL NUMBER OF PAGES TRANSMITTED INCLUDING THIS PAGE: 3

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UNDP

James P. Grant
Executive Secretary
UNICEF

the
World
Declarat

ROUTING SLIP		Date	
		March 6, 1992	
<div style="text-align: center;"> SL </div> NAME		ROOM NO.	
Mr. Alexander Shakow, EXTDR		T 8-011	
Mr. Louis Forget, LEGAD		E 7-043	
URGENT	For Action/Comment	Per Your Request	
Appropriate Disposition	Information/Discard	Returned	
Approval/Clearance	Note And Return	See My E-Mail	
File	Per Our Conversation	Signature/Initial	
RE: Draft joint letter to be sent to heads of government.			
REMARKS <p>The attached is for your clearance.</p> <p>Thank you.</p> <p><i>3/9</i> <i>SL - to give clearance to Verspoor!</i></p> <p style="text-align: right; font-size: 2em;"><i>S</i></p>			
From		Room No.	Ext.
A. Verspoor, PHREE		S6-029	33279

OFFICE MEMORANDUM

DATE: March 4, 1992

TO: Mr. Rajagopalan, Vice President, OSP

THROUGH: Emmanuel Jimenez *EW* Acting Director, PHR

FROM: Adriaan Verspoor, Chief, PHREE *AV*

EXTENSION: 33279

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raj.mem/SDCORR07

cc: Ann Hamilton (o/r).

Mr. Mayas

*Pl. review and check with
Alex & legal.*

MD
3/5/92



INTERNATIONAL CONSULTATIVE FORUM ON EDUCATION FOR ALL

FORUM CONSULTATIF INTERNATIONAL SUR L'EDUCATION POUR TOUS

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

03/02/92
AV

F A C S I M I L E

33-1-40659405

OUTGOING ED/FAX/ 2079

DATE : 4 March 1992

TO : Mr. John Lawrence, UNDP FAX : 1-212-9065365
: Mr. Aklilu Habte, UNICEF : 1-212-3267111
: Mr. Adriaan Verspoor, World Bank : 1-202-4770142

FROM : Michael Lakin, Executive Secretary, EFA Forum

TOTAL NUMBER OF PAGES TRANSMITTED INCLUDING THIS PAGE: 3

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Draft

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Director-General
UNESCO

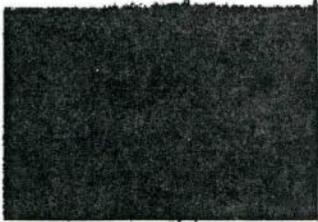
William H. Draper
Administrator
UNDP

James P. Grant
Executive Secretary
UNICEF

-- 2W

ROUTING SLIP		Date
		MARCH 13, 1992
NAME		ROOM NO.
MR. VERSPOOR'S SECRETARY		S-6-029
URGENT	For Action/Comment	<input checked="" type="checkbox"/> Per Your Request
Appropriate Disposition	Information/Discard	Returned
Approval/Clearance	Note And Return	See My E-Mail
File	<input checked="" type="checkbox"/> Per Our Conversation	Signature/Initial
RE:		
DRAFT JOINT LETTER TO HEADS OF		
REMARKS GOVERNMENTS		
ATTACHED IS ABOVE DRAFT CLEARED BY MR. LATEEF.		
From	Room No.	Ext.
SONIA BENAVIDES	T-8-101	31776

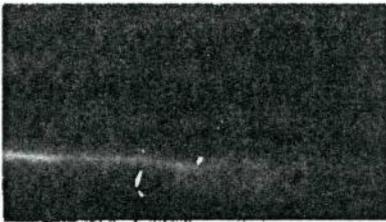
For Mr Lateef



ROUTING SLIP		Date												
		March 6, 1992												
NAME	ROOM NO.													
Mr. Alexander Shakow, EXTDR	T 8-011													
Mr. Louis Forget, LEGAD	E 7-043													
<table border="1"> <tr> <td>URGENT</td> <td>For Action/Comment</td> <td>Per Your Request</td> </tr> <tr> <td>Appropriate Disposition</td> <td>Information/Discard</td> <td>Returned</td> </tr> <tr> <td>Approval/Clearance</td> <td>Note And Return</td> <td>See My E-Mail</td> </tr> <tr> <td>File</td> <td>Per Our Conversation</td> <td>Signature/Initial</td> </tr> </table>			URGENT	For Action/Comment	Per Your Request	Appropriate Disposition	Information/Discard	Returned	Approval/Clearance	Note And Return	See My E-Mail	File	Per Our Conversation	Signature/Initial
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RE: Draft joint letter to be sent to heads of government.														
REMARKS <p>The attached is for your clearance.</p> <p>Thank you.</p>														
From	Room No.	Ext.												
A. Verspoor, PHREE	S6-029	33279												

Copy
Lisa
Wood
Fax 6057

SL:
This seems
ok. I have
nothing to add.
3/12
U.S.



Sam
Call in
Say is okay
Done 3/13

Draft

Letter to heads of government to be signed jointly by

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Federico Mayor, Director-General, UNESCO
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UNICEF

OFFICE MEMORANDUM

DATE: March 4, 1992

TO: Mr. Rajagopalan, Vice President, OSP

THROUGH: Emmanuel Jimenez *EW* Acting Director, PHRFROM: Adriaan Verspoor, Chief, PHREE *AV*

EXTENSION: 33279

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Mr. Mayas

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Alex & Legal.

MD
3/5/92



FORUM CONSULTATIF INTERNATIONAL SUR L'ÉDUCATION POUR TOUS

03/02/92
AV

CONVENORS
UNDP
UNESCO
UNICEF
WORLD BANK

F A C S I M I L E

33-1-40659405

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TO : Mr. John Lawrence, UNDP FAX : 1-212-9065365
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The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

February 24, 1992

unESCO
Jell: 66
(JH-550)
(JA-550) dw

Dear Mr. Power:

Mr. Preston has asked me to thank you for your letter of January 15 with the enclosed report on the Workshop on Women and Literacy (Opportunities for Inter-Agency Co-operation) which was held in September 1991.

Educating girls and women indeed deserves to be a focal point for continued support and collaboration among donors. Its strong links to other national development goals are well-known. Our project experience suggests that inter-agency collaboration is most effective when it happens at the country level. We are currently supporting several education projects which include specific interventions for increasing female education and literacy, and which involve close cooperation with several bilateral and UN agencies. Among these are ongoing projects in Bangladesh, Bhutan, Burkina Faso, the Gambia, Guinea, Morocco, Pakistan, and Somalia.

The Bank is ready to explore a wider scope for further inter-agency collaboration to promote female education and literacy. We will circulate the report you sent us to our project staff in the region and look forward to cooperating with you on this meaningful endeavor.

Sincerely yours,

ALEXANDER SHAKOW
Alexander Shakow
Director
External Affairs

Mr. Colin Power
Assistant Director-General for Education
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy, 75700 Paris
1, rue Miollis, 75015 Paris
FRANCE

cc and cleared with Mr. Adriaan Verspoor, PHREE
cc: Messrs./Mmes. Preston (EXC); Hamilton (PHRDR); King (PHREE); Herz (PHRWD);
Lateef (EXTIE); Peters (EXTDR)

EXTIE Log No. 920131-JLACH

EK/LW:lmw

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Friday, 31-Jan-1992

Item No : 920131-JLACH,[EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Colin N. Power
Original Recipient : Itp
Document Date : 15-Jan-1992

SUBJECT : Inv. for WB to participate in the International Workshop on
Women and Literacy, Hamburg, Germany

ACTION Requested:

	<u>Due Date</u>
<input checked="" type="checkbox"/> Please handle	11-Feb-1992
<input type="checkbox"/> For Information	
<input type="checkbox"/> Review & Recommend	
<input type="checkbox"/> Prepare Response for _____ Signature	
<input type="checkbox"/> Approval/Signature	
<input type="checkbox"/> Forwarding To _____	
<input type="checkbox"/> Discuss With _____	
<input type="checkbox"/> OTHER _____	

REMARKS:

cc: Mr. Preston, EXC
D. Peters, EXTDR
L. Wood (with copy of routing sheet)

SL

RECEIVED
EXTIE

WORLD BANK OFFICE TRACKING SYSTEM
OFFICE OF THE PRESIDENT
Routing and Action Transmittal Sheet

'92 JAN 30 PM 3 37

TO: Mr. Shakow (T-8011) DATE: 1/28/92

SUBJECT:

Document From: Mr. Power
To: LP
Dated: 1/15/92

Reference No.: EXC920128004

Topic: Invit. to World Bank to participate in Int'l Workshop on Women and Literacy.

ACTION INSTRUCTIONS:

DUE DATE:

- HANDLE
- REVIEW AND RECOMMEND
- FOR YOUR INFORMATION
- DISCUSS WITH _____
- AS WE DISCUSSED
- PREPARE RESPONSE FOR _____ SIGNATURE
- FOR YOUR FILES
- RETURN TO _____
- XXX OTHER: HANDLE

2/11/92

Remarks: Please provide Mr. Preston with copy of response

cc D. PETERS, EXTAR

1130
JP

THE WORLD BANK/IFC/M.I.G.A.

ROUTING SLIP		DATE: February 14, 1992	
NAME		ROOM NO.	
Mr. Adriaan Verspoor, PHREE		S 6029	
URGENT		PER YOUR REQUEST	
FOR COMMENT		PER OUR CONVERSATION	
FOR ACTION		SEE MY EMAIL	
FOR APPROVAL/CLEARANCE		FOR INFORMATION	
FOR SIGNATURE		LET'S DISCUSS	
NOTE AND CIRCULATE		NOTE AND RETURN	
RE: Workshop on Women and Literacy			
REMARKS:			
<p>Attached, the report from this workshop which was held in December 1991.</p> <p>Grateful if you could comment on the attached so that we may respond to UNESCO accordingly.</p> <p>Many thanks.</p>			
FROM: Lisa Wood		ROOM NO.: T 8111	EXTENSION: 31778

Comments EK

*02/18
to Beth
for action*



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

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270602 Paris

référence :

ED/BAS/LIT/92/KC/fbd

1/27/92
15 January 1992

Dear Mr Preston,

With reference to the Director-General's letter of 2 October 1991 inviting your Organization to participate in the International Workshop on Women and Literacy to examine new opportunities for inter-agency collaboration, please find attached the workshop report.

I should particularly like to draw your attention to the proposals for inter-agency co-operation contained in Chapter 5, page 8 of the report, as well as to the Recommendations concerning the follow-up of these proposals. I sincerely hope that your Organization will be able to participate actively in these inter-agency activities which are designed to promote, as a matter of utmost urgency, literacy for girls and women as recommended by the World Conference on Education for All.

A number of projects and activities have been proposed in the report. Therefore, I should appreciate receiving your Organization's suggestions or contributions on these proposals in order that we may implement them as soon as possible.

Thanking you in advance for your co-operation, I remain,

Yours faithfully,

A handwritten signature in dark ink, appearing to read "Colin N. Power".

Colin N. Power
Assistant Director-General
for Education

Mr Lewis Preston
President
The World Bank
1818H Street, N.W.
Washington DC 20433
USA

**Workshop on
Women and Literacy
(Opportunities for Inter-Agency Co-operation)**

**16.12.91 - 19.12.91
Hamburg**

REPORT

I. Background

Since the World Conference on Education for All, literacy for girls and women has become a major concern of all UN Agencies, many of which have developed activities in this field.

This issue was the main subject of an inter-agency seminar on Women's Challenge to Adult Basic Education organized by UNESCO at the UNESCO Institute for Education in Hamburg in January 1991. The participants of the seminar have underlined that, if significant changes in the status and conditions of women are to occur, an acceptable level of basic learning has to be achieved and further developed. To be significant, such learning should be flexible and related to the real aspirations of women. Because of their multidimensional character, literacy programmes should be related to health, agriculture, work, environment, education and culture and to the economic development, in view of promoting human rights. The necessity to strengthen collaboration between UN agencies with regard to efforts to develop specific programmes on designing and implementing literacy projects for girls and women, was emphasized.

It is in this context that a second inter-agency workshop on women and literacy was jointly organized by the UNESCO Adult Education and Literacy Section and the UNESCO Institute for Education. The meeting was attended by the following agencies: ILO, UNIFEM/UNDP, UNHCR, WHO, UNESCO and its three regional offices (BREDA, PROAP, UNEDBAS), as well as UIE which hosted the workshop. Unable to attend, UNICEF was in constant contact with the participants.

II. Objectives of the meeting

1. To explore possibilities for an UN inter-agency co-operation in promoting literacy for women.
2. To examine UN inter-agency project proposals and initiatives for further consideration by the different UN organizations and donors.

III. Main Issues

1. Three basic components of literacy for women:
 - acquisition of literacy skills
 - acquisition of basic skills related to the improvement of the economic situation of women
 - empowerment, self-reliance of women.
2. Necessity for appropriate methodologies and specific learning/teaching materials for women.
3. Relation between literacy and local culture; the issue of training women in their mother tongue or in national languages.
4. Active participation of women concerned at all decision making phases (identification, formulation, implementation, monitoring and evaluation) of literacy programmes and projects for women and in particular in policy making.
5. Need for a multisectorial approach to literacy programmes for women (health, agriculture, work, environment, education, culture, economic development).
6. Need for indicators and statistics reflecting gender disparities.
7. Need for gender sensitive resource persons combining expertise in literacy and/or basic functional skills.
8. Necessity to design literacy projects addressed to specific target groups: refugees, women in trade unions and other workers' organizations, women as heads of households, nomadic groups etc.
9. Need to apply religious interpretations that support the education of women.
10. Need to strengthen NGO and grass-root initiatives for women's education.
11. Link between women's literacy and girls' education.
12. Importance of advocacy work in and between agencies, as well as with governments, regarding the three basic components of literacy for women and notably empowerment.

IV. Possibilities for inter-agency cooperation

ILO: a) Workers' Education Programme

ILO would be willing to consider and develop inter-agency technical cooperation project proposals which would promote any of its major programmes.

During the meeting of the ILO Panel of Consultants on Workers' Education held in Geneva (23-27 September 1991), UNESCO and FAO expressed interest in such cooperation. Within the Workers' Education Programme, rural workers and women workers are among the first priorities. No doubt its mandate of "strengthening trade union organizations" and "developing socio-economic ventures" would provide scope for an inter-agency approach in addressing the needs of the particular target group of rural women workers.

While the Workers' Education Programme is aware of the educational needs of illiterate rural women workers and proposes to develop teaching materials adapted to their needs, it recognizes that it would be well-advised to make some provisions for functional literacy training in workers' education projects.

Such literacy efforts might be integrated into the overall development effort, whether it is health and safety promotion, organizing skills or income-generating activities. The ILO Workers' Education Programme has acquired some experience in this area and would be willing to give close consideration to an inter-agency proposal with a similar objective.

b) Training Department, Enterprise Department

The ILO Training Department and the Enterprise Management Department have many accomplishments which are fully relevant to the concept of "Education for all". As far as women are concerned, ILO can focus on the following activities:

1. Most technical cooperation projects of gainful employment for rural women have components called "basic life skills" or "awareness creation" which include, e.g.: general understanding of development, understanding of the support women

can get from government agencies (what are the doors to knock at and the procedures and tricks to know), acquisition of communication and leadership techniques, group dynamics, how to conduct and record meetings, literacy and numeracy. For instance, project EGY 86/01/DAN "Training rural women for income generation and basic life skills" has trained 257 village women in functional literacy in the first half of 1990. Health (first aid), nutrition, home economics, childcare and family welfare are part of "basic life skills", some aspects of environment also. Basic business course (how to cost, how to keep books, how to manage revolving loans, etc...) go along with numeracy skills.

2. The GMT methodology (Grassroot management training) specifically designed for women entrepreneurs of the urban informal sector with low level of literacy (relying primarily on drawings and theatre) does not only convey business technical knowledge and know-how but also messages aiming at self-assertiveness and awareness of the context and of the roles of women in their environment. It strongly motivates participants to complement their fresh management skills with literacy and numeracy courses.
3. Our cooperative branch is fully competent to help women to organize groups into pre-cooperatives and cooperatives and to manage them.
4. ILO is pursuing actively the issue of workers in the informal sector and the issue of women workers in this sector needs to be addressed in terms of literacy and income-generation.

UNDP: UNDP is focusing its resources at the country level, particularly in less developed countries, and closely with its development partners, to bring the world closer to realization of the Jomtien goals. Increasingly, UNDP is being asked to assist in the coordination of the multiple Jomtien follow-up activities in the field, both within the broader conceptual framework of human development, and also in relation to its multisectoral role and development policy association with key government ministries at

the national level.

In line with the Jomtien Declaration and Framework for Action, UNDP's support to country level efforts can be classified in three general categories:

- a) Ongoing support to country level EFA activities i.e. EFA national conferences, seminars and workshops (e.g. Brazil, Cambodia, Swaziland, Indonesia and Turkey) as well as EFA task forces and committees to assess needs and prepare specific proposals (e.g. Lesotho, Sri Lanka, Maldives and Jamaica).
- b) Mainstreaming EFA into Country Programmes (CP) for the UNDP Fifth Cycle i.e. as a result of ongoing consultations with governments and through the programme preparation exercise (Country Advisory Notes; Fifth Cycle Country Programmes), UNDP is assisting governments in identifying basic learning needs priorities within their overall country programmes.
- c) Regional, inter-regional and special priority programmes for EFA in several areas, such as refugees, women and girls education, involvement of NGOs and community participation in basic education, non-formal and skills-oriented approaches to community-based education and training, early childhood education, inter-country migration and human resources development, environmental and basic science and technology education, and educational methodology and assessment.

UNHCR:

UNHCR responds to refugee emergencies on the invitation of countries hosting refugees. In such situations, the major focus of the agency, together with its partners, is on life-sustaining activities. Therefore, the allocation of resources is largely to these activities until the emergency situation stabilises. Education and other social services are only tackled seriously in the post-emergency period when the project moves into the care and maintenance phase.

UNHCR's major focus in education programmes is on basic education, especially primary education. This level of education is provided to as many refugee children as possible in all refugee situations. The opportunity for the children to study is provided in refugee locations where large

populations are settled in camps or settlements. Secondary and tertiary level education is made available to refugee children normally through their integration in the national system of the host country.

UNHCR encourages both boys and girls to attend the basic education institutions that it sets up in refugee locations. Most of the refugee schools experience quite high drop-out rates, especially of girls, quite early in the programme. The reasons for this are many and varied.

Women's literacy questions are handled through the non-formal skills training programmes that UNHCR runs either in conjunction with line ministries of the host government or with NGOs. Participation levels in such programmes are quite high although drop-out levels which are equally high are also experienced. UNHCR is encouraging all its partners who run skills training projects to include in these a functional literacy and numeracy component. This is working well in some areas, while in others more needs to be done.

Inter-agency co-operation and collaboration in education programmes, both formal and non-formal, is assured through a joint UN/NGO Working Group on Refugee Education. The aid of the Group is largely to pool both human and material resources in order to maximize coverage and impact of the efforts aimed at providing basic education and skills training opportunities to refugees.

The question of gender consciousness is being actively tackled by UNHCR through a series of measures. These include the institutionalising of the position of Co-ordinator for Women and Children in UNHCR. At present a Senior Co-ordinator for Women and Children is operational in the executive office (the High Commissioner's Office) a Project Officer for Women and Children is operational in the Programme and Technical Support Section at Head Quarters. In the field, at least, two such positions exist and are filled in the large refugee programme, i.e., in Malawi and in Ethiopia. Fairly soon, all Regional Bureaux at Headquarters and Field Offices will be required to designate a focal person who will ensure that all UNHCR planning incorporates special concerns for women and children who form the majority of

the world's refugees. With these measures, the issue of women's and girl's literacy will, hopefully, receive the due attention it deserves.

UNIFEM:

UNIFEM's programme of direct support to women focuses on the economically productive activities of women mainly in the agriculture and trade and industry sectors. Traditionally, women in the developing world are responsible for food production and therefore require technology to help reduce the burden of their labour and access to agriculture inputs. The economic crisis has forced many women to gain their livelihood in the informal sector where also their access to credit and assets for production are limited.

UNIFEM's interest in women and literacy rests in the potential literacy has for the empowerment of women. Womens ability to read the word and the world will strengthen their possibilities of making informed choices about their involvement and integration in society. Effective advocacy for WID will be sustainable when women in countries are able to do their own advocacy. UNIFEM has had some favourable experiences with literacy components in its projects and views all of its work as part of the efforts of the UN family for the education of women.

Inter-agency collaboration is an important strategy that a small fund such as UNIFEM uses in order to fulfill its mandate. UNIFEM is well placed to assist with advocacy for literacy and acquisition of post-literacy skills related to improving the economic conditions of women.

WHO:

WHO would be willing to cooperate in literacy programmes with emphasis on promoting basic life-skills, including healthy lifestyles.

A priority area in WHO is the work with organized groups (trade unions, youth and women groups, street children) and to integrate health in the on-going educational literacy programmes. With regard to women and literacy, the specific conditions which influence the health of women need to be studied for designing health education components of the women-literacy packages. Similar health education/promotion modules

and teaching/learning materials could be developed with WHO expertise for "workers' education" programmes. Another area with much potential for WHO collaboration is the inclusion of health in the literacy and education programmes with "refugee" populations. Health issues of "street children" (e.g. adolescent pregnancies and prostitution) also require special consideration as part of the out-of-school education programmes.

WHO would be an active partner in encouraging and strengthening projects with related UN agencies, comprehensive, skill-based literacy programmes. Possible areas of interagency collaboration could be considered and jointly worked out; WHO would actively collaborate in such joint endeavours.

- UNESCO:**
- To pursue the initiative taken since the beginning of 1991, to reinforce an inter-agency collaboration.
 - To participate in project identification and preparation missions.
 - In collaboration with UIE, to put its different networks at the disposal of the agencies.
 - To provide technical expertise when necessary.
 - To provide research and documentation available on this subject, in collaboration with UIE
 - To facilitate contacts with member states, in order to develop proposals for inter-agency projects through the four regional offices: BREDA, OREALC, PROAP, UNEDBAS.

V. Inter-agency project proposals and initiatives

The participants suggest seven opportunities or possibilities for inter-agency demonstration projects to be considered by the UN organizations:

- key persons in the region*
1. Develop an inventory of gender sensitive resource persons combining expertise in literacy and/or basic functional skills, and create and facilitate networking among them.

2. Improve the existing statistical data and indicators related to gender issues, in order to reveal more accurately the disparities between sexes. Strengthen the collaboration between agencies in the development and monitoring of such indicators.) ok
3. Implement literacy projects for organized rural women workers (e.g. plantations or textile industries) in a chosen country.
4. Project on literacy for women refugees in Ethiopia (Somali women) focusing on the acquisition of basic survival skills.
5. Project in Tunisia:
Establishment of a multi-purpose training programme addressed to women as literacy workers in rural areas. In-service training activities for extension workers in the areas of health, agriculture, family planning, nutrition, environment, child-care etc. will be included.
6. Project in Viet Nam:
Literacy project for rural women in Viet Nam promoting their productive role in development and enhancing their self-reliance.
7. Project to develop/identify guidelines on how to treat gender issues in programmes and activities, to be used in all agency supported programmes, whether these are specially aimed at women or otherwise.
8. Other projects have been proposed for further consideration by the different agencies:
 - a) Sudan: project to promote women literacy through media.
 - b) Senegal (Matam): project on functional and civic education for young girls and women.

VI. Recommendations:

a) to all UN agencies:

The participants have unanimously emphasized the necessity to strengthen and diversify inter-agency cooperation in promoting literacy for girls and women.

To this effect, they recommend:

1. to develop this cooperation through concrete demonstration projects and initiatives
2. to maintain and develop advocacy activities in order to draw the attention towards the most urgent priority of education for girls and women as expressed by the WCEFA
3. to improve communication and coordination between the departments and services in the different agencies concerned with education for girls and women

b) Specific recommendations

To ILO:

- to explore ways to follow-up the 1986 resolution on workers access to education to enhance the accessibility of women workers to literacy programmes

To UNDP:

- to pay due attention, in national capacity building and in the development of national programmes, to the priority of women in literacy

To UIE or other research institutes:

- to develop an internal reporting and evaluation mechanism, so as to make the projects more responsive to the needs of girls and women and to use them for possible demonstration purposes
- to undertake participatory research in relation to women literacy initiatives and to contribute to the development of learning/teaching methodologies in order to promote women self-reliance

VII. Follow-up

The participants recommend:

1. Inventory and networking

- a) to mobilize during the following months the necessary resources needed to start activities concerning the inventory and the network in collaboration with the UNESCO Literacy Exchange Network at UIE as well as with UNIFEM and other agencies interested

- b) to organize mutual training workshops for the participants of this network

2. Statistical data

- UNESCO, UNDP, UNIFEM, ILO and other UN agencies to consider the use of more revealing indicators of gender issues in relation to education

3. Rural women workers

- that UNESCO initiates in collaboration with ILO a mission to identify and prepare an inter-agency project on literacy for rural women workers organized either in trade unions or other workers organizations

4. Refugees

- that UNHCR initiates in collaboration with UNESCO and other agencies a mission in Ethiopia in order to prepare an inter-agency demonstration project on literacy for women refugees

5. Tunisia

- that UNEDBAS:
 - a) finalizes the proposal for an inter-agency project on a multipurpose training programme in collaboration with the national authorities and the UNDP residential representatives
 - b) contacts different international agencies in order to reinforce the collaborative character of this project
 - c) in collaboration with the UN agencies proceeds to the mobilization of funds

6. Vietnam

- that PROAP :
 - a) finalizes the project proposal for literacy for rural women in collaboration with the national authorities and the UNDP residential representatives and contacts agencies in order to introduce the inter-sectorial character of the project
 - b) in collaboration with the different UN agencies proceeds to the mobilization of funds

7. Guidelines:

- to mobilize necessary resources to start activities related to the preparation of guidelines on gender issues (identification and analysis of proposals for the different items to state in the guidelines)

It is proposed that a follow-up meeting of this conference is to be held in the latter part of 1993 with all those involved in the implementation of the proposed demonstration projects, in order:

- a) to assess the development of the different projects
- b) to consider the implications of the results of these projects for future policies
- c) to reinforce the inter-agency character of each project
- d) to explore further possibilities of financing the projects with funding agencies and donors
- e) to examine means and ways to disseminate the approach and impact of these projects for demonstration purposes.

**Workshop on
Women and Literacy**

Hamburg, 16-19 December, 1991

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../. ..

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Mr Peter James Sutton
Ms Christiana Winter

Director
Head Librarian
Consultant
Research Specialist
Research Assistant
Senior Research Specialist
Head of Publications Unit
Research Assistant

December 1991
Annex B

**Workshop on
Women and Literacy**

Hamburg, 16-19 December 1991

Daily Schedule

Sessions:

Morning Session:	09.00 - 12.30
Coffee Break:	10.30 - 11.00
Afternoon Session:	14.00 - 18.00
Coffee Break:	15.30 - 16.00

Monday 16.12.91

Morning Session:

Opening:

- Welcome
- Objectives of the seminar
- Presentation of the participants

First Session: Follow-up of the January 1991 meeting.
Krystyna Chlebowska, Paul Bélanger

Afternoon Session:

Second Session: Review of the on-going activities and programmes on literacy for women in the different UN agencies: ILO, UNDP, Unesco and its regional offices (BREDA, PROAP, UNEDBAS), UNHCR, UNIFEM, WHO

18.30 Reception at the UIE

Tuesday 17.12.91

Morning Session:

Third Session: Proposals for an inter-agency project in Viet Nam. Namtip Aksornkool

Afternoon Session:

Comments on possible contributions to this project, taking into account specific experiences and mandates of the different agencies.

Wednesday 18.12.91

Morning Session:

Forth Session: Proposals for two inter-agency projects in the Arab States: Sudan and Tunisia.
A W Yousif

Comments on possible contributions of the different agencies to these projects, taking into account their specific experiences and mandates.

Afternoon Session:

Fifth Session: Proposal for an inter-agency project in Senegal. Tai Afrik

Comments on possible contributions of the different agencies to this project, taking into account their specific experiences and mandates.

Thursday 19.12.91

Morning Session:

Sixth Session: Discussion on possible projects and follow-up activities. Adoption of the report and its recommendations.

The World Bank/IFC/MIGA
OFFICE MEMORANDUM

DATE: February 20, 1992 11:09am

TO: Lisa Wood (LISA WOOD)

FROM: Elizabeth King, PHREE (ELIZABETH KING)

EXT.: 33289

SUBJECT: Request for M. McDonald

I I sent an em message to Ms. McDonald responding to your request for comments on Mr. Colin Power's (UNESCO) letter to Mr. Preston. Please see attached.

I also sent the letter and attachment back to you this morning. Please let me know if I can be of further help.

CC: Institutional ISC Files (INSTITUTIONAL ISC FILES)

The World Bank/IFC/MIGA
OFFICE MEMORANDUM

DATE: February 19, 1992 05:36pm EST

TO: Maureen McDonald (MAUREEN M. MCDONALD)

FROM: Elizabeth King, PHREE (ELIZABETH KING)

EXT.: 33289

SUBJECT: Comments on UNESCO letter and report

Adriaan Verspoor asked me to comment on Colin Power's letter to Mr. Preston and the UNESCO report on the Workshop on Women and Literacy. The response by Mr. Preston might say the following:

Educating girls and women indeed deserves to be a focal point for continued support and collaboration among donors. Its strong links to other national development goals are well-known. Our project experience suggests that inter-agency collaboration is most effective when it happens at the country level. We are currently supporting several education projects which include specific interventions for increasing female education and literacy, and which involve close cooperation with several bilateral and UN agencies. Among these are ongoing projects in Bangladesh, Bhutan, Burkina Faso, the Gambia, Guinea, Morocco, Pakistan, and Somalia.

The Bank is ready to explore a wider scope for further inter-agency collaboration to promote female education and literacy. We will circulate the report you sent us to our project staff in the region.

CC: Adriaan Verspoor (ADRIAAN VERSPOOR)
CC: Ann Hamilton (ANN HAMILTON)
CC: Institutional ISC Files (INSTITUTIONAL ISC FILES)

96-UN
c/ Mr. ECOSOC

A L L - I N - 1 N O T E

DATE: 17-Feb-1992 10:05am

TO: See Distribution Below

FROM: Alexander Shakow, EXTDR (ALEXANDER SHAKOW)

EXT.: 31828

SUBJECT: UN Alert - ECOSOC

FYI

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The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: February 14, 1992 06:18pm EST

TO: Alexander Shakow (ALEXANDER SHAKOW)

FROM: Wadi Haddad, EXTNY (WADI HADDAD)

EXT.: 72265

SUBJECT: UN/ALERT 92/10: ECOSOC AGENDA FOR 1992

The GA passed a resolution last year that restructured the Economic and Social Council (ECOSOC) and streamlined its methods of operations. Consequently, ECOSOC, which used to hold two month-long sessions each year, one in New York and the other in Geneva, will now meet only once a year.

Moreover, in order to provide a better format for constructive dialogue, the annual session is now divided into four segments:

I. High-level segment - 3 days - at the ministerial level devoted to a policy dialogue on a selected topic.

II. Coordination segment - 4-5 days devoted to the coordination of the policies of the specialized agencies, organs, organizations and bodies of the UN system.

III. Operational segment - 2-3 days - devoted to discussion on the follow-up of policy recommendations and decisions of the GA and on the coordination of operational activities on a system-wide basis.

IV. Committees segment - devoted to the consideration of specific economic, social and related issue - including their programme implications - in two separate committees (Economic and Social) meeting simultaneously.

An organizational meeting of ECOSOC took place on 4-7 February 1992. After a long debate in informal sessions, the following agenda and format were agreed upon for the next meeting of ECOSOC, which will take place in New York from June 29 to July 31, 1992.

I. The high-level segment will be devoted to the consideration of the following theme: 'Enhancing international cooperation for development: the role of the United Nations system'.

This segment also includes a one-day policy dialogue and discussion on important developments in the world economy and international economic cooperation with heads of multilateral financial and trade institutions of the United Nations system

(i.e. the Bank, IMF and GATT).

We need to coordinate our participation to this segment with the other two institutions and with the ECOSOC Bureau, which is not yet ready to do so.

II. The coordination segment will be devoted to two themes:

(a) Assistance in the eradication of poverty and support to the vulnerable groups, including during the implementation of structural adjustment programmes.

(b) Prevention and control of AIDS and the programmes addressed to the mitigation of its negative socio-economic consequences.

The Secretary General - in his function of Chairman of the ACC - will provide a report containing a system-wide assessment of the status of coordination on the selected themes and his recommendations on how to improve it. The recommendations emerging from the coordination segment will be submitted to the GA and forwarded to the CPC, the ACC and all the other competent organs. The next ECOSOC session will examine progress by the UN system to give effect to these recommendations.

Multilateral financial institutions are expected to participate actively in the coordination segment, making contributions to the dialogue on the agreed themes, as well as reporting on their activities in the areas of poverty and AIDS.

III. The operational activities segment will concentrate on the following theme: 'Technical cooperation among developed countries as a modality in the formulation, preparation, execution and evaluation of the projects implemented by the organs, organizations, bodies, programmes and specialized agencies of the UN in the economic, social and related fields.

The agenda for this segment will also include issues related to:

- International cooperation in the field of informatics
- Revitalization of the Economic and Social Council
- Special economic,, humanitarian and disaster relief assistance.

The GA has not invited explicitly the multilateral financial institutions to actively intervene in the operational activities segment of ECOSOC. However, the Secretariat of ECOSOC would warmly welcome the participation of the Bank in the debate.

IV. As far as the Committees segment is concerned, the Bank in the past has participated in the debates on items such as poverty, social development, advancement of women, science and technology for development, environment, etc. The agenda for the committees segment of ECOSOC 1992, still includes some of these items. Therefore, the Bank should continue to provide a similar input.

CC: Institutional ISC Files

(INSTITUTIONAL ISC FILES)

66 UNESCO (MMID)

A L L - I N - 1 N O T E

DATE: 16-Jan-1992 11:25am

TO: Melhem Salman

(MELHEM SALMAN)

FROM: Maureen McDonald, EXTIE

(MAUREEN M. MCDONALD)

EXT.: 31771

SUBJECT: MINEDARAV V

I have sent you by Special Messenger the announcement we received today postponing this meeting which was due to be held in Cairo from January 25-28 and which you were scheduled to attend. This is just to make sure you received the message.

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Thursday, 16-Jan-1992

Item No : 920116-ITZZU,[EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Federico Mayor
Original Recipient : The President
Document Date : 13-Jan-1992

SUBJECT : MINEDARAB V - Postponement

ACTION Requested:

	<u>Due Date</u>
<input checked="" type="checkbox"/> Please handle	17-Jan-1992
<input type="checkbox"/> For Information	
<input type="checkbox"/> Review & Recommend	
<input type="checkbox"/> Prepare Response for _____ Signature	
<input type="checkbox"/> Approval/Signature	
<input type="checkbox"/> Forwarding To _____	
<input type="checkbox"/> Discuss With _____	
<input type="checkbox"/> OTHER _____	

REMARKS:

cc: L. Wood (with copy of routing sheet)

RECEIVED
EXTIE
 UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
 ORGANISATION DES NATIONS UNIES POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE

'92 JAN 15 AM 1 05

Place de Fontenay, 75700 Paris
 1, rue Miollis, 75015 Paris
 Téléphone: national (1) 45.68.10.00
 int. (33.1) 45.68.10.00
 Télégrammes: UNESCO Paris
 Télex: 204461 Paris
 270602 Paris
 Téléfax: 45.67.16.90

F A C S I M I L E

référence: ED/EPM/EPS/PH/mh/15.6

OUTGOING FAX No.: ED/FAX 0328 PAGE 1 OF 1

DATE: 13 January 1992

 TO: The President
 World Bank FROM: D/a.i., ED/EPM

FAX No.: (202) 477-6391 FAX No.: (33-1) 40-65-94-05

 ADDRESS: World Bank
 1818 H Street, N.W.
 Washington, D.C. 20433
 Etats Unis d'Amérique

TOTAL NUMBER OF TRANSMITTED PAGES INCLUDING THIS PAGE: 1

Subject: MINEDARAB V - Postponement

Att. The President and for info. Mr Melhem Salman, World Bank,
 Population and Human Resources Operations, Room No. H9103.

I wish to inform you that, at the request of the Egyptian
 authorities, it has been decided to postpone: (1) the meeting of the
 Co-ordinating and Advisory Committee of the Regional Programme for
 the Universalization and Renewal of Primary Education and the
 Eradication of Adult Illiteracy in the Arab States (scheduled Cairo,
 21-23 January 1992) and (2) the Conference of Ministers of Education
 and Those Responsible for Economic Planning in the Arab States
 (MINEDARAB V) (scheduled Cairo, 25-28 January 1992). Further
 developments will be communicated to you in due course.

Federico Mayor

66 UNESCO (ammd)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

December 11, 1991

Dear Mr. Marques:

I refer to your letter CII/PIDC/91/404 of November 18 inviting World Bank representation at the 13th Session of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC), to be held in Paris from February 17 to 24, 1992.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative on this occasion.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Luis G. Marques
Assistant Director-General
External Affairs
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

Log No: 911202-QMJYC(EXTIE)

MMcDonald

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Monday, 02-Dec-1991

Item No : 911202-QMJYC, [EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Luis G. Marques, Asst. Director-General
Original Recipient : LTP
Document Date : 18-Nov-1991

SUBJECT : Inv. to attend the 13th session of the Intergovernmental Council of the Int'l Prog. for the Dev. of Comm. (IPDC)

ACTION Requested:

<input checked="" type="checkbox"/>	Please handle		<u>Due Date</u>
<input type="checkbox"/>	For Information		23-Dec-1991
<input type="checkbox"/>	Review & Recommend		
<input type="checkbox"/>	Prepare Response for	_____	Signature
<input type="checkbox"/>	Approval/Signature	_____	
<input type="checkbox"/>	Forwarding To	_____	
<input type="checkbox"/>	Discuss With	_____	
<input type="checkbox"/>	OTHER	_____	

REMARKS:



RECEIVED
EXTIE
'91 DEC 2 PM 4 29

RECEIVED
EXTIE
'91 DEC 2 PM 4 29

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
1, rue Miollis, 75015 Paris

téléphone : national (1) 45.68.10.00
international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
téléc : 204461 Paris
270602 Paris
téléfax : 45.67.16.90

référence : CII/PIDC/91/404

18 NOV. 1991

Sir,

On behalf of the Director-General, I have the honour to inform you that the thirteenth session of the Intergovernmental Council of the International Programme for the Development of Communication (IPDC) will take place at UNESCO Headquarters from 17 to 24 February 1992. The meeting will open at 10.00 a.m. on 17 February in Room II. A copy of the Provisional Agenda is attached.

I sincerely hope that it will be possible for you to accept this invitation and should be grateful if you would let me know at your earliest convenience the name(s) of the person(s) designated to attend.

Yours sincerely,

Luis G. Marqués
Assistant Director-General
for External Relations

Mr Lewis Preston
President
The World Bank
1818 H Street, N.W.
WASHINGTON, D.C. 20433
United States of America

CII-92/CONF.202/1 (Prov) (Rev.)
Paris, 7 November 1991
Original : French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERGOVERNMENTAL COUNCIL OF THE INTERNATIONAL
PROGRAMME FOR THE DEVELOPMENT OF COMMUNICATION

Thirteenth Session

Paris, 17 - 24 February 1992

PROVISIONAL AGENDA

1. Opening of the session by the outgoing Chairman of the IPDC Council
2. Election of the Chairman of the Council
3. Election of the Bureau
4. Adoption of the agenda and organization of the work of the session
5. Report by the outgoing Chairman on the activities of the Bureau since the twelfth session of the Council
6. Report by the Director-General or his representative on the activities of IPDC since the twelfth session of the Council
7. Discussion on IPDC's activities and on the financial situation of the Programme. Announcement of new contributions
8. Examination of new projects submitted to the Council
9. IPDC budget for 1992 and projects approved
10. Date and place of the fourteenth session of the Council
11. Any other business
12. Adoption of the report of the session
13. Closure of the session

WORLDBANK TMSS

ZCZC RDR0703 RDRS1021

WDIAL

.EXTIE

OINFO

-SUBJECT: UNESCO MINEDARAB V

-DRAFTED BY: MMCDONALD

EXT: 31771

-AUTHORIZED BY: AWILLIAMS, ACTING CHIEF, EXTIE

-CC: MESSRS. KEARE AND SALMAN (EM3PH), MS. HUBERT (EM3CO)

B42 204461 =

-UNESCO, PARIS, FRANCE

-ATTN: MARQUES, ADG FOR EXTERNAL RELATIONS

BT

WASHINGTON D.C. 19-NOV-1991

REYURLET ED/EPM/EPS/91/292 OF SEPTEMBER 25 CONCERNING FIFTH
CONFERENCE OF MINISTERS OF EDUCATION AND THOSE RESPONSIBLE FOR
ECONOMIC PLANNING IN ARAB STATES (MINEDARAB V) WHICH IS NOW SCHEDULED
TO TAKE PLACE IN CAIRO FROM JANUARY 25 TO 28. PLEASED TO INFORM YOU
WORLD BANK WILL BE REPRESENTED BY MR. MELHEM SALMAN, POPULATION AND
HUMAN RESOURCES OPERATIONS, EUROPE, MIDDLE EAST AND NORTH AFRICA
COUNTRY DEPARTMENT. GRATEFUL IF RELEVANT DOCUMENTATION COULD BE SENT
DIRECTLY TO MR. SALMAN AT BANK'S HEADQUARTERS IN WASHINGTON DC, ROOM
NO: H9103, TELEPHONE NO: (202) 473-2528, FACSIMILE NO: (202)
477-0036. REGARDS, AUBREY WILLIAMS, ACTING CHIEF, INTERNATIONAL
ECONOMIC RELATIONS DIVISION, EXTERNAL AFFAIRS, INTBAFRAD.

=11191612

IN DROP COPY OF: RDRR

NNNN

The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: November 18, 1991 02:49pm EST

TO: Lisa Wood

(LISA WOOD)

FROM: Elaine Hubert, EM3CO

(ELAINE HUBERT)

EXT.: 32070

SUBJECT: MINEDARAB V

Lisa,

You requested that we let you know whether EM staff will attend the referenced conference, to be held from January 25-28, 1992 in Cairo. EM3PH proposes that Melhem Salman, who will be in Egypt during the conference period, attend. Please contact him directly with any further details. Thanks.

Elaine Hubert

CC: Melhem Salman

(MELHEM SALMAN)

CC: Douglas Keare

(DOUGLAS KEARE)

CC: EMENA ISC Files

(EMENA ISC FILES)

ROUTING SLIP

Date

October 15, 1991

NAME

ROOM NO.

Ms. Hubert

H 10-045

URGENT

For Action/Comment

Per Your Request

Appropriate Disposition

Information/Discard

Returned

Approval/Clearance

Note And Return

See My E-Mail

File

Per Our Conversation

Signature/Initial

RE:

REMARKS

Please advise whether EM staff will attend so that EXT may respond appropriately.

Many thanks.

*Per my EM of 11/18,
Melhem Salman
would att end.
E Hubert
32070
11/18*

From

Lisa Wood

Room No.

T 8105

Ext.

31778

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Friday, 11-Oct-1991

Item No : 911011-RQAWF, [EXTIE]

TO: ==> LISA CORUM, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Luis G. Marques, UNESCO
Original Recipient : ltp
Document Date : 25-Sep-1991

SUBJECT : Inv. to attend MINEDARAB V scheduled to take place in
Cairo, January 25-28, 1992.

ACTION Requested:

Due Date

<input checked="" type="checkbox"/>	Please handle		20-Nov-1991
<input type="checkbox"/>	For Information		
<input type="checkbox"/>	Review & Recommend		
<input type="checkbox"/>	Prepare Response for _____	Signature	
<input type="checkbox"/>	Approval/Signature		
<input type="checkbox"/>	Forwarding To	_____	
<input type="checkbox"/>	Discuss With	_____	
<input type="checkbox"/>	OTHER	_____	

REMARKS:

THE WORLD BANK

ROUTING SLIP		DATE: 6/03/91	
NAME		ROOM NO.	
Mrs. Lisa Pachter/EXTIE		T 8114	
<input type="checkbox"/>	APPROPRIATE DISPOSITION	<input type="checkbox"/>	NOTE AND RETURN
<input type="checkbox"/>	APPROVAL	<input type="checkbox"/>	NOTE AND SEND ON
<input type="checkbox"/>	CLEARANCE	<input type="checkbox"/>	PER OUR CONVERSATION
<input checked="" type="checkbox"/>	COMMENT	<input type="checkbox"/>	PER YOUR REQUEST
<input checked="" type="checkbox"/>	FOR ACTION	<input type="checkbox"/>	PREPARE REPLY
<input type="checkbox"/>	INFORMATION	<input type="checkbox"/>	RECOMMENDATION
<input type="checkbox"/>	INITIAL	<input type="checkbox"/>	SIGNATURE
<input type="checkbox"/>	NOTE AND FILE	<input type="checkbox"/>	URGENT
REMARKS:			
FROM: Beatrice Buyck/EUR		ROOM NO.:	EXTENSION:



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
1, rue Miollis, 75015 Paris

téléphone : national (1) 45.68.10.00
international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
téléx : 204461 Paris
270602 Paris
téléfax : 45.67.16.90

cc: D/BRX/ARB a.i.
D/BPS/C
D/UNEDBAS
UNESCO/Cairo
UNESCO/Geneva
Banque Mondiale/Paris

référence ED/EPM/EPS/91/292

25 September 1991

Dear Dr Preston,

I have the honour to inform you that after consultation with the government of the Arab Republic of Egypt, the Director-General has decided to reconvene the Fifth Conference of Ministers of Education and Those Responsible for Economic Planning in the Arab States (MINEDARAB V). An invitation was already sent to you on 21 May 1990 with the former dates of the Conference.

MINEDARAB V is now scheduled to take place in Cairo, from 25 to 28 January 1992.

Please find enclosed the provisional agenda (ED-92/MINEDARAB/1) and the provisional rules of procedure (ED-92/MINEDARAB/2). The working document as well as the information documents will be forwarded to you in due course.

X I should be grateful if you would inform me before 22 November 1991, of the names, official titles and addresses of the official(s) designated to represent your Organization.

Yours sincerely,

Luis G. Marqués
Assistant Director-General
for External Relations

Dr Lewis Preston
President
World Bank
1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.

2 enclosures

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

FIFTH CONFERENCE OF MINISTERS OF EDUCATION AND
THOSE RESPONSIBLE FOR ECONOMIC PLANNING IN THE ARAB STATES

Cairo, 25-28 January 1992

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 Rapporteur-General of the Conference and the Chairman of the Commission.
5. Adoption of the agenda
6. Organization of the work of the Conference
7. Universalization of education and improvement of its quality and relevance to prepare for the twenty-first century
 - 7.1 Priority action to be taken in the medium and long term, including action in the context of International Literacy Year, the World Decade for Cultural Development and the Framework for Action to Meet Basic Learning Needs adopted by the World Conference on Education for All:
 - (i) Development of education in the Arab region since MINEDARAB IV (Abu Dhabi, 1977) and its future prospects
 - (ii) Universalization and renewal of basic education and eradication of illiteracy
 - (iii) Provision of educational opportunities for special and disadvantaged groups
 - (iv) Role of higher and post-secondary education in the development and renewal of basic education and literacy programmes
 - 7.2 Priorities for subregional, regional, interregional and international co-operation
8. Adoption of the recommendations and the final report
9. Closing of the Conference

Distribution: limited

ED-92/MINEDARAB/2
PARIS, 23 September 1991
Original: English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

FIFTH CONFERENCE OF MINISTERS OF EDUCATION AND
THOSE RESPONSIBLE FOR ECONOMIC PLANNING IN THE ARAB STATES

Cairo, 25-28 January 1992

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).

I. PARTICIPATION

Rule 1 - Chief participants

The governments of the Member States of UNESCO invited in accordance with decision 7.1.1 adopted by the Executive Board of UNESCO at its 133rd session shall be entitled to take part in the Conference with the right to vote.

Rule 2 - Representatives and observers

- 2.1 Member States of UNESCO other than those referred to in Rule 1 and the Associate Members may be represented by observers.
- 2.2 The Holy See and Palestine may be represented by observers.
- 2.3 The United Nations and other organizations of the United Nations system with which UNESCO has concluded mutual representation agreements may send representatives.
- 2.4 Intergovernmental and non-governmental organizations, institutions and foundations invited by decision of the Executive Board may send observers.
- 2.5 The representatives and observers mentioned in Rules 2.1 and 2.4 may participate in the work of the Conference, without the right to vote and subject to Rule 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 - Organization of work

- 4.1 The Conference shall conduct its work in plenary meetings and in one commission.
- 4.2 In addition, the Conference may set up a drafting committee subject to the availability of technical facilities. The drafting committee shall be chaired by the Rapporteur-General.

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 Chairman of the subsidiary body established in accordance with Rule 4.1.
- 5.2 The Steering Committee shall be responsible for co-ordinating the work of the Conference and its subsidiary bodies, for fixing the dates, hours and order of business of meetings, and in general for assisting the President in the performance of his or her duties.

III. CONDUCT OF BUSINESS

Rule 6 - Duties of the President

- 6.1 In addition to exercising the powers which are conferred upon him or her elsewhere in the present Rules, the President shall open and close each plenary meeting of the Conference. He or she shall direct the discussions, ensure observance of these Rules, accord the right to speak, put questions to the vote and announce the decisions. He or she shall rule on points of order and, subject to the present Rules, shall control the proceedings and maintain order. He or she shall not vote, but may instruct another member of his or her delegation to vote in his or her place.
- 6.2 If the President is absent during a meeting or any part thereof, the Chair 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-Chairmen of subsidiary bodies of the Conference shall exercise the same powers with respect to the organs over which they preside.

Rule 7 - Publicity of meetings

All plenary meetings of the Conference and meetings of its subsidiary bodies shall be held in public unless the Conference or the subsidiary body concerned decides otherwise.

Rule 8 - Quorum

- 8.1 At plenary meetings a quorum shall consist of a majority of the governments referred to in Rule 1 which are represented at the Conference.
- 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 subsidiary body in question.

- 8.3 If after five minutes' adjournment, there be still no quorum as defined above, the presiding officer may request the agreement of all the delegations referred to in Rule 1 actually present temporarily to waive the provisions of Rule 8.1 or 8.2, as appropriate.

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 mentioned 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, on which the presiding officer shall immediately give a ruling.
- 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 delegations present and voting.

Rule 11 - Procedural motions

- 11.1 During a meeting, any delegation may propose the adjournment or closure of the debate 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, the following motions shall have precedence, in the order indicated below, 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 - Proposals and amendments

- 12.1 Proposals and draft amendments may be submitted 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 proposal or draft 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 Arabic, English and French.

- 13.2 Speeches made in one of the working languages in plenary meetings of the Conference or in meetings of its subsidiary bodies 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 of the Conference.
- 13.4 The main working document of the Conference shall be issued in Arabic, English and French.

Rule 14 - Voting

- 14.1 The delegation of each government referred to in Rule 1 shall have one vote in the Conference 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 results 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 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 revises part of that proposal.

Rule 15 - Records

- 15.1 The results of the work of the subsidiary bodies, together with their recommendations, 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 closure 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 to its subsidiary bodies on any question under consideration.
- 16.2 The Director-General of UNESCO shall appoint an official 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 arrange for the interpretation of 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 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 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.

66 UNESCO (amr)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

By Facsimile

November 12, 1991

Dear Mr. Mayor:

I refer to your letter DG/1.3/LIT of October 2 inviting World Bank participation in the International Seminar on Women and Literacy, to be held in Hamburg from December 16 to 19, 1991.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative to this meeting due to work pressures and other commitments of staff at this time.

Sincerely yours,



Aubrey C. Williams
Acting Chief
International Economic Relations Division
External Affairs

Mr. Federico Mayor
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr. Verspoor (PHREE)

Log No: 911021-MRDDX(EXTIE)

MMcDonald

TRANSMISSION CONFIRMATION REPORT No. =003708

DATE/TIME	NOV 13, 1991 12:57PM
DURATION	30s
TRANSMITTER (FROM)	EXTIE 202-676-0576 202 676 0576
RECEIVER (TO)	----- 33145671690
PAGES XMITTED	01
PAGES ERRORED	
RESULT	OK
COMM. MODE	G3
RESOLUTION	NORMAL

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

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By Facsimile

November 12, 1991

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Sincerely yours,



Aubrey C. Williams
Acting Chief
International Economic Relations Division
External Affairs

Mr. Federico Mayor
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

THE WORLD BANK/IFC/M.I.G.A.

ROUTING SLIP		DATE: October 30, 1991	
NAME		ROOM NO.	
Mr. Verspoor		S 6029	
<i>11/11 Requests</i>			
RE: UNESCO Seminar, December 16-19 in Hamburg			
<p>REMARKS: Appreciate your views on whether or not this meeting would be of interest to consider staff attendance. EXT will respond to Unesco accordingly.</p> <p>Many thanks.</p>			
FROM: Maureen McDonald		ROOM NO.: T8-108	EXTENSION: 3-1771

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Monday, 21-Oct-1991

Item No : 911021-MRDDX, [EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Federico Mayor
Original Recipient : LTP
Document Date : 02-Oct-1991

SUBJECT : Inv. to attend Int'l Seminar on Women and Literacy,
December 16-19, 1991, Hamburg

ACTION Requested:

	<u>Due Date</u>
<input checked="" type="checkbox"/> Please handle	11-Nov-1991
<input type="checkbox"/> For Information	
<input type="checkbox"/> Review & Recommend	
<input type="checkbox"/> Prepare Response for _____ Signature	
<input type="checkbox"/> Approval/Signature	
<input type="checkbox"/> Forwarding To _____	
<input type="checkbox"/> Discuss With _____	
<input type="checkbox"/> OTHER _____	

REMARKS:



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture
organización de las naciones unidas para la educación, la ciencia y la cultura

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EXTIE

91 OCT 18 14 2 42

LW/RD
MCD/ok

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75700 PARIS

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international + (33.1) 45.68.10.00
telegrams: Unesco Paris
telex: 204461 Paris
270602 Paris
telefax: 45.67.16.90

The Director-General

reference: DG/1.3/LIT

2 OCT. 1991

Dear Colleague,

I have the honour to invite your organization to participate in an International Seminar on Women and Literacy to be organized by UNESCO, which will take place from 16-19 December 1991 at the UNESCO Institute for Education in Hamburg.

Since the World Conference on Education for All, basic education for girls and women is becoming a major concern of all UN agencies, many of which have developed activities in this field. This concern was also manifested in the seminar on Women's Challenge to Adult Education, organized by UNESCO and hosted by the UNESCO Institute for Education in January 1991.

The participants at this seminar emphasized the need - reflected in the two final documents of the Jomtien Conference - to strengthen collaboration between UN agencies with regard to efforts to develop specific programmes on designing and implementing basic education for girls and women.

It is in this context that we hope the present Seminar on Women and Literacy might explore possibilities for the realization of one or two inter-agency demonstration projects.

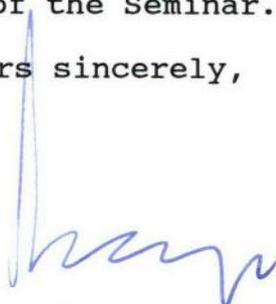
../..

Mr Lewis T. Preston
President
The World Bank
1818H Street, N.W.
Washington DC 20433
USA

If your organization is able to send a representative to participate in the above Seminar, I should be grateful if you would kindly inform the UNESCO Institute of Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, Germany (tel: (40) 44 78 43; telex 2164146 uie d; telefax (40) 410 77 23). It is expected that travel and other expenses will be met by your organization.

The working language of the Seminar will be English. For your information, I have pleasure in enclosing herewith a draft of the proposed programme of the Seminar.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Federico Mayor', is written over a vertical blue line that extends from the 'Yours sincerely,' text.

Federico Mayor

Workshop on
Women and Literacy
organized by UNESCO

UIE, Hamburg (16-19 December 1991)

Proposed Programme

Sessions	Morning session:	09.00-13.30
	Coffee Break:	10.30-11.00
	Afternoon session:	14.00-18.00
	Coffee Break:	15.30-16.00

Monday 16 December 1991

Morning session 09.00 - 12.30

09.00-10.30: Opening:
- Welcome
- Objectives of the seminar
- Presentation of participants

11.00-12.30

First session: Follow-up of the January 1991 meeting.
Review of proposals and final
recommendations.

Afternoon session 14.00 - 18.00

Second session: Review of on-going activities and programmes
on Basic Education for Women and Girls
(formal and non-formal education) in
different UN agencies.

Discussion

Tuesday 17 December 1991

Morning session 9.00 - 12.30

Third session: Basic education for girls and women is
by nature multisectoral and must respond
to a range of specific needs.
Proposals for collaboration between
different agencies, governmental and
non-governmental organizations at
international, regional and national
levels.

Afternoon session 14.00 - 18.00

Exchange of views

Wednesday 18 December 1991

Morning session 9.00 - 12.30

 Fourth session: Proposals for establishing inter-agency
 demonstration project(s) in literacy
 for women.

Afternoon session 14.00 - 18.00

 Discussion

Thursday 19 December 1991

Morning session 9.00 - 12.30

 Fifth session: Conclusion

66 UNESCO (mm13)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

November 6, 1991

Dear Sir:

I refer to your letter SC/ECO/5867.4 of October 24 inviting World Bank representation as an observer at the 15th ordinary session of the World Heritage Committee, to be held in Carthage, Tunisia, from December 9 to 13, 1991.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative on this occasion due to work pressures and other commitments of staff at this time.

Sincerely yours,

/s/

Aubrey C. Williams
Acting Chief
International Economic Relations Division
External Affairs

Mr. Luis G. Marques
Assistant Director-General
for External Relations
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

MMcDonald



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

91 OCT 31 PM 4 38

7, place de Fontenoy, 75700 Paris
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international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
télex : 204461 Paris
270602 Paris

référence : SC/ECO/5867.4

24 OCT. 1991

Dear Sir,

The World Heritage Committee, set up under the Convention concerning the Protection of the World Cultural and Natural Heritage, will hold its fifteenth ordinary session in Carthage, Tunisia, from 9 to 13 December 1991. In accordance with the decision taken previously by the Committee and on behalf of the Director-General, I have pleasure in inviting your Organization to be represented by an observer at this meeting.

Please find enclosed the Provisional Agenda for this session and the Rules of Procedure of the Committee. Also attached is an information note on the travel and hotel arrangements to be made by participants and the facilities available at the place of the meeting. The working languages of the Committee are English and French, and simultaneous interpretation will be provided in these two languages.

I should be grateful if you would let me know whether your organization will be represented and, if so, the name of the designated person.

Yours faithfully,

Luis G. Marqués
Assistant Director-General
for External Relations

Mr. Barber B. Conable, Jr.,
President
The World Bank
1818 H Street, N.W.
Washington, D.C. 20433
United States of America

Distribution limited

SC-91/CONF.002/1
18 October 1991

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

CONVENTION CONCERNING THE PROTECTION OF THE
WORLD CULTURAL AND NATURAL HERITAGE

World Heritage Committee
Fifteenth session

Carthage, Tunisia
9-13 December 1991

PROVISIONAL AGENDA

1. Opening of the session by the Director-General or his representative
2. Adoption of the Agenda
3. Election of the Chairperson, Vice-Chairpersons and the Rapporteur
4. Introduction on activities undertaken by the Secretariat since the fourteenth session of the Committee
5. Report of the Rapporteur of the fifteenth session of the Bureau
6. Monitoring of the state of conservation of the World Heritage cultural properties and related technical problems
7. Monitoring of the state of conservation of the World Heritage natural properties and related technical problems
8. Global study
9. Promotional activities
10. Preparation for the celebration of the twentieth anniversary of the adoption of the World Heritage Convention

11. Requests for international assistance
12. Situation of the World Heritage Fund and budget for 1992
13. Revision of the Operational Guidelines for the implementation of the World Heritage Convention
14. Statement of criteria for inscription of properties on the World Heritage List
15. Nominations of natural properties to the World Heritage List and the List of World Heritage in Danger
16. Nominations of cultural properties to the World Heritage List and the List of World Heritage in Danger
17. Other business
18. Date and place of the next session of the World Heritage Bureau and Committee
19. Adoption of the Report of the session
20. Closure of the session

G6
UNESCO

October 30, 1991

Your Ref. DG/1.3/CBE/91.369

Dear Mr. Mayor,

Thank you for your letter of October 7, 1991, proposing to organize in the first quarter of 1991 a Jomtien follow-up meeting for the largest developing countries. We very much agree that a special effort by the international community to back up the national commitment to the Jomtien goals is critically important.

We are, however, concerned about the early date of the proposed meeting and the proliferation of agency sponsored meetings. I therefore suggest that at the meeting of the Education for All Forum we propose that the next meeting of the Forum will have a special focus on the issues faced by the largest developing countries.

This will allow us to prepare the meeting thoroughly and also draw the attention of a larger audience to the special problems which large developing countries face.

Mr. Verspoor, Chief of the Education and Employment Division in the Population and Human Resources Department, will be responsible for coordinating Bank participation in the Forum. I have asked him to discuss the specific elements of a Forum meeting on this topic with UNESCO, UNDP, and UNICEF colleagues concerned.

Sincerely,

V. Rajagopalan

Mr. Federico Mayor
Director General
UNESCO
7 Place de Fontenoy
75700 Paris
France

AVerspoor:sd
mayor.let:SDCORR06

cc: M/M. Shakow, Hamilton, Haddad, Moock, Socknat, Heyneman, Schweitzer, and IISC.

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Friday, 11-Oct-1991

Item No : 911011-ROSSI, [EXTIE]

TO: ==> CALLIE BOUCHER, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Fererico Mayor, UNESCO
Original Recipient : ltp
Document Date : 07-Oct-1991

SUBJECT : Jomtien follow-up in the Largest Dev. Countries proposa
jointly organize meeting first quarter of 1992.

ACTION Requested:

	<u>Due Date</u>
<input checked="" type="checkbox"/> Please handle	31-Oct-1991
<input type="checkbox"/> For Information	
<input type="checkbox"/> Review & Recommend	
<input type="checkbox"/> Prepare Response for _____ Signature	
<input type="checkbox"/> Approval/Signature	
<input type="checkbox"/> Forwarding To _____	
<input type="checkbox"/> Discuss With _____	
<input type="checkbox"/> OTHER _____	

REMARKS:

Verspoor

Expanded to by Ray:

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Wednesday, 09-Oct-1991

Item No : 911009-RKKQN,[EXTDR]

TO: ==> LISA PACHTER, EXTIE

CC: CHITRA PERERA, EXC

FROM: EXTDR

→ C. Boucher & R
(Haddad?)

DOCUMENT Reference:

Original Sender : Federico Mayor, UNESCO
Original Recipient : Mr. L. Preston
Document Date : 07-Oct-1991

SUBJECT : Jomtien Follow-up in the Largest Developing Countries
proposal to jointly organize mtg. first qtr of 1992

ACTION Requested:

	<u>Due Date</u>
<input checked="" type="checkbox"/> Please handle	31-Oct-1991
<input type="checkbox"/> For Information	
<input type="checkbox"/> Review & Recommend	
<input type="checkbox"/> Prepare Response for _____ Signature	
<input type="checkbox"/> Approval/Signature	
<input type="checkbox"/> Forwarding To _____	
<input type="checkbox"/> Discuss With _____	
<input type="checkbox"/> OTHER _____	

REMARKS:

Pls copy response to ^{ASHACOW, EXTDR} C. Perera/P.O'Hara, EXC,
D. Peters, EXTDR

cc: S. Lateef, EXTIE, M. MacDonald, EXTIE

DP
10/10



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture
organización de las naciones unidas para la educación, la ciencia y la cultura

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telegrams: Unesco Paris
telex: 204461 Paris
270602 Paris
telefax: 45.67.16.90

The Director-General

reference:
DG/1.3/CBE/91/369

7 OCT 1991

Dear Mr. Preston,

Subject: Jomtien Follow-up in the Largest Developing Countries

I should like to propose that our four organizations jointly organize, in the first quarter of 1992, a meeting on the key challenge of achieving education for all in the world's largest and most populous developing countries.

The active follow-up to the joint World Conference to which we are all committed will, notably, require an educational breakthrough in countries such as Bangladesh, Brazil, China, Egypt, India, Indonesia, Nigeria or Pakistan. The sheer population numbers involved and the complexities of educational planning, financing and management in these very large countries call for a special effort by the international community to back up the political commitment to meeting basic learning needs which the leaders of these countries have so clearly manifested.

Moreover, given the commonality of problems, there would appear to be scope for an exchange and possible transfer of relevant experience and recent programmes launched by several of these large countries.

If, as I hope, you are prepared to join me in this initiative I would suggest that senior staff from UNDP, UNESCO, UNICEF and the World Bank submit to us a more detailed blueprint. On this basis we might jointly make an appropriate announcement when we meet for the International Education For All Forum in December. I am writing also to James Grant and Bill Draper.

I look forward to receiving your reactions.

Yours sincerely,

A handwritten signature in dark ink, appearing to read "Federico Mayor".

Federico Mayor

Mr. Lewis Preston
President
The World Bank
1818 H Street N.W.,
Washington DC 20433

file 96 UNESCO
SE/CIB

October 30, 1991

RS
for info.

Your Ref. DG/6.1/448

Dear Mr. Mayor,

Thank you for your letter of October 1, 1991, proposing a review of Bank/UNESCO cooperation.

I can assure you that I attach considerable importance to a strong cooperative relationship with UNESCO, especially at the time when Bank lending for education and training exceeds 15% of the lending program. The benefits of this interagency collaboration have been amply demonstrated by the continued impact of the World Conference on Education for All.

I have asked Mr. Rajagopalan to discuss with colleagues in UNESCO prospects for further collaboration when he attends the meeting of the Forum for Education for All in December. This will allow us to have a clear understanding of the key issues we need to review when we have the opportunity to meet in person.

Sincerely,

(Signed) Lewis T. Preston

Lewis T. Preston
President

Mr. Federico Mayor
Director General
UNESCO
7 Place de Fontenoy
75700 Paris
France

AVerspoor:sd
mayor3.let:SDCORR06

cc: M/M. Shakow, Rajagopalan, Hamilton, Haddad, Moock, Socknat, Heyneman, Schweitzer, and IISC.

I will talk to WTL on
Monday W.

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Wednesday, 16-Oct-1991

Item No : 911016-KCFVZ, [EXTIE]

TO: ==> CALLIE BOUCHER, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Federico Mayor
Original Recipient : ltp
Document Date : 01-Oct-1991

SUBJECT : Congrats. on appt. of President, talks about strengthen
mutual interest of our 2 organizations (WB/UNESCO)

ACTION Requested:

Please handle
 For Information
 Review & Recommend
 Prepare Response for _____ Signature
 Approval/Signature
 Forwarding To _____
 Discuss With _____
 OTHER _____

Due Date

06-Nov-1991

REMARKS:

cc: L. Wood, EXTIE

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

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 international + (33.1) 45.68.10.00
 cables: Unesco Paris
 telex : 204461 Paris
 270602 Paris

The Director-General

reference : DG/6.1/448

- 1 OCT 1991

Dear Mr. Preston,

Allow me first of all to congratulate you on your succession to the presidency of the World Bank. Your arrival at its helm comes at a time when the international community - in which your institution plays a fundamental role - has the daunting task of meeting new demands for help from Eastern Europe, assisting in the process of reconstruction following the Gulf War and addressing the continuing problems of Africa, Asia and Latin America.

Since the termination of the World Bank/UNESCO co-operative agreement, we have developed practical, albeit ad hoc, modes of co-operation - witness our collaboration in the organization of the Education for All Conference in Jomtien and the day-to-day task of ensuring its follow-up. I am convinced that, under your leadership, World Bank/UNESCO co-operation in this vital area will be further strengthened both at the thematic and the operational/country level.

In other areas, especially in the field of science and technology and the protection of the environment, our co-operation has operated very much on an ad hoc basis. It would be likely to gain in depth and scope from a thorough review of the opportunities for strengthening it in the mutual interest of our two organizations and of our common Member States. Such a review could take place at any time convenient to the Bank after UNESCO's General Conference in mid-November.

.../.

Mr. Lewis T. PRESTON
 President
 The World Bank
 1818 H Street N.W.
 WASHINGTON, D.C. 20433
 U.S.A.

I look forward to an early occasion to discuss with you ways and means whereby our two organizations could work more closely and more effectively together.

Yours sincerely,

Indially

Federico Mayor

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EXTIE

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 organización de las naciones unidas para la educación, la ciencia y la cultura
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The Director-General

reference : DG/6.1/448

- 1 OCT 1991

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.../.

Mr. Lewis T. PRESTON
 President
 The World Bank
 1818 H Street N.W.
 WASHINGTON, D.C. 20433
 U.S.A.

I look forward to an early occasion to dicuss with you ways and means whereby our two organizations could work more closely and more effectively together.

Yours sincerely,

Indially

Federico Mayor

OFFICE MEMORANDUM

file UNESCO @c SL ^{AW} _{11/5}
TC
PLA
John Mitchell
Ellen T.

DATE: October 28, 1991
TO: Distribution Below
FROM: R. Chander, DECVP
EXTENSION: 31314
SUBJECT: Human Development Report

Attached please see a note from Mr. Carceles of UNESCO on the 1991 HDR.

Distribution:
Messrs Rao, Shakow, O'Connor, Ward, Kanbur, Isenman
Ms Salop

19 AUG 1991



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

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télégrammes : Unesco Paris
téléc : 204881 Paris
270602 Paris

Division of Statistics

FAX TRANSMISSION

FAX NO. (33-1) 45 66 48 44

To: W.L. Seltzer, Director

MCF 997-04

Address: UNSO

Fax no. of addressee: (19)1-212 963 4879

From: Gabriel Cárceles, Director BPS/SY

Number of pages including this one: 6 Date sent: 16.08.91

Bill,

You may wish to distribute this letter to other members of the ACC.

Gabriel



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

1

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 télex : 204461 Paris
 270602 Paris
 télécopie : 45.67.16.90

COPY FOR INFORMATION

référence :

ST/STE/91

14 August 1991

Dear Leo,

Subject: Comments on the HDR 1991

Your letter of July 25 reminds me of my agreement to provide some notes on my reservations as to the HDR's methodological approach, content and focus, as agreed in Vienna in the course of the ACC meeting. I have been, however, procrastinating as I have some doubts as to its usefulness. There is little to be said beyond previous comments and notes since I feel there is too much banality in the international area.

But, amazingly, your letter attributes to me one statement which can only be a very serious misunderstanding. Who, reasonably informed, could possibly deny progress in very strategic fields of social concern IN THE LAST 30 years! Comparing 'estimates' of data for 1960 and 1990, could only show, for most countries (including those where critical situations have been emerging in the last few years), an obvious progress at the AVERAGE or MACRO LEVEL. I contend that, to use such 'indicators', to issue overoptimistic judgements on social disparities is, at the best, naive and fallacious. The idea itself is somewhat anachronic and is difficult to defend anymore.

:/...

Mr Leo Goldstone
 Consultant
 Human Development Report
 UNDP
 336 E. 45th St. Uganda House, 6th floor
 New York 10017, U.S.A.

cc. Mr W. Seltzer, Chairman, ACC Sub-Committee
 Mr B. Afonja, Senior Statistician,
 Regional Bureau for Africa, UNDP, New York

That was my point and I do not feel it necessary, at this stage, to elaborate with many easy to find examples on internal disparities, changing trends in several areas as a result of the world crisis, adjustment policies, etc. This, of course, applies to Health, Education, Housing and Sanitation, Income Generation, General Welfare, Crime, etc. To deny it would be irresponsible and its purpose impossible to perceive by the average citizen who expects from the UN specialists more than generalities and baseless overoptimistic statements.

In short, the role of those of us committed to analyzing social development is to highlight change (often positive or negative or even both, according to the fields and to the zones or regions in given countries) so as to help in identifying the required interventions. The need for diagnosis based upon serious typological analyses is evident, rather than to read superficial common sense sentences of no help or which are difficult to justify. This is far from being easy but, candidly I believe, the ONLY way for a report like the HDR to draw attention to poverty pockets and actual achievements is to (a) cover a shorter time span, e.g. five to ten years and (b) to appeal to the local UNDP/UNICEF and other Agencies' infrastructures, in order to bring together relevant disaggregated data to examine REAL change, to play more with internal/external variations and less with simple averages. To move from the purely bureaucratic/automatic processing by compiling existing and published macro data (or still worse, sometimes 'arranged' not to say manipulated) to highlight what we seem to want to prove: things are going much better... Whom are we helping?

Having reacted to the apparent misunderstanding in your letter, I must now give you my honest advice as to the frequency of the HDR. Again, given the approach retained, the level of generality adopted and the practical absence of analysis on change (that, no doubt, would be very difficult given the scarcity of up-to-date basic data), I cannot imagine the interest of subsequent yearly issues leading thus to its 'devaluation'. Any comparison of the HDR, as can be judged by the first two issues, with the classic yearbooks, is irrelevant.

THE 1991 REPORT

Since I would like to be concise, I will just sum up a few points on approach and then on data (where we do have serious reservations).

I. The approach

Reading the excellent Review by Havelock R. Brewster from UNCTAD saves me a lot of space on ideas and concepts. I fully subscribe to his very sharp views. I will therefore spare you such repetition and indicate my incomprehension of the frankly subjective tone of the report (too often contradictory) on the one hand and at the revival of composite indexes, dead, we

thought, in the mid-60s as a result of striking criticism from authorities such as Amartya Sen and others to the Harbison and Myers 'Human Resources Index'. The problem of weighting is hopeless and in the age of computers, it is indisputable that dimension-reduction of data is optimally obtained by multivariate techniques.

Clearly, recent literature on social development analysis, advocates major directions based upon applied research in the last 30 years: a) In a recent survey (Zerby, J. and H. Khan: 1984, 'A comparison of multivariate methods for indexing socioeconomic development' Singapore Economic Review) it was found that the 'Wroclaw Taxonomic Method', developed by UNESCO in 1970, is better than Principal Component Analysis or Discriminant Analysis as it uses Euclidean distances, rather than covariances, and no matrix inversion is required, b) Still more important, they concluded that the choice of indicators is more important than the choice of methods and c) They prove that weights tend to 'even out' as the number of indicators increases, so that '... aggregate indices should include as many indicators as possible in order to minimize the sensitivity of the results...' This brings us to the problem of stability, disregarded in the HDI in terms of clustering and ranking results.

Perhaps the major weakness of the report lies in its very high level of tautology together with puerile marginal notes (slogans? random examples, though not necessarily the best: p. 41 'The best argument for mobilizing more resources is spending existing resources well'!!!, p. 62 'A feasible package of reforms could reduce the recurrent costs of education by 25%'!!!!, p. 63 'Many of the cheapest medical treatments are just as effective as the high-tech alternatives'!!!! and so on).

Chapter 3 on Financing is a classic on how to complicate very simple concepts (the formulation of the so-called human expenditure ratio at the bottom of page 39 is fantastic, why not express it simple as P/Y ?) and how to dare to issue bold conclusions with inadequate information, e.g. countries such as Costa Rica, where the Private Sector plays a paramount role in social financing are presented in Table 3.1 with a social priority ratio of nearly a half of the one for Zimbabwe? The case is similar for many other countries (Chile, Argentina, etc.) providing thus a highly distorted picture with little or no policy relevance.

The lack of ranking power of the HDI is indisputable by simple inspection. Can Trinidad and Tobago (rank 39) really have the same value as Costa Rica (40), to choose an obvious example, in terms of human development? Here, GNP p/c makes all the difference. Yet, many specialists on development, rightly in my view, agree on the importance of life expectancy (despite all its limitations) as a proxy indicator with a much better predictive capacity than GNP so dependent on exchange rates and fluctuations. But, that is enough on this point.

II. The data

Here is another major problem, in my view. While I fully welcome all efforts in bringing together data on social issues, as is truly the case with the HDR, I am very concerned as to their selection, processing and utilization. This, I recall, implies objectivity and rigor since the intention is to put into the hands of the user material fairly well documented, with clear definitions, identifying estimated versus observed data and all this on a consistent basis.

We find many arbitrary procedures in using the educational indicators. We can only hope that the other indicators are dealt with more rigorously. Firstly, the report deals with the 1985 assessment of Literacy, while the 1990 assessment was presented at the Jomtien Conference on Education for All in February 1990. Since we are dealing with change and, in fact, many countries experienced it in different directions, you might find it useful to run a test with the more recent data to check the sensitivity of the model. I, personally, believe that its robustness needs to be established far beyond the Technical Notes starting page 88.

Still worse, the so-called indicator 'mean years of schooling' could have some interest if it were available for most countries (or could be reasonably estimated) and also for recent years. This, unfortunately, is not the case for more than half of them and, in fact for few cases in Africa. The matter is more serious as the base year is 1980 or around so that you are using old variables, complemented with some kind of estimates (for which we disclaim any responsibility as they seem to be unrealistic) pooling them together with obsolete literacy data, again complemented with some HDR 'estimates' and attributing weights of 1/3 and 2/3 respectively. (Why 1/3 and 2/3??) Like in the old stories back in primary school, the only thing missing is the age of the barber. Incidentally, although the indicator educational attainment is defined, it is unclear how it should be interpreted and what it tells you.

I feel I should stop here, since the list of specific points to be highlighted is rather long. I am simply putting in a nutshell a few of them related to Education (page 51):

- (1) Education priorities: Our estimates for out-of-school youth 6-17 years in 1990 would be about 400 million; not the 300 million cited in the report.
- (2) The statement 'in francophone Africa, East Asia, Latin America and the Pacific, tertiary education receives a greater proportion of government funds than primary' is by no means in line with the available data.
- (3) Similarly, 'In 22 countries in Sub-Saharan Africa the share of education budgets for primary schooling rose during the 1980's in 15 countries, fell in five and

happened to the 22nd country) also departs from available data for 26 countries, where an increase was observed in only 10, a decrease in 13 and constancy was observed in 3 countries.

Concluding remarks

I hope very much that the above comments are taken as being constructive since this is my intention: to draw attention to what I consider could be injurious to the credibility of the UN's established expertise. I strongly encourage the team in charge of the HDR to pay more attention to its content and approach and to take more advantage of the potential available within the UN Secretariat.

Perhaps the first point to decide should be to what kind of readership the report is addressed. As it stands, its value for policy formulation is, at best, very limited. Its very conformist and fatalist philosophy deserves reconsideration. While we are all on the same planet, our problems are different. We cannot generalise and should cluster and discriminate. The problems of the industrialized countries also deserve more attention: aging, environment, unemployment, crime, etc. should not be ignored. The time of the rich and the poor is gone.

I am sending a copy of this letter to Bill Seltzer in his capacity as Chairman of the ACC Sub-Committee and to Biyi Afonja as UNDP Representative. By the way, the above comments represent my own professional views, endorsed by my colleagues, but not necessarily those of UNESCO.

Yours sincerely,



Gabriel Carceles
Director
Division of Statistics

THE WORLD BANK
RESIDENT MISSION
ANKARA, TURKEY

Tel. No. (90) 4 168 45 27/Fax Tel. No. (90) 4 169 45 26/Telex No. 46 722 WBAN TR
FACSIMILE COVER SHEET AND MESSAGE

DATE September 23, 1991

NO. OF PAGES
(Including this sheet)

MESSAGE NO.

TO Michel Noel, Chief AFTSP
Name

Fax Tel. No. (202) 473 7932

Company/
Organization World Bank

City &
Country Washington

FROM Lawrence Salmen, Sr. Social Scientist, AFTSP
Name

Fax Tel. No. 168 45 26

SUBJECT/

REFERENCE Meeting of Experts on the Cultural Dimension of Development, held at UNESCO, Paris, September 16-18, 1991.

MESSAGE

Culture is part of the reality which development must affect to itself become real. The pre-eminence of culture as a dimension of human life within which development must take effect, much as an ocean to the various forms of life within it, was a salient theme of this UNESCO meeting. Considering the vastness of the topic, attendance was small, 23 of 24 invited (the one unable to attend, Mr. Pierre Moussa of Brazzavilla, Congo, was barred from leaving his country by the Congolese Government for reasons unknown). Participants broke down into three groups: NGO's, academics, and donor agencies (French, ODA, SIDA and USAID). Cynthia Cook (AFTEN) joined me in representing the Bank.

Much of the meeting was spent discussing the conceptual underpinnings of the culture-development linkage. Several case studies illustrated the discussion. While UNESCO had first presented the cultural dimension of development in reference to projects, it was soon recognized that the issue should be broadened to encompass policy as well. Constant reference was made to the case of Japan about which the Japanese participant, Mr. Uchida (from the United Nations University in Tokyo) made the pertinent observation that during its major development phase, in the nineteenth century, Japan did not have to be concerned with both building a state and development at the same time, contrary to many developing countries today.

The case study which seemed most relevant to our own concerns in the African Region was presented by Ms. Gloria Nikoi, Chairman, Board of Directors, Akuapem Rural Bank, Ghana. Throughout her presentation Ms. Nikoi stressed the importance of building upon local culture, of creating a credit institution which begins with poor women's needs and identity and involves them fully such that they become active participants and the Bank literally belongs to them. Regarding rural credit to low-income, largely self-employed

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If you experience any problem in receiving this transmission, inform the sender at the telephone or fax number listed above.

women, Ms. Nikoi said the World Bank "doesn't touch the problem" as it targets small and medium sized enterprises with five employees or more. Ms. Nikoi gave importance to psychological factors of building self-confidence among her Bank's women-borrowers stating "we look at the whole person". Accordingly, the only collateral required are bona fides from two bank customers. While her bank's repayment rate is a low 80%, much of this is due to natural disasters and is on the rise. The Akuapem Rural Bank charges the current commercial rate, with which it has made up losses to date.

While a number of conclusions come out of this meeting, three seem most worthy of note. First, the concept of development was seen to need a re-definition such that development is not portrayed largely in economic terms but as a process which must be immersed in culture (and, I would add, transcend it) to succeed. An important distinction was made by Ms. Herschelle Challenor, Director of the World Decade for Cultural Development, between social or human aspects of development, which deal with people's physical and participatory needs, and cultural aspects which deal with the values and beliefs innate to men and women. Ms. Challenor was referring specifically of the UNDP way of looking at human (in its Human Development Report). I would prefer to see the cultural dimension, based on people's creative faculties, as being included in the developmental conception of 'human'.

Second, the meeting called for increased support for research institutions, particularly in the developing world, which could bridge the culture-development gap by systematically addressing local cultural realities to central planners and policy makers. A consensus felt that local researchers might best be joined by international colleagues to provide both objectivity and greater transferability to the research being undertaken.

Third, it was recommended that UNESCO work, via the UN system, to see that all UN agencies are held accountable for the socio-cultural dimension of their development work. This may be done by requiring impact statements. Elaboration of this point will be worked out by Ms. Challenor.

One major but unheralded outcome of this meeting was the formation of a community of interest which believes in and is committed to development as a process which necessarily respects culture as an innate dimension of the human condition. The creation of this community may be the most important accomplishment of this UNESCO Meeting.

cc: I. Serageldin, P. Landell Mills (AFTDR);
A. Shakow (EXTDR); H. Wyss (CODDR);
M. Dia, O. Adamolekun, E. Karp (AFTIM);
E. Morris-Hughes, R. Sullivan, S. Conlin,
A. Drabo, N. Farmer, A. Marc (AFTSP)
L. Christoffersen, C. Cook (AFTEN),
M. Koch-Weser (ENVAP)



THE WORLD BANK

ROUTING SLIP

DATE: 9/24

FROM THE OFFICE OF THE
VICE PRESIDENT, SECTOR POLICY AND RESEARCH

NAME

ROOM NO.

Ms. M. McDonald

APPROPRIATE DISPOSITION

NOTE AND RETURN

APPROVAL

NOTE AND SEND ON

CLEARANCE



PER OUR CONVERSATION

COMMENT

PER YOUR REQUEST

FOR ACTION

PREPARE REPLY

INFORMATION

RECOMMENDATION

INITIAL

SIGNATURE

NOTE AND FILE

URGENT

REMARKS:

FROM:

Low Hamilton

ROOM NO.:

55063

EXTENSION:

33420

66 UNESCO (Comm'D)

The World Bank
Washington, D.C. 20433
U.S.A.

V. RAJAGOPALAN
Vice President
Sector Policy and Research .

September 18, 1991

Mr. Ioannis D. Antoniadis
Secretary of the Governing Board
International Institute for Educational Planning
7-9 rue Eugene-Delacroix
75116 Paris, France

Dear Mr. Antoniadis:

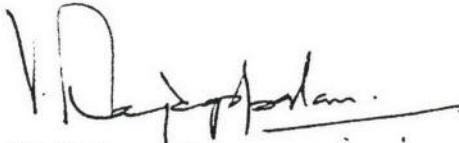
Thank you for your letter of 12 September 1991 with which you have enclosed the Provisional Agenda and Provisional Timetable for the 30th session of the Board of the International Institute for Educational Planning.

I am pleased to confirm that I will attend the 30th session of the Board from 2-4 December 1991 as well as the meeting of the Working Groups on Monday, 2 December at 10:00 a.m., prior to the opening of the session.

I look forward to receiving the other documents for the meetings in due course.

With regards,

Sincerely yours,



V. Rajagopalan

ROUTING SLIP		Date 9/20/91	
NAME		ROOM NO.	
Mr. Rajagopalan		S 5055	
URGENT	For Action/Comment	Per Your Request	
Appropriate Disposition	Information/Discard	Returned	
Approval/Clearance	Note And Return	See My E-Mail	
File	Per Our Conversation	Signature/Initial	
RE: IIEP Governing Board Meeting			
REMARKS			
<p>Is this something that you would continue to do? Please let me know if you want EXT to assist in this matter.</p>			
From Maureen McDonald		Room No. T8-108	Ext. 3-1771

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Thursday, 19-Sep-1991

Item No : 910919-QE IPL, [EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Antoniades, IIEP
Original Recipient : The President
Document Date : 16-Sep-1991

SUBJECT : Governing Board of Intern.Institute for Educational Pla
Paris, December 2-4, 1991.

ACTION Requested:

		<u>Due Date</u>
<input type="checkbox"/>	Please handle	
<input type="checkbox"/>	For Information	
<input type="checkbox"/>	Review & Recommend	
<input type="checkbox"/>	Prepare Response for _____	Signature
<input type="checkbox"/>	Approval/Signature	
<input checked="" type="checkbox"/>	Forwarding To <u>Rajagopalan</u>	20-Sep-1991
<input type="checkbox"/>	Discuss With _____	
<input type="checkbox"/>	OTHER _____	

REMARKS:

Mr. Rajagopalan was designated to serve in personal capacity as Board Member and also attend as Bank Rep. Will VR continue to do this?



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

7-9 rue Eugène-Delacroix, 75116 Paris

Téléphone : (1) 45.03.77.00
Fax : (1) 40.72.83.66
Câbles : Eduplan Paris
Télex : 640032 (du/from 1.1.1991)

Référence : IIEP/GB/91.28

16 September 1991

**Thirtieth session of the Governing Board of the
International Institute for Educational Planning**

Sir,

I wish to inform you, on behalf of Professor Victor L. Urquidi, Chairman of the Governing Board of the International Institute for Educational Planning, that the thirtieth session of the Board will be held at the IIEP, in Paris, from 2 to 4 December 1991.

The main items to be discussed by the Board will be the Director's thirtieth report to the Board on the activities carried out by the Institute in 1991 and the Programme and Budget for 1992.

You will find enclosed the Provisional Agenda (document 30GB/1) and the Provisional Timetable (document 30GB/2) of the session. The other relevant documents will be available in due course.

Mr. V. Rajagopalan, 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 meeting.

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 its deliberations without the right to vote", in addition to the participation of the designated member. The Chairman of the Board would therefore welcome the presence at the forthcoming session of an observer from the World Bank and I should appreciate it if you would inform me whether you intend to designate such a representative.

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

Ioannis D. Antoniadis
Secretary of the Governing Board

Mr. Barber Conable,
President,
The World Bank,
1818 H Street, N.W.,
Washington, D.C. 20433,
U.S.A.

cc: Mr. V. Rajagopalan

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

THIRTIETH SESSION OF THE GOVERNING BOARD

(Paris, 2-4 December 1991)

Item 1 of the Agenda

PROVISIONAL AGENDA

- Item 1 - Adoption of the Agenda (documents 30GB/1 and 30GB/2).
- Item 2 - Adoption of the Report of the Twenty-Ninth session of the Board (December 1990) (document 29GB/7).
- Item 3 - Report by the Working Groups established by the Board at its 29th session (document 30GB/3).
- Item 4 - Report of the Director on the Activities carried out by the IIEP in 1991 (document 30GB/4).
- Item 5 - Draft Programme and Budget for 1992 (document 30GB/5).
- Item 6 - Proposals concerning the Council of Consultant Fellows (termination 1991) (document 30GB/6)
- Item 7 - Election of three members of the Governing Board (private session) (document 30GB/7)
- Item 8 - Election of four members of the Executive Committee for 1992.
- Item 9 - Election of three members of the Nominating Committee for 1992.
- Item 10 - Date, Place and Provisional Agenda of the 31st session (1992) of the Governing Board and of the 26th session (1992) of the Nominating Committee.
- Item 11 - Other matters

INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

THIRTIETH SESSION OF THE GOVERNING BOARD

(Paris, 2-4 December 1991)

Item 1 of the Provisional Agenda

PROVISIONAL TIMETABLE

Note: All meetings of the Working Groups and of the Board will take place at the Institute's Headquarters: 7-9, rue Eugène Delacroix, 75116 - Paris (Room IV, 3rd Floor)

Telephone : 45.03.77.00 Telex : 640032 F
Cable : EDUPLAN PARIS Fax : 40.72.83.66

MONDAY, 2 DECEMBER 1991

9.15 a.m. - 10.00 a.m. **PRIVATE SESSION OF THE NOMINATING COMMITTEE**

As decided during the last session of the Governing Board, the 25th session of the Nominating Committee (*Chairman: Prof. V. L. Urquidi - Members: Messrs. I. Amagi, M. Dowidar, and L. Wohlgemuth*) will be convened in order to present its recommendations to the full Board.

10.00 a.m. - 12.30 p.m. **MEETINGS OF THE WORKING GROUPS OF THE BOARD**

3.00 p.m. - 6.00 p.m. **FULL BOARD**

FIRST MEETING

1. Address by the Chairman
2. Adoption of the Provisional Agenda (Item 1 of the Provisional Agenda) (documents 30 GB/1 and 30 GB/2)
3. Adoption of the Report of the Twenty-Ninth session of the Board (Item 2 of the Provisional Agenda) (document 29 GB/7)
4. Report of the Director on the Activities of the IIEP in 1991 (Item 4 of the Provisional Agenda) (document 30 GB/4):
 - (a) Introduction
 - (b) Administration and Finance
 - (c) Training

6.15 p.m. *Cocktail offered by the Director of IIEP.*

N.B. Items not completed during the time allotted to them will continue in the ensuing meeting of the Board.

TUESDAY, 3 DECEMBER 1991

9.30 a.m. - 12.30 p.m. **SECOND MEETING**

5. Report of the Director on the Activities of the IIEP in 1991 (*continued*)
 - (d) Research
 - (e) Dissemination
 - (f) Documentation Centre
 - (g) Co-operation

6. Report by the Working Groups established by the Governing Board at its 29th session (Item 3 of the Provisional Agenda) (document 30 GB/3)

2.45 p.m. - 6.00 p.m. **THIRD MEETING**

7. Draft Programme and Budget for 1992 (Item 5 of the Provisional Agenda) (document 30 GB/5):
 - (a) Introduction
 - (b) Financial Resources
 - (c) Training
 - (d) Research
 - (e) Dissemination

8.00 p.m. *Dinner offered by the Chairman*

WEDNESDAY, 4 DECEMBER 1991

9.30 a.m. - 12.30 p.m. **FOURTH MEETING**

8. Draft Programme and Budget for 1992 (*continued*)
 - (f) Documentation Centre
 - (g) Co-operation
 - (h) Governing Board and General Administration
9. Proposals concerning the Council of Consultant Fellows (termination 1991) (Item 6 of the Provisional Agenda) (document 30GB/6)

2.30 p.m. - 6.00 p.m. **FIFTH MEETING**

10. Election of three members of the Governing Board (**Private session**)
Item 7 of the Provisional Agenda) (document 30GB/7)
11. Election of four members of the Executive Committee for 1992 (Item 8
of the Provisional Agenda).
12. Election of three members of the Nominating Committee for 1992 (Item
9 of the Provisional Agenda)
13. Date, Place and Provisional Agenda of the 31st session (1992) of the
Governing Board and of the 26th session (1992) of the Nominating
Committee (Item 10 of the Provisional Agenda)
14. Other matters.
(Item 11 of the Provisional Agenda)

66 UNESCO (200170)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

By Facsimile

September 18, 1991

Dear Sir:

I refer to your communication DG/16.2/30.6/693 of September 5 inviting World Bank representation at the 137th Session of the Executive Board, to be held in Paris from September 30 to October 11, 1991 (Part I) and from October 15 to November 7, 1991 (Part II).

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative to these sessions due to work pressures and other commitments of staff at this time.

Sincerely yours,



C. B. Boucher
Acting Chief
International Economic Relations Division
External Affairs

The Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr. Verspoor (PHREE)

Log No: 910917-QEISD

MMcDonald

TRANSMISSION CONFIRMATION REPORT No.=003323

DATE/TIME	SEP 19, 1991 9:46AM
DURATION	29s
TRANSMITTER (FROM)	EXTIE 202-676-0576 202 676 0576
RECEIVER (TO)	----- 33145671690
PAGES XMITTED	01
PAGES ERRORED	
RESULT	OK
COMM. MODE	G3
RESOLUTION	NORMAL

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

By Facsimile

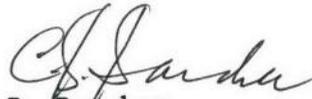
September 18, 1991

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I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative to these sessions due to work pressures and other commitments of staff at this time.

Sincerely yours,



C. B. Boucher
Acting Chief

International Economic Relations Division
External Affairs

The Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Tuesday, 17-Sep-1991

Item No : 910917-QEISD, [EXTIE]

TO: ==> MAUREEN M. MCDONALD, EXTIE

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Dir-Gen, Unesco
Original Recipient : The President
Document Date : 05-Sep-1991

SUBJECT : Executive Board Meeting, Paris, Sept. 30-Oct. 11 (Part
and October 15 - November 7 (Part II)

ACTION Requested:

Due Date

<input checked="" type="checkbox"/> Please handle		20-Sep-1991
<input type="checkbox"/> For Information		
<input type="checkbox"/> Review & Recommend		
<input type="checkbox"/> Prepare Response for _____	Signature	
<input type="checkbox"/> Approval/Signature		
<input type="checkbox"/> Forwarding To _____		
<input type="checkbox"/> Discuss With _____		
<input type="checkbox"/> OTHER _____		

REMARKS:

Prepare response on unlikely attendance and send to PHREE
for info.



RECEIVED
EXTIE
'01 SEP 16 PM 5 09
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
1, rue Miollis, 75015 Paris

téléphone : national (1) 45.68.10.00
international + (33.1) 45.68.10.00
télégrammes : Unesco Paris
téléc : 204461 Paris
270602 Paris
téléfax : 45.67.16.90

référence : DG/16.2/30.6/693

The Director-General of the United Nations Educational, Scientific and Cultural Organization has the honour to invite the United Nations, the Specialized Agencies, the International Atomic Energy Agency and intergovernmental organizations to be represented at the 137th session of the Executive Board, which will be held in Paris from 30 September to 11 October 1991 (Part I) and from 15 October to 7 November 1991 (Part II). The provisional agenda of the session (document 137 EX/1 (prov.)) is annexed hereto).

The first plenary meeting will be held on Monday 30 September at 10 a.m. in Room X. At that meeting the Board will adopt its agenda, decide which items to refer to its commissions and draw up a timetable of work for the session.

The Director-General would appreciate receiving as soon as possible the names of the representatives designated to attend this session on behalf of their organization, and avails himself of this opportunity to renew the assurances of his highest consideration.

Paris, 5 September 1991



The President
World Bank
1818 H Street, N.W.
Washington D.C. 2043
United States of America

66 UNESCO (mmid)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

September 16, 1991

Dear Mr. Dias:

I refer to Mr. Mayor's letter DG/1.6/HE/MLK/91.147 of August 23 concerning the Unesco-Association of Africa Universities (AAU) Seminar Series on the Management of Higher Education, and inviting The World Bank to be represented as an observer at the first of these Seminars to be held in Accra, Ghana, from November 26 to 30 1991.

I am pleased to inform you that Mr. William S. Saint, Higher Education Specialist, Education Division, Africa Region Technical Department, is nominated to attend this meeting on behalf of the Bank. I should be grateful if additional information and relevant background documentation for the meeting could be sent directly to Mr. Saint, at this address.

Sincerely yours,



C. B. Boucher
Acting Chief
International Economic Relations Division
External Affairs

Mr. Marco Antonio R. Dias
Director
Division of Higher Education and Research
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Messrs. Moock and Saint (AFTED)
Capoluongo (Accra)

Log No: 910904-RGOMS

MMcDonald

William S. Saint
Higher Ed. Specialist

J 4127

ROUTING SLIP		Date
NAME		ROOM NO.
Mr. Moock		J 4135
9/16 - Acft's - Nominates William Saint		(AFTED)
URGENT	For Action/Comment	Per Your Request
Appropriate Disposition	Information/Discard	Returned
Approval/Clearance	Note And Return	See My E-Mail
File	Per Our Conversation	Signature/Initial
RE: Unesco Seminar on Management of Higher		
REMARKS Education, Accra, November 26-30.		
Please let me know whether attendance at this meeting would be considered and who would be nominated to attend. EXT will inform Unesco accordingly.		
Many thanks.		
From	Room No.	Ext.
Maureen McDonald	T8-108	3-1771



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture
organización de las naciones unidas para la educación, la ciencia y la cultura

7, place de Fontenoy,
75700 PARIS

telephone: national (1) 45.68.10.00
international + (33.1) 45.68.10.00
telegrams: Unesco Paris
telex: 204461 Paris
270602 Paris
telefax: 45.67.16.90

The Director-General

reference DG/1.6/HE/MLK/91.147

23 AUG 1991

Dear Sir,

Subject : UNESCO-AAU Seminar Series on the Management of Higher Education - Seminar I (Accra, Ghana, 26-30 November 1991)

As you will no doubt be aware, I have decided, in the context of the Priority Africa Programme launched in 1990 by UNESCO, to give special importance to the renovation and reinforcement of educational programmes in Africa. Under the programme of action concerned with Higher Education Institutional Development and Management, UNESCO is holding a series of three seminars for the executive staff of African universities concerning key trends and issues related to higher education in Africa and their impact on university management.

I am pleased to invite your organization to send an observer to the first of these seminars, to take place in Accra (Ghana) from 26 to 30 November 1991. The seminar has been arranged in collaboration with the Association of African Universities, which helped prepare the working document and identify the African higher education specialists who will lead the seminars. Legon University, Accra, is responsible for the material organization of the event. We regret that UNESCO cannot cover the travel or living expenses of observers.

Relevant documentation is attached, including the working agenda prepared at a preparatory meeting in Accra in 1990 attended by a group of African university leaders.

.../...

Mr Lewis Preston
President
World Bank
1818 H Street, N.W.
Washington, D.C. 20433
United States of America

Given the interest and activity of your organization in the domain of higher education and its concern with African development, I very much hope your organization will be able to be represented at the Accra seminar, which should help to promote a common commitment to the strengthening of higher education in the region among vice-chancellors and rectors, their deputies and registrars.

I should be grateful if you would address your reply, by 15 October 1991, to:

Mr Marco Antonio R. Dias
Director,
Division of Higher Education and Research,
UNESCO
7 Place de Fontenoy
75700 Paris
Fax : (33-1) 40 65 94 05

Yours sincerely,


Federico Mayor

UNESCO - ASSOCIATION OF AFRICAN UNIVERSITIES

Seminar

INSTITUTIONAL DEVELOPMENT OF HIGHER EDUCATION

(Legon University, Accra, Ghana, 25-30 November 1991)

AGENDA

Objectives

- A) To enhance managerial effectiveness
- B) To explore ways and means for the optimal use of limited resources
- C) To promote innovation for the improvement of higher education management, teaching and research

Day 1 25 November 1991

Opening Ceremony

Addresses:

Minister of Education of Ghana
Director-General of UNESCO
President of AAU
Vice-Chancellor of Legon University

Theme I: Institutions of higher education : their nature and functions

- Higher education: past, present and future trends
- African higher education institutions: history, philosophy, issues and environment
- Possible agenda for higher education institutional development in Africa

Principal Animator:

Professor **E.A. Ngara**
University of Harare,
Zimbabwe

Discussion

Day 2 26 November 1991

Theme II: Leadership and organization of the higher education institution

- Charters and structures
- Decision-making and policy-forming
- Communication and interaction within the institution
- Research

Principal Animator:

Professor **A. Sawyerr**
Legon University, Ghana

Discussion

Day 3 27 November 1991

Theme III: Resource planning/allocation and cost effectiveness

- Higher education financing: trends
- Institutional quality, relevance and effectiveness
- Use and impact of new information and communication technologies
- Networking for efficiency
- Evaluation strategies

Principal Animators:

Dr B. Fall
Director of Informatics
Centre africain d'études supérieures en gestion
Dakar

Professor Dr A.F. Galal
Dean, Institute of Pedagogy
Cairo University

Professor C.A. Onwumechili
Former Vice-Chancellor
University of Ife, Nigeria

Day 4 28 November 1991

Day 5 29 November 1991

The participants are invited to take part in the Round Table
on

"The Financing of Higher Education"

organized by the International Association of Universities and held at Legon
University

Day 6 30 November 1991 (morning only)

Closing Session

Review and recommendations for future action

Closing Addresses

Afternoon : Departure

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Transmittal Sheet

Priority : NORMAL

Wednesday, 04-Sep-1991

Item No : 910904-RGOMS, [EXTIE]

TO: ==> PETER MOOCK, AFTED

FROM: EXTIE

DOCUMENT Reference:

Original Sender : Mayor, Director-General of Unesco
Original Recipient : The President
Document Date : 23-Aug-1991

SUBJECT : Unesco-AAU Seminar on Management of Higher Education, A
November 26-30, 1991

ACTION Requested:

Due Date

<input type="checkbox"/>	Please handle	
<input type="checkbox"/>	For Information	
<input checked="" type="checkbox"/>	Review & Recommend	
<input type="checkbox"/>	Prepare Response for _____	Signature
<input type="checkbox"/>	Approval/Signature	
<input type="checkbox"/>	Forwarding To	
<input type="checkbox"/>	Discuss With	
<input type="checkbox"/>	OTHER	

27-Sep-1991

REMARKS:

To advise on whether or not attendance at this meeting would be considered and who would go. EXT will inform Unesco accordingly.

ELECTRONIC LOGGING AND ROUTING SYSTEM

Routing and Action Summary Sheet

DOCUMENT Reference:

Item No : 910904-RGOMS,[EXTIE]

FROM : Mayor, Director-General of Unesco
TO : The President
DOC DATE : 23-Aug-1991
SUBJECT : Unesco-AAU Seminar on Management of Higher Education, Accra,
November 26-30, 1991

TO: PETER MOOCK, AFTED

ACTION Requested:

Due Date

<input type="checkbox"/>	Please handle	
<input type="checkbox"/>	For Information	
<input checked="" type="checkbox"/>	Review & Recommend	27-Sep-1991
<input type="checkbox"/>	Prepare Response for _____	Signature
<input type="checkbox"/>	Approval/Signature	
<input type="checkbox"/>	Forwarding To _____	
<input type="checkbox"/>	Discuss With _____	
<input type="checkbox"/>	OTHER _____	

REMARKS:

To advise on whether or not attendance at this meeting
would be considered and who would go. EXT will inform
Unesco accordingly.

ROUTING SLIP

Date 9/4/91

NAME

ROOM NO.

Mr. Sarwar Luteef

T-8101

URGENT

For Action/Comment

Per Your Request

Appropriate Disposition

Information/Discard

Returned

Approval/Clearance

Note And Return

See My E-Mail

File

Per Our Conversation

Signature/Initial

RE:

REMARKS

This check was hand carried to me. ISAKSSON 9/3 (he has been on vacation).

From

Jehann
Jurnal

Room No.

Ny0

Ext.

72265

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

Mission to the United Nations
New York Office
747 Third Avenue, 26th Floor
New York, New York 10017

96
UNESCO
Telephone: (212) 963-6008
FAX: (212) 308-5320

August 26, 1991

Mr. Andri Isaksson
Director
UNESCO
2 UN Plaza DC2-900
New York, NY 10017

Dear Andri:

Further to Mr. Shakow's letter of July 18, 1991, to Mr. Hattori (a copy of which is attached), I am enclosing a cheque from the Bank for \$1,000, which we agreed should be transmitted through you to your Headquarters.

Best wishes.

Yours sincerely,



David Loos
Special Representative

Encs.



Record Removal Notice

File Title United Nations Education Scientific and Cultural Organization [UNESCO] - Correspondence - Volume 1		Barcode No. 1596924		
Document Date August 19, 1991	Document Type Cheque			
Correspondents / Participants To: UNESCO, Attn. Michiko Mitsuyasu From: IBRD				
Subject / Title Contribution for proposed documentary on the major challenges of the 21st century for the survival of the planet produced by UNESCO and Japanese TV company				
Exception(s) Financial Information iv				
Additional Comments		<p>The item(s) identified above has/have been removed in accordance with The World Bank Policy on Access to Information or other disclosure policies of the World Bank Group.</p> <table border="1"><tr><td>Withdrawn by Shiri Alon</td><td>Date May 28, 2019</td></tr></table>	Withdrawn by Shiri Alon	Date May 28, 2019
Withdrawn by Shiri Alon	Date May 28, 2019			

The World BankINTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION1818 H Street, N.W.
Washington, D.C. 20433
U.S.A.(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

July 18, 1991

Dear Mr. Hattori:

I am pleased to follow up on your conversation with David Loos concerning the proposed documentary on the major challenges of the 21st century for the survival of the planet to be produced by UNESCO and the Japanese television company NHK for the upcoming UN Conference on Environment and Development (UNCED). We welcome this important initiative.

The World Bank itself is quite heavily committed to a number of audiovisual presentations at UNCED. However as a token of our commitment to this activity, we intend to make a modest contribution of US\$1000 to the project.

We wish you much success in this endeavor.

Sincerely yours,

ALEXANDER SHAKOWAlexander Shakow
Director
External Affairs

Mr. Eiji Hattori
Director, Public Relations and
Special Events Division
United Nations Educational, Scientific and
Cultural Organization (UNESCO)
7, Place de Fontenoy
75700 Paris, France

66 UNESCO (MMID)

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

August 21, 1991

Dear Mr. Mayor:

I refer to your letter DG/91/214 of June 14 inviting The World Bank to be represented at the International Forum on "Culture and Democracy", which Unesco and the Czech and Slovak Federal Republic are organizing jointly in Prague from September 4 to 6, 1991.

I thank you for the invitation. Unfortunately, the Bank will not be able to send a representative due to work pressures and other commitments of staff at this time. However, we would be most interested in learning the outcome of the discussions and would be grateful if we could receive a copy of the report of the proceedings when available.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Acting Director
External Affairs

Mr. Federico Mayor
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Messrs. Dervis (EM4DR) and Lamb (PRDPD)

Log No: EXC910718004

MMcDonald

TRANSMISSION CONFIRMATION REPORT

No.=003052

DATE/TIME	AUG 21, 1991 5:53PM
DURATION	30s
TRANSMITTER (FROM)	EXTIE 202-676-0576 202 676 0576
RECEIVER (TO)	----- 33145671690
PAGES XMITTED	01
PAGES ERRORED	
RESULT	OK
COMM. MODE	G3
RESOLUTION	NORMAL

2005503737

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

By Facsimile

August 21, 1991

Dear Mr. Mayor:

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Sincerely yours,



K. Sarwar Lateef
Acting Director
External Affairs

Mr. Federico Mayor
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

A L L - I N - 1 N O T E

DATE: 15-Aug-1991 07:11pm

TO: Maureen McDonald

(MAUREEN M. MCDONALD)

FROM: Sarwar Lateef, EXTIE

(SARWAR LATEEF)

EXT.: 31760

SUBJECT: No go!
n

Geoff can't do it...try Shihata. — 8/20.

He says - NO.

A L L - I N - 1 N O T E

DATE: 15-Aug-1991 05:54pm EST

TO: Sarwar Lateef (SARWAR LATEEF)

FROM: Afsaneh Farzin, PRDPD (AFSANEH FARZIN)

EXT.: 31277

SUBJECT: Conference on Governance

Geoff just called from London and wanted me to pass on this message to you.

He regrets that when he talked to you the other day and agreed to go to the governance conference on Sept 4 in Prague, he did not have his diary on him. And he has now realized that he had, after quite an effort, managed to set up a meeting for the Bank's working group on military expenditure on the morning of Sept 4. Unless the governance conference lasts a few days, he is afraid he has to pass on.

CC: Paul Isenman (o/r) (PAUL ISENMAN)

CC: Geoffrey B. Lamb (o/r) (GEOFFREY B. LAMB)

A L L - I N - 1 N O T E

DATE: 14-Aug-1991 06:37pm

TO: Geoffrey B. Lamb (GEOFFREY B. LAMB)

FROM: Sarwar Lateef, EXTIE (SARWAR LATEEF)

EXT.: 31760

SUBJECT: UNESCO conference in Prague

Re: the attached. We have talked on the phone. I do hope that it will be possible for you to go. I think it will be an early chance in front of a distinguished audience to launch our dissemination exercise on governance externally. I am going to assume that you will go unless I hear from you or Paul to the contrary by the end of next week (August 23).

CC: Paul Isenman (PAUL ISENMAN)

CC: Maureen McDonald (MAUREEN M. MCDONALD)

A L L - I N - 1 N O T E

DATE: 14-Aug-1991 04:15pm

TO: Sarwar Lateef (SARWAR LATEEF)

FROM: Maureen McDonald, EXTIE (MAUREEN M. MCDONALD)

EXT.: 31771

SUBJECT: UNESCO/Czech Conference

Mr. Federico Mayor has written to Mr. Conable inviting representation at an International Forum on "Culture and Democracy" that Unesco and the Czech and Slovak Federal Republic are organizing in Prague from September 4 to 6. According to the letter the Forum is "designed to help give new impetus to thinking on the nature of democracy". I had sent the invitation over to the Region encouraging attendance at what we thought could be an interesting meeting.

Mr. Kemal Dervis called me to say that he agreed on the usefulness of attendance and would have gone himself if he could have rearranged his schedule but he cannot. He suggested asking Mr. Shihata, who is scheduled to be in Europe the week of August 26. However, it is possible that he may not want to stay on in Europe during Mr. Preston's first week in Office.

Can I suggest we see if Geoff Lamb would be available to do this, given his work with governance? Appreciate your views on this.

CC: Kemal Dervis (KEMAL DERVIS)

The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: August 12, 1991 11:01am

TO: Maureen McDonald (MAUREEN M. MCDONALD)

FROM: Philippe Nouvel, EM5CO (PHILIPPE NOUVEL)

EXT.: 32550

SUBJECT: CSFR-UNESCO forum on "Culture and Democracy"

I am passing on to Kemal Dervis the invitation. From this department(EM5), there is nobody that could attend the forum.

CC: Kemal Dervis (KEMAL DERVIS)
CC: EMENA ISC Files (EMENA ISC FILES)

ROUTING SLIP		DATE: 7/29/91	
NAME		ROOM NO.	
Mr. Nouvel, Acting Director		H11-095	
APPROPRIATE DISPOSITION	NOTE AND RETURN		
APPROVAL	NOTE AND SEND ON		
CLEARANCE	PER OUR CONVERSATION		
COMMENT	PER YOUR REQUEST		
FOR ACTION	PREPARE REPLY		
INFORMATION	RECOMMENDATION		
INITIAL	SIGNATURE		
NOTE AND FILE	URGENT		
REMARKS:			
Unesco/Czech Govt. Forum on Culture and Democracy, Prague, Sept. 4-6.			
EXT feels this could be an interesting meeting - a special trip from Headquarters is not warranted, but if staff were in the area on mission travel, or if our ResRep in Poland were available. Grateful for your views on this so that we can inform Unesco.			
Many thanks.			
FROM:	ROOM NO.:	EXTENSION:	
Maureen McDonald	T8-108	3-1771	



united nations educational, scientific and cultural organization
organisation des nations unies pour l'éducation, la science et la culture
organización de las naciones unidas para la educación, la ciencia y la cultura

7, place de Fontenoy,
75700 PARIS

telephone: national (1) 45.68.10.00
international + (33.1) 45.68.10.00
telegrams: Unesco Paris
telex: 204461 Paris
270602 Paris
telefax: 45.67.16.90

The Director-General

reference: DG/91/214

14 JUN 1991

Dear Mr Conable,

Unesco and the Czech and Slovak Federal Republic are organizing jointly in Prague, from 4 to 6 September 1991, an international forum on "Culture and Democracy".

I have pleasure in inviting your Organization to be represented at the Forum, the programme of which is attached with an annotated agenda.

This Forum is designed to help give new impetus to thinking on the nature of democracy, in the light of the remarkable progress - but also of the difficulties and trials - it is experiencing in a great many parts of the world. It will form part of the World Decade for Cultural Development, which was launched under the joint auspices of the United Nations and Unesco. The title adopted - "Culture and Democracy" - reflects a major concern : democracy is not only a set of institutions but is also rooted in beliefs, values, attitudes and visions of the future - well encapsulated in the concept of "citizenship".

What is citizenship and how can it be fostered - considering the diversity of contexts and historical backgrounds ? In other words, how can we forge a genuine "democratic culture" - given that cultural changes, inscribed in individual and group behaviour, alone give permanency and substance to political changes ?

./...

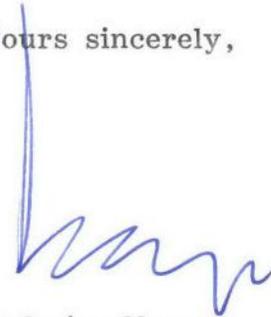
Mr Barber B. Conable
President
World Bank
1818 H Street, N.W.
WASHINGTON, D.C. 20433
United States of America

These are some of the questions that the Forum will consider, taking into account the experience and testimonies of some one hundred politicians, intellectuals, artists, journalists and leading figures in the economic, cultural and social spheres who are closely involved, through their thought or action, in the renewal of democracy in the various regions of the world.

The working languages will be English and French. Simultaneous interpretation and working documents will be provided in these two languages .

If, as I sincerely hope, your Organization is able to accept this invitation, I should be grateful if you would inform me, at your earliest convenience, of the name and official title of the person designated to attend.

Yours sincerely,



Federico Mayor

INTERNATIONAL FORUM

"CULTURE AND DEMOCRACY"

**organized jointly by Unesco and the
Czech and Slovak Federal Republic**

The International Forum "Culture and Democracy" is designed to help give new impetus to thinking on the nature of democracy, in the light of recent progress recorded in a great many parts of the world. The topic chosen for the Forum reflects a fundamental choice : democracy is not only a set of institutions ; it also implies the active participation of all in social and cultural life. It is rooted in beliefs, attitudes and visions of the future - which are well encapsulated in the term "citizenship".

What are the components of this "democratic culture ?" Is it linked to national independence ? To a particular economic system ? To mass participation in the construction of society ? Beyond the diversity of its forms and characteristic claims, beyond the multiplicity of particular cultures and histories, can we identify a number of fundamental requirements that constitute the universal bedrock of democracy ?

Again, what can be done to develop a sense of citizenship ? To foster the emergence of independent individuals and social groups ? What role can cultural forces play in the construction of democracy ?

These are some of the questions that the Forum may wish to consider in the light of the testimonies of politicians, intellectuals, artists, journalists and leading figures in the economic and social spheres who are closely involved, through their thought and action, in the renewal of democracy in the various regions of the world.

The Forum - which is being organized in the context of the World Decade for Cultural Development - will take place from 4 to 6 September in Prague (Czechoslovakia) at the joint invitation of Mr. Federico Mayor, Director-General of Unesco, and Mr. Vaclav Havel, President of the Czech and Slovak Federal Republic.

It will bring together some one hundred participants for two and half days, and its proceedings - between the opening and closing sessions - will be divided into three plenary sessions and six workshops.

PROGRAMME

Wednesday, 4 September

a.m.

Opening ceremony

Address by President Vaclav Havel

Address by the Director-General of Unesco

Address by the President of the Intergovernmental Committee of the World Decade for Cultural Development

First plenary : What is democracy ?

p.m.

Three workshops will take place simultaneously :

Workshop 1 : The roots of democracy : individual, community, nation

Workshop 2 : General interest, pluralism and minority rights

Workshop 3 : Religion, ethics, human rights and democracy

In the late afternoon, a televised debate will bring together representatives of the written and audio-visual media on the theme "Media and democracy"

Thursday, 5 September

a.m.

Second plenary : Transitions towards democracy.

p.m.

Three workshops will take place simultaneously :

Workshop 4 : Socio-economic development and democracy

Workshop 5 : International dimensions of democracy

Workshop 6 : How does one become a citizen ?

Friday, 6 September

a.m.

Third plenary : The role of intellectuals and creators in the democratization process

p.m.

Closing ceremony

Workshop reports

Syntheses of the debates

Address by the Director-General of Unesco

Address by President Vaclav Havel

**International Forum
"Culture and Democracy"**

Annotated Agenda

First plenary meeting : What is democracy ?

The collapse in a number of parts of the world of various totalitarian or authoritarian regimes whose impact has been equally adverse in the economic and the political spheres could encourage a tendency to settle for a purely "negative" or defensive concept of democracy, defined as a regime that prevents anybody from attaining power or holding on to it against the will of the majority. But is such a definition of democracy really satisfactory ? Should we not rather focus our thoughts on the positive factors making for the free choice of rulers by the ruled - which is what defines a democratic regime ? Does there not exist, even where political freedom is guaranteed, a crisis of political representation or participation ? The issue today is less one of opposing liberal democracy and social democracy than of marrying the representative and institutional dimensions of democracy. And is not the best way to do this to recognize that the strongest social demands at the present time are the demands for freedom and respect for individual rights in the face of institutional and state power. Hence the renewed importance of the topic of human rights as a foundation of democracy.

Second plenary meeting : 'Transitions towards democracy'

The lessons of the past, as well as the processes currently in train, show how difficult it is to set an 'agenda' for democratization, subject as it is to the constraints of the real world and the pressures of public expectation. How can we ensure the management of the possible while ~~maintaining the necessary commitment and support of the citizens at large ?~~ ~~What concessions and compromises are acceptable to ensure the success of the transition to democracy ?~~ What attitude should be adopted towards the 'enemies' of democracy, which may variously be constituted by the army, a social oligarchy, certain economic forces, etc ? In the light of experience, can we draw certain lessons concerning the kinds of obstacles encountered in the transition to democracy and ways of tackling them ?

Third plenary meeting: 'The role of intellectuals and creators in the democratization process'

Democracy cannot exist without autonomous social agents -precisely those whom authoritarian and totalitarian regimes seek to destroy. We know in this connection the role played by many intellectuals, university teachers, writers and artists in the articulation and mobilization of an active opposition to totalitarian regimes of all kinds. But what should be their responsibilities and how should they exercise them in a society engaged in the democratic process ? What role should the cultural and communication media play in this regard ? What support and what action should be expected of international intellectual organizations such as Unesco ?

Workshop 1 : The roots of democracy : individual, community, nation

In what is the claim for democracy grounded ? It has been linked with the theme of human rights and freedoms, and the recognition of the individual as an autonomous social agent. But is it not also related to national consciousness or to the aspiration for greater social equity ? Many of the independence or social liberation movements that have marked modern times have affirmed the identity between the national cause and the democratic cause. On the other hand, the democratic spirit today seems increasingly to be shaped by resistance to the power of a State that tends to monopolize to its own advantage -and to the detriment of human rights - a national consciousness which it seeks to mould. In what circumstances can a sense of nationhood be a bridge to democracy ? Should we not also examine some intermediary experiences in which the community seems to be the basic cell for learning about democracy ?

Workshop 2 : General interest, pluralism and minority rights

In addition to recognition of the plurality of interests and beliefs, democracy presupposes a principle of unity and a notion of the common good and general will. Should democracy therefore be conceived as the rule of the majority or, conversely, as a regime that recognizes minority rights (ethnic cultural, social) ? And how far can one extend the rights of minorities without weakening social cohesion and fracturing national unity ? Under what conditions can a multicultural society function democratically ? How can democracies, old or young, resist the phenomena of exclusion, intolerance and even racism, which constantly threaten them ? Again, while democracy is the free choice of rulers by the ruled, it is also true that the ruled must feel themselves concerned and responsible. This implies a representational link between the material and moral interests of individuals and social groups, on the one hand, and the parties acting as agents of political representation, on the other. Under what conditions is there a satisfactory correspondence between social demand and political supply ?

Workshop 3 : Religion, ethics, human rights and democracy

Is democracy to be defined solely as a system that institutionalizes ~~the search for a peaceful and negotiated settlement of conflicts of interests~~ ? Or is it also grounded in ~~ethical principles and in value and knowledge systems~~ - and, if so, which ? Is democracy possible in atomised, fragmented societies - where, for example, individual behaviour is almost wholly determined by patterns of mass consumption ? If, on the other hand, the roots of citizenship are to be found in ethical or spiritual principles, in what circumstances can these principles strengthen democracy ? Should we, for example, preserve the autonomy of the political realm as opposed to the spiritual ? Is secularization a condition of democracy ? More generally, is it possible today to identify a number of fundamental requirements that constitute the universal bedrock of democracy ?

Workshop 4 : Socio-economic development and democracy

Democracy has often been associated with development, insofar as the latter implies a certain level of education and exchanges - internal and external - of people, ideas and information. At the same time, modernization has rarely been conceived other than as a willed enterprise, favouring the concentration of power in the hands of a State that must give itself the means to transform a society locked in poverty and hampered - by various internal or external forces - in its capacity for initiative. While development appears

a condition of democracy, does it not also suppose an opposing - or, at least, different - logic ?

Workshop 5 : International dimensions of democracy

The obstacles to the free choice of rulers by the ruled are not only internal ; they may also derive from the international context, in particular situations of inequality, not to say relations of dependence (economic, financial and even military) to which certain nations are subject. How can we speak about democracy when certain decision-making processes escape the control of a given society - consequent, for example, on the internationalization of economic, commercial and financial flows ? Indeed, one notes the development in various parts of the world of a number of interstate structures of political and/or economic cooperation that help to further the emergence or stabilization of democratic regimes. The Forum could thus consider the geopolitical context of democracy - the conditions that, like the growth of international disparities, represent a threat to all the world's democracies, rich and poor alike, and those that could facilitate the transition towards democracy or, in periods of consolidation, constitute safeguards against the temptation of pursuing non-democratic paths.

Workshop 6 : How does one become a citizen ?

There is no durable democracy without democrats, that is to say, without citizens wishing to play an active and responsible role. Can democracy be learnt and in what way ? What is the role in the teaching of citizenship of educational institutions - the school, the family, the media, associations, place of work, etc. ? More particularly, can certain decisive transformations take place during the crucial period of transition to democracy ? Are there any situations or experiences that can bring about, from the very start, a kind of accelerated 'social apprenticeship' of democracy ?

Note : It is planned to organize at the end of the first day a televised round table bringing together representatives of the press, radio and television to discuss the topic of 'Media and Democracy'.

TRANSMISSION CONFIRMATION REPORT No.=003018

DATE/TIME	AUG 19, 1991 11:32AM
DURATION	47s
TRANSMITTER (FROM)	EXTIE 202-676-0576 202 676 0576 <i>GG UNESCO</i>
RECEIVER (TO)	WB-EMTPH 71996
PAGES XMITTED	02
PAGES ERRORED	
RESULT	OK
COMM. MODE	G3
RESOLUTION	NORMAL

THE WORLD BANK/IFC/M.I.G.A.
Headquarters: Washington, D.C. 20433 U.S.A.
Tel. No. (202) 477-1234 // Fax Tel. No. (202) 477-6391 // Telex No. RCA 248423
FACSIMILE COVER SHEET AND MESSAGE

DATE: August 19, 1991

NO. OF PAGES: 3
(including this sheet)

MESSAGE NUMBER: \

TO

Name: Mr. Stephen Heyneman, EMTPH
Organization: \

Fax Tel. No. 7-1996
City: \
Country: \

FROM


Name: Maureen McDonald
Dept./Div. EXTIE
Room No. T8-108

Fax Tel. No. 6-0576
Dept/Div No. \
Tel. No. 3-1771

SUBJECT: UNEDBAS

MESSAGE:

Per your conversation with Rachel Diggs.

Transmission authorized by: Maureen McDonald

If you experience any problem in receiving this transmission, inform the sender at the telephone or fax number listed above.

bureau régional pour l'éducation dans les pays arabes
regional office for education in the arab states (UNEDBAS)



١/٢
مكتب اليونيسكو والإقليم العربي
للتربية فيت الدول العربية (يونيدباس)

F A C S I M I L E

OUTGOING FAX NO: ED/UNEDBAS/FAX/. 626

PAGE 1 OF (2)..

DATE : ...5..August..1991.....

TO	President World Bank	FROM	: H. El-Khawad
FAX NO.	: 00-1-202-4776391 00-1-4770542	FAX NO.:	(962-6) 682-183
ADDRESS	: World Bank		
TOTAL NUMBER OF TRANSMITTED PAGES INCLUDING THIS PAGE :		(2)	

bureau régional pour l'éducation dans les pays arabes
regional office for education in the arab states (UNEDBAS)



2/2
مكتب اليونسكو والاقتصاد
للتربية فيت الدولة العربية (يونديباس)

Ref. UNEDBAS/2474

المرجع

5/8/1991

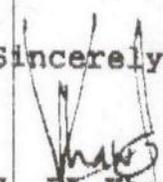
President
World Bank
1818 H street, N.W.
Washington, D.C. 20433
U.S.A.

Dear Sir,

Reference our letter UNEDBAS/2312 dated 19/6/1991 we are anxiously awaiting the nomination of your representative to the Prototype National Roundtable on Basic Education in Egypt (7-9 September 1991).

Thank you.

Sincerely yours,


H. EL-Khawad
Director, a.i.
UNEDBAS

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

August 9, 1991

*File: 66
(UN-UNESCO)
dl*

Mr. Richard Hsieh
Director
Science-University-Industry Unit
Science Sector
United Nations Education, Scientific
and Cultural Organization
7, place de Fontenoy
75015 Paris, France

Dear Mr. Hsieh:

Thank you for your letter of June 25, 1991 to Mr. Moris Bart who is no longer with the World Bank. The Science Industry Partnership Programme that UNESCO has launched appears to be most interesting and potentially useful. The World Bank is working on a variety of projects that may have links to this new UNESCO initiative, and we have circulated your letter and the enclosed description to appropriate persons in the Bank Group asking them to contact you directly concerning the exchange of ideas and possible cooperative efforts.

(ORIGINAL SIGNED BY)

Sincerely,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

bcc: Messrs. Lafourcade, Sagasti

GHandwerger:lmc
EXTIE-510

FORM NO. 75
(6-83)

THE WORLD BANK/IFC

ROUTING SLIP		DATE:
		August 9, 1991
NAME		ROOM NO.
Mr. Harindar Kohli		H 8065
Mr. Mieko Nishimizu		H 5025
Mr. Francois Ettore		D10-049
Mr. Vinay Bhargava		H10-113
Mr. Rory O'Sullivan		H11-049
Mr. Michael Gould		H 7111
Mr. Harold Wackman		H 8111
APPROPRIATE DISPOSITION	NOTE AND RETURN	
APPROVAL	NOTE AND SEND ON	
CLEARANCE	PER OUR CONVERSATION	
COMMENT	PER YOUR REQUEST	
FOR ACTION	PREPARE REPLY	
INFORMATION	RECOMMENDATION	
INITIAL	SIGNATURE	
NOTE AND FILE	URGENT	
REMARKS:		
For your information and action, if desired.		
FROM:	ROOM NO.:	EXTENSION:
Gretchen Handwerger	T 8109	31772



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

RECEIVED
 EXTIE
 18 AM 4 34

7, place de Fontenoy, 75700 Paris
 1, rue Miollis, 75015 Paris

téléphone : national (1) 45.68.10.00
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 télégrammes : Unesco Paris
 télex : 204461 Paris
 270602 Paris
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*Received
 on 07/01/91*

référence : SC/SUI/278/91.152

25 June 1991

well informed!

Dear Mr Bart,

I am glad to inform you that UNESCO has initiated a new programme for Science, University, Industry Partnership (SIPAR).

The SIPAR programme is a new international consortium for scientific and engineering research, information, training and consultation organized by industrial, financial and scientific parties in co-operation with and under the auspices of UNESCO. It is being created to help industries take full advantage of the world scientific and technological resources.

As you can see from the attached document, the main objective of SIPAR is to contribute to the establishment and/or the strengthening of operative and effective linkages between universities and academic-oriented institutions active in S&T - particularly in R&D work on one hand, and the productive sector on the other both in developed and developing countries.

UNESCO, in launching SIPAR and its projects, intends to promote science, university and industry co-operation essentially through partnership of extra-budgetary projects. It will also ensure that the interests of the parties participating in SIPAR are mutually guaranteed.

./.

Mr Moris Bart
 Director
 European Office of the International
 Bank for Reconstruction and Development
 66 avenue l'ena
 75016 PARIS

EXTIE			
ACTION REQUIRED:		LOG#	510
<input checked="" type="checkbox"/> REPLY BY:	B/F DATE		
	7/25/91		
FOR SIGNATURE OF: _____			
<input type="checkbox"/> FORWARD FOR ACTION TO: _____			
DATE SENT:			
DISTRIBUTION:	ACTION	INFO	DATE
<input checked="" type="checkbox"/> SV	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	7/18
<input checked="" type="checkbox"/> GH	<input checked="" type="checkbox"/>		
COMMENTS:			
<i>draft attached</i>			
INFORMATION CENTER FILE: _____			

Mr Bart

SC/SUI/278/91.152
page 2

It must be stressed that SIPAR is not a philanthropic programme and that the realization of SIPAR's joint projects with science, university, industry would result in its self-financing and at the same time be beneficial to parties concerned as well as to innovations centres on science and technology participating in SIPAR.

Taking into account that one of the initial activities of SIPAR will aim at networking institutions that promote S&T innovation, on the basis of a few duly structured, equipped and staffed 'pilot' centres particularly in the East European countries and also that the International Finance Corporation (IFC) as an affiliated member of the World Bank has become very active in assisting reform in Eastern Europe, it would be reasonable in our opinion to establish mutual contacts between our organizations towards the development of the new UNESCO activity - SIPAR and to exchange ideas concerning joint co-operation.

I am pleased to have the opportunity of making this offer to you. I shall be glad to discuss this subject and any other co-operation matter you may wish to raise, perhaps during a meeting either in your Headquarters or in UNESCO, at your earliest convenience.

I look forward to hearing from you soon.

With best wishes,

Yours sincerely,



Richard Hsieh
Director
Science-University-Industry Unit
Science Sector

Science Industry Partnership Programme

S I P A R

Plan of Action 1992-1993

DRAFT



Published by SC/SUI

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1. Introduction

The creation of laser-driven fusion reactor, the problem of environmental pollution, the problem of building neural computers, space exploration are evidence that scientific and technological problems increasingly have to be solved beyond industrial enterprises and national borders. At the same time, the impact of science and technology on industrial development and the welfare of mankind are rapidly becoming a crucial force.

Accepting this challenge UNESCO is initiating a new activity for science and industry co-operation.

The UNESCO Science Industry Partnership is a new international, industrial and scientific consortium for scientific and engineering research, information, training and consultation. It is organized by industrial, financial and scientific parties concerned in co-operation with and under the auspices of UNESCO. It is being created to help industries take full advantage of the world's scientific and technological resources.

The UNESCO Science Industry Partnership Programme SIPAR is aimed to provide a forum for international science, university, industry partnership and to establish close interactions between them.

Its main objective is to contribute to the establishment and/or strengthening of operative and effective linkages between on the one hand, universities and academic-oriented institutions active in S&T -particularly in R&D work - and the productive sector on the other.

UNESCO, in launching SIPAR and its projects, intends to promote science, university, industry co-operation essentially through extra-budgetary projects. In addition to its contribution in establishing SIPAR, UNESCO will make available to SIPAR members its administrative and professional resources in particular its unique

world-wide net of researchers, intergovernmental organizations as well as facilitate contacts with its Member States.

2. Objectives

The main objective of SIPAR is to contribute to the establishment and/or the strengthening of the operative and effective linkages between, on the one hand, universities and academic-oriented institutions active in S&T -particularly in R&D work- and, the productive sector on the other. Emphasis would be given to the development of mechanisms and modalities for the transfer of S&T knowledge and research results to the productive sector, through pilot projects at national, regional and international levels.

To this effect, SIPAR would collaborate, upon request, in designing and implementing activities along five major lines: Information, Research, Training, Services, and Exchanges. Its interlocutors would be, in broad terms, the S&T systems and the productive sectors; naturally, actions would involve institutions, enterprises, chartered groups or associations, and, in general parties of relevance as to development of the kind of interactions referred to above.

One of the initial actions of SIPAR would aim at networking institutions that promote S&T innovation, on the basis of a few, duly structured, equipped and staffed 'pilot' centres. UNESCO would actively support these centres in the inception period, and may later on contribute to launching initial experimental stages of promising innovative ideas within the networks. Subsequent stages would be prompted by interest they may elicit at industrial, national and international levels.

Steps to organize pilot centres are under way in Japan, the USA, USSR and Latin America.

3. Key activities

It is hoped that, after creation, the programme's most important achievement will be

its functioning as a transnational channel of dialogue and information for short and long-term scientific and industrial development and other services for exchanges between science, university and industry.

The range of activities to be carried out by SIPAR will be determined upon the requests put forward by its members. Although it is somewhat difficult to foresee the exact nature of these demands it seems likely that work of the programme will include the following key activities:

A. Information

- Provide or facilitate access to S&T information and data of relevance to productive activities, including decision-making involving technical discernment;
- Search for agents or enterprises likely to be interested in application of research results or innovations in industry;
- Co-operation in publishing S&T material of importance to the productive sector;
- In relation to the above, assist in establishing and interlinking databases and documentation services.

B. Research

- Preparation of studies on the foreseeable consequences of technological change, enlisting the co-operation of international group of scientists and technologists;
- Technology evaluation from the stand-point of directly concerned parties -authorities, enterprises- and within a specific context;
- Studies on problems and tasks to be faced by science and industry within a given context;
- Arrangements for joint projects involving R&D activities and the productive sector, including enhancement of production within small and medium size enterprises;

- Organization of multidisciplinary research with the participation of industry;
- Carrying out of feasibility studies on innovative projects.

C. Training

- Collaboration in the tailoring of higher education to future industrial needs;
- Organization of seminars and colloquia on topics of relevance to industry;
- Organization of upgrading courses for industrial researchers in universities or research institutes;
- Encouragement of the channeling by industry of fellowships, travel grants, awards, funds, prizes, etc ... to scientists.

D. Services

- Assistance towards the creation of technological infrastructure for implementation of joint studies;
- Assistance towards the exchange of experimental materials of industrial and scientific importance;
- Assistance for the occasional use of unique and sophisticated high-cost instruments only available in some industrial or university laboratories;
- Arrangements for the analysis or testing of various materials of industrial origin;
- Facilitate access to advisory and experimental services related to S&T aspects concerning materials, processes, automation, and their adaptation to local conditions;
- Assistance in developing ways to apply research results and ideas generated in the academic world and in identification of enterprises interested in exploiting them;
- Collaborate in S&T matters related to technology transfer.

E. Exchanges

- Provide a forum for discussion between science and industry on matters related to items above plus legal aspects, etc ... ;
- Arrangements for academics to gain industrial experience;
- Arrangements for outstanding industrialists to lecture at universities and other academic institutions.

4. Role of UNESCO

UNESCO is to play a focal role in strengthening the SIPAR programme. Its contribution must be concrete, visible and of interest to all parties concerned.

SIPAR would offer a unique opportunity for industrial and scientific circles of Member States to interact in a systematic way with world productive sector and S&T resources.

During the implementation of projects within SIPAR, UNESCO will ensure the observance of interest of the parties concerned participating in SIPAR.

Within the Science Industry Partnership Programme UNESCO will support the development of project documentation for science and industry co-operation including extra-budgetary projects.

Taking into consideration the leading role of UNESCO in the question of copyrights ownership and also its close co-operation with the World Intellectual Property Organization WIPO, issues of this nature appearing in projects on science, university, industry partnership will be governed by agreement between parties concerned under the auspices of UNESCO.

To satisfy information requirements of parties concerned SIPAR will maintain a Scientific and Technological Innovations Bank STIB.

5. Structure

SIPAR is one of UNESCO's programmes and its membership is open both to Member States' bodies concerned with industrial and scientific matters and to private financial, scientific and industrial parties concerned cooperating with public organizations of Member States and foundations on a contractual basis.

SIPAR's advisory committee will be composed of eminent scientists, industrialists and bankers who could be designated by the Director-General on an individual capacity and it serves simultaneously as a consultative body for the UNESCO Director-General. The committee will be concerned on the whole with, the question of adherence to the interests of the joint co-operation participants, observe the best use of financial resources invested in the projects and also make recommendations according to the utilization of the result achieved if needed.

It is expected that SIPAR would closely co-operate with International Associated Centres for Innovation in Science and Technology in the world.

A "SIPAR Newsletter" will be launched.

SIPAR is to co-ordinate co-operation between science, university, industry among the international organizations of the UN system within the programme activity.

6. Financing

The realization of SIPAR requires considerable financing as it is to initiate a number of science, university, industry partnership projects, to mobilize scientists and businessmen, to create ad hoc groups of researchers, to function as scientific and technological innovations banks and also to supply scientific equipment and materials.

Taking into account that there are certain catalytic financial resources at the disposal of UNESCO and also the possible organization of a

world-wide campaign for financing SIPAR, the following financial sources can be envisaged:

- The Regular Programme of UNESCO. It would be reasonable to allocate an initial amount of US\$ 400000,00 for the first SIPAR projects in 1992/1993 biennium. These funds will be used mainly for preparatory activities such as collection of information, pre-feasibility studies of pilot joint projects and training workshops in science and industrial management and should lead to more ambitious projects later in this field.
- The Participation Programme. Provisions in Participation Programme will be made for the setting up of SIPAR associated innovation centres for science and technology upon request from Member States.
- Other funds. To be sought from Member States, from international governmental organizations, foundations and development agencies, from the industrial sector on the whole, through a world-wide campaign for the promotion of international science, industry co-operation.
- Venture Capital. Including from banks, investment groups and regional venture capital, together with resources from companies, scientific and industrial associations and transnational corporations can be applied for financing joint SIPAR projects.

It is advisable to co-ordinate all activities connected with financial suppliers and donors by the creation of an Innovation Funds-in-Trust IFIT.

Co-ordination with related programmes launched by other governmental and non-governmental organizations both inside and outside Member States is also highly recommended as the funds will, necessarily, come from a wide range of sources.

The realization of SIPAR would result in self financing of the joint science, university, industry projects and associated innovations centres on science and technology.

The World Bank



European Office

66, avenue d'Iéna
75116 - Paris, France

Tel. : 40 69 30 10

Telex: 620 628 F

Fax : 47 23 74 36

91 JL

With the compliments of

Olivier Lafourcade

Director

15-7-91

Sarwar -

I have not read this

Could you please see what response
should be given to UNESCO -

Thanks and regards - Olivier

The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

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

(202) 477-1234
Cable Address: INTBAFRAD
Cable Address: INDEVAS

August 6, 1991

Dear Mr. Mayor:

I refer to your letter DG/16/91/571 of July 5 inviting The World Bank to be represented at the 26th Session of the General Conference of the United Nations Educational, Scientific and Cultural Organization, to be held in Paris from October 15 to November 7, 1991.

I thank you for the invitation. Unfortunately, it is unlikely that the Bank will be able to send a representative to this meeting due to work pressures and other commitments of staff at this time. However, should this situation change in any way we would inform you accordingly.

(ORIGINAL SIGNED BY)

Sincerely yours,

K. Sarwar Lateef

K. Sarwar Lateef
Chief

International Economic Relations Division
External Affairs

Mr. Federico Mayor
Director-General
United Nations Educational, Scientific
and Cultural Organization
7, place de Fontenoy
75700 Paris
France

cc: Mr. Verspoor (PHREE)
Mr. Lafourcade (Paris)

Log No: EXC910722003

MMcDonald

ROUTING SLIP		Date	7/24/91
NAME		ROOM NO.	
Mr. Verspoor		S 6029	
URGENT	For Action/Comment	Per Your Request	
Appropriate Disposition	Information/Discard	Returned	
Approval/Clearance	Note And Return	See My E-Mail	
File	Per Our Conversation	Signature/Initial	
RE: UNESCO General Conference, Paris,			
REMARKS October 15 - November 7, 1991. As you know, we have not attended these discussions on any regular basis over the last few years. Grateful if you would let me know how to respond to Unesco on this occasion. Many thanks.			
From	Room No.	Ext.	
Maureen McDonald	T8-108	3-1771	

The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: 26-Jul-1991 01:48pm

TO: Maureen McDonald (MAUREEN M. MCDONALD)

FROM: Adriaan Verspoor, PHREE (ADRIAAN VERSPOOR)

EXT.: 33279

SUBJECT: UNESCO General Conference, Paris 10/15-11/07

We cannot attend the above conference, but maybe someone from Paris office can represent us at the opening session.



united nations educational, scientific and cultural organization
organización de las naciones unidas para la educación, la ciencia y la cultura
organisation des nations unies pour l'éducation, la science et la culture

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cables: Unesco Paris
telex : 204461 Paris
270602 Paris

The Director-General

reference : DG/16/91/571

5 JUL 1991

Dear Mr Conable,

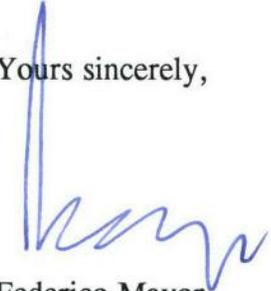
I am pleased to inform you that the twenty-sixth session of the General Conference of the United Nations Educational, Scientific and Cultural Organization will open at Unesco Headquarters on Tuesday 15 October 1991 at 10 a.m. It is expected to close on 7 November 1991.

I have pleasure in inviting your Organization to be represented at this session. I should be grateful if you would let me know at your earliest convenience the name of your representative.

Please find enclosed the provisional agenda of the Conference drawn up by the Executive Board at its 136th session (document 26 C/1 Prov), as well as documents 26 C/2 (Organization of the work of the twenty-sixth session of the General Conference), 26 C/6 (Recommendation of the Executive Board concerning the Draft Programme and Budget for 1992-1993), 26 C/INF.1 (Practical information concerning the twenty-sixth session of the General Conference), 26 C/INF.2 (Invitations to the twenty-sixth session of the General Conference) and 26 C/INF.3 Prov. (Provisional list of documents of the twenty-sixth session of the General Conference).

The Draft Programme and Budget for 1992-1993 (document 26 C/5) has already been sent to you. The other documents of the session will be forwarded to you as they become available.

Yours sincerely,



Federico Mayor

Mr Barber B. Conable, Jr.
President
World Bank
1818 H Street, N.W.
Washington D.C. 20433
United States of America

WORLD BANK OFFICE TRACKING SYSTEM
OFFICE OF THE PRESIDENT
Routing and Action Transmittal Sheet

MMEB

SS/ATC

TO: Mr. Shakow (T-8011) DATE: 7/22/91

SUBJECT:

Document From: Federico Mayor, UNESCO

To: BBC

Dated: 7/05/91

Reference No.: EXC910722003

Topic: Inv. participation of WB in 26th session of General Conference
UNESCO Oct. 15-Nov. 7, 1991.

ACTION INSTRUCTIONS:

DUE DATE:

- XXX HANDLE
- REVIEW AND RECOMMEND
- FOR YOUR INFORMATION
- DISCUSS WITH _____
- AS WE DISCUSSED
- PREPARE RESPONSE FOR _____ SIGNATURE
- FOR YOUR FILES
- RETURN TO _____
- OTHER: _____

7/31/91

Remarks: _____

TW
7/23/91