

DESA

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO) - COORDINATION OF TECHNICAL  
ASSISTANCE ACTIVITIES

4 APR 1974 - 24 FEB 1975

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ORIGINAL ORDER

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ORIGINAL DIRECT

RECORDS CONTROL

FEB 25 1975

Drafted: Y. Wade  
Cleared: Mr. Zelleke  
cc; Miss Weidlund *fu* for comments  
24 February 1975

Mr. Octavio Gabello  
Associate Director-in-Charge  
Population Division

TE 210 (2)UNESCO

Kenneth Watts, Deputy Director  
Africa Branch, OTC

SENEGAL - Experimental Research on Problems caused  
by Rural Exodus (SEN/74/P01).

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Please find attached, for your review, copy of a request from the Government of Senegal for UNFPA assistance concerning the above-mentioned project.

We would appreciate receiving your comments on the proposed project, if possible, on or before 17 March 1975.



UNITED NATIONS  
DEVELOPMENT PROGRAMME



PROGRAMME DES NATIONS UNIES  
POUR LE DEVELOPPEMENT

866 UNITED NATIONS PLAZA  
NEW YORK, N.Y. 10017

RECORDS CONTROL

FEB 28 1975

INTEROFFICE MEMORANDUM

TS 210 (2) UNESCO

TO:

Mr. R. J. Crooks  
Director, Office of Technical Co-operation  
ESA, United Nations

Date:

21 February 1975

FILE NO.:

IRQ/74/001

FROM:

Sergije Makiedo  
Assistant Administrator and Regional Director, BEMME

SENDER'S TELEPHONE EXTENSION: 4432

SUBJECT:

IRAQ - Institute of Technology, Basrah (Phase II) - IRQ/74/001

...

Please find for your information five copies of the summary for  
the above-mentioned project which is being executed by UNESCO.



RECEIVED  
27 FEB 1975

UNITED NATIONS DEVELOPMENT PROGRAMME

Project Summary, Government of Iraq

Title : Institute of Technology, Basrah (Phase II)  
Number : IRQ/74/001/B/01/13 Date of Submission: January 1973  
Sector : Science & Technology (65) Sub-sector: Technical and Engineering  
Education (6570)

Proposed Starting Date of  
Full Project Operations:  
1 November 1974

Proposed Duration:  
Two years and eight months

Proposed Government Co-operation Agency:

Foundation for Technical Institutes,  
Ministry of Higher Education and  
Scientific Research

Contribution requested from UNDP:	US \$	526,700
Proposed Government Counterpart		
Contribution		
In Cash (cost-sharing)	US \$	226,000
In Kind	IDs.	1,143,420
<u>TOTAL PROJECT COST</u>	<u>US \$</u>	<u>4,512,700</u>

I BACKGROUND

1. The Government is focussing its efforts on the transformation of the educational sector from the liberal arts to technological education. The facilities for training middle level personnel, particularly technicians, are inadequate and have become a bottleneck in the planning of the industrial development of the country. The actual investments in industrial projects in the Basrah region are about IDs.100,000,000 requiring 3,750 technicians in the period 1970 to 1975 and 8,510 in the period 1976 to 1980, while the training capacity in the country is, 1,230 and 5,050 respectively. The total projected requirements for the whole country exceed those figures considerably and the estimate is, for 1975-1980, about 36,000 industrial technicians and 11,000 agricultural technicians.

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"PLEASE NOTE THAT THIS DOCUMENT IS A SUMMARY OF THE PROJECT"  
"AS SUBMITTED AND DOES NOT REPRESENT THE VIEWS OF THE UNDP"  
"ON ITS MERITS."



2. An appraisal of a request from the Government to UNDP for assistance in the establishment of a Pilot Project at Basrah of an Institute for Technician Training, led to the conclusion that basic work concerning physical facilities, organization, curriculum development and co-operation between the Institute and Industry in the Basrah region should first be accomplished before embarking upon a full-scale project.
3. The Preparatory Project (RQ/71/528) was approved in January 1972 and is due to come to conclusion on 31 October 1974. The status of its implementation was studied by a Mid-Project Review Mission who came to the conclusion that UNDP/UNESCO inputs have been timely and satisfactory. International experts prepared detailed curricula and syllabi as well as lists of equipment to match the curricula.
4. The Government provided a temporary building for classroom and laboratory work and is constructing provisional workshops to house equipment supplied by both UNDP and the Government (US \$ 339,000) which is already at project site.
5. Six engineers were sent abroad for training under the fellowship programme and six are at present working at the Institute. The trainees are due to return by the beginning of the Second Phase of the project. On the other hand there are 20 expatriate teaching staff and shop instructors.
6. Based on their findings, the Review Mission recommended that Phase II or full-scale project activities should start immediately after the completion of the Preparatory Project on 31 October 1974. A gap between the two phases was undesirable.
7. The Government will share part of the cost of the international inputs into the project. UNDP will provide US \$ 526,700 and the Government cost-sharing contribution will amount to US \$ 226,000.

## II THE PROJECT

### A. Long-range Objective

8. By building up an Institute for the training of industrial technicians, the project will support the achievement of two important sector goals of the Government, which are:
  - a) The transformation of the education sector so that it could produce the human resources which the country needs for rapid economic and social development; and
  - b) the reduction of the country's dependence on oil through the creation of a broad and diversified industrial structure.

The Institute being developed will not only produce technicians, but will also serve as a model for similar institutes in other parts of the country. Furthermore, the establishment and operation of the Institute will yield pertinent information and data which are likely to be of substantial use to the Government when it takes future investment decisions for the development of the technician training sector.

#### B. Immediate Objective

9. The project is basically to develop an Institute of Technology, Basrah, to a point where it is able to produce soundly trained technicians every year.

With these goals in view, project activities will focus on the following:

- a) the development of a team of professional staff members of adequate size and quality.
- b) the transfer from the temporary building and workshops to the permanent premises.
- c) the establishment of an adequate equipment stock
- d) the further development of curricula and syllabi
- e) the preparation of an adequate set of teaching aids and teaching materials
- f) the development of an adequate organizational structure and, in general, of a sound system of the management
- g) the establishment of firm links with industry; and
- h) the adoption of a medium-term plan for the further growth and development of the Institute covering organizational structure, curricula, human, physical and financial resources (including equipment needs) and international/external technical assistance requirements.

### III FINANCIAL DATA

- a. Contribution requested from UNDP including Government Cost-Sharing Contribution but excluding Agency Over-Head Cost.

#### PROJECT PERSONNEL

	Total	
<u>Experts</u>	<u>m/m</u>	<u>\$</u>
CTA & Expert on Power & Engines	32	80,000
Production Machinery	20	50,000
Structural Technology	21	52,500
Process Industries (Petroleum)	21	52,500
Industrial Electronics & Telecommunications	20	50,000
Air Conditioning & Refrigeration	17	42,500
Electrical Technology	20	50,000
Consultants	9	22,500
Sub-Total	160	400,000
Administrative Support Personnel		22,500

Component Total

422,500



TRAINING

Fellowships

	m/m	Total \$
Director Study Tour	4	3,300
Automotive Engineering	24	14,400
Chemical Plants	24	14,400
Industrial Electronics	24	14,400
Structures (Civil Engineering)	24	14,400
Power Plants	12	7,200
Gas & Electric Welding	12	7,200
Machine Tools	12	7,200
Component Total	136	82,500

EQUIPMENT

Expendable Equipment	12,000
Non-Expendable Equipment	190,200
Component Total	202,200

MI

MISCELLANEOUS

Operation & Maintenance Cost	11,000
Reporting Costs	1,500
Sundry	3,000
Direct Costs	4,000
Component Total	19,500

Total Cost	726,700
Cost-Sharing	(200,000)
GRAND TOTAL	526,700

Proposed Government Cost Sharing

Contribution

Direct Cost-sharing Contribution towards project	200,000
Agency Overhead Costs	26,000
GRAND TOTAL	226,000

B. Proposed Government Counterpart Contribution in Kind (in Iraqi Dinars)

	Total	
<u>PROJECT Personnel</u>	<u>n/a</u>	<u>\$</u>
Director	32	4,000
Deputy Directors (2)	64	6,400
Senior Counterparts (8)	256	20,480
Junior Counterparts (44)	1,408	84,480
Basic Science Teachers, Languages etc (20)	640	38,400
Shop Instructors (33)	1,056	63,360
Administration Personnel (20)	640	32,000
Messengers etc. (20)	640	12,800
Component Total	4,736	261,920

TRAINING

Fellowships

Power Generation	36	3,600
Internal Combustion Engine	36	3,600
Production Machinery	36	3,600
Metallic Construction	36	3,600
Process Industries (1)	36	3,600
" (2)	36	3,600
" (3)	36	3,600
Telecommunications	36	3,600
Power Transmission	36	3,600
Air Conditioning & Refrigeration	36	3,600
Automotive Engineering	36	3,600
Gas & Electric Welding	36	3,600
Electronics	36	3,600
Metallurgy	36	3,600
Foundry	36	3,600
Management & Administration	36	3,600
Materials & Testing	36	3,600
Engineering Sciences	36	3,600
"	36	3,600
"	36	3,600
"	36	3,600
Component Total	720	72,000

EQUIPMENT

Expendable Equipment	32,000
<u>Non Expendable Equipment</u>	
Teaching Equipment	170,000 (a)
Vehicles (Coaches)	20,000
Furniture	30,000
<u>Permanent Building</u>	
Land Acquired	150,000
Institute Building	350,000
Component Total	752,000



MISCELLANECUS

Total  
\$

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Operation & Maintenance Equipment  
Sundry

52,000  
5,500

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Component Total

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57,500

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GRAND TOTAL

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1,143,420

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Mr. Nicolas V. Gleboff, Deputy Director  
Asia and Middle East Branch, OTC

BC/ws

4 February 1975

TE 311/1 INS

K.-H. Standke, Director  
Office for Science and Technology

INDONESIA - Projects in the Field of Science and Technology

Thank you for sending me for comments the projects related to Science and Technology in Indonesia.

1. I wish to congratulate the author of the proposal concerning the "Scientific and Technological potential, planning and analysis" (INS/74/016) which is directly in line with the recommendation of the Advisory Committee on the Application of Science and Technology to Development (ACAST). This proposal is in accordance with the concept of the World and Asian Plan of Action, and could constitute an illustration for the implementation of the Economic and Social Council resolution 1899 (LVII), and 1900 (LVII, attached).

I would be grateful to receive information about the progress of this project so that we can take it as an example in our reports to ACAST, CSTD and ECOSOC.

2. I would like also to draw your attention to ECOSOC resolution 1899 (LVII) concerning the mobilization of public opinion to make better known the World and Regional Plans (1899 (LVII) attached). We are planning, in cooperation with the Centre for Economic and Social Information (CESI) seminars or encounters with the press for this purpose. I think it would be particularly relevant to have such an encounter in Indonesia at an appropriate stage in the progress of the project INS/74/016 to generate support and stimulate ideas from the Scientific and Technological community as well as from appropriate Governmental bodies.

If Mr. Garcia, UNDP Resident Representative in Indonesia would think that this would be useful, I would welcome his suggestion as regards the time and place of this meeting, so that it may be incorporated in the revision of the 1976-1977 budget. The officer in charge of this would be Mr. B. Châtel.

3. I now refer to the project on the network of scientific information and documentation. I feel that this could prove of particular value to the country. Mr. Garcia is already aware of the project being initiated under a data for development programme which is a French Government sponsored programme and which is being co-sponsored by UNDP and IBI. We attach for your information a briefing note on this activity. We feel that this project INS/74/029 and the data for development project might well be linked in some way. We would also draw your attention to a programme which is being mounted in ESCAP concerning a technological information clearing house which might also be of relevance, in this context, to



this project. A third area which could be of relevance is a feasibility study presently being financed by IDIC in Canada and executed through UNESCO. This system relates to documentation and literature on economic and social development (DEVSIS). The Project Manager in charge of this is Mr. John E. Woolston, Director, Information Sciences, International Development Research Centre, P.O. Box 8500, Ottawa, Canada, K1G 3H9. If the project in question is approved there might be some value in trying to establish the Indonesian project as a subject of the DEVSIS programme. Our office is in close contact with the officials responsible for all the project referred to above and we would be happy to provide such informal assistance as might be required on this project. The officer responsible would be Mr. Kennerley.



UNITED NATIONS  
DEVELOPMENT PROGRAMME

UNITED NATIONS  
FUND FOR POPULATION ACTIVITIES



UNITED NATIONS  
NEW YORK

PROGRAMME DES NATIONS UNIES  
POUR LE DEVELOPPEMENT

FONDS DES NATIONS UNIES  
POUR LES ACTIVITES EN MATIERE DE POPULATION

TELEPHONE: 754-1234

INTEROFFICE MEMORANDUM

CABLE ADDRESS: UNDEVPRO • NEW YORK

TO: Mr. Robert Crooks, Director  
Office of Technical Co-operation  
ESA

Date: 20 January 1975

FILE NO.: SEN/74/P01

FROM: Nafis Sadik *pm for NS*  
Chief, Projects Division

SENDER'S TELEPHONE EXTENSION: 2587

SUBJECT: Experimental Research on Problems caused by Rural Exodus

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I enclose a copy of the request submitted by the Government of Senegal for assistance from the United Nations Fund for Population Activities concerning the above-mentioned subject.

We would be grateful to receive your comments within three weeks after receipt of this letter. If you need additional time in which to make a judgment, please send us an interim reply.



*sent for comments 24/2/75 y.w.*

Mr. Zelle  
please coordinate  
with Miss Weidner  
Section  
RW  
24 JAN 1975

*Rec'd 24/2/75 y.w.*



4 NOV 1974 | 2745  
Div.

DEMANDE DE PROJET ADRESSEE AU FONDS DES NATIONS-UNIES  
POUR LES ACTIVITES EN MATIERE DE POPULATION

Date de soumission :

Numéro du projet :

Pays : Sénégal

Titre du projet : Recherche de pratiques expérimentales  
sur les problèmes de l'exode rural

Catégorie de plans  
d'exécution du FNUAP : 50. Information et enseignement

Demandé par : Direction de l'Enseignement Moyen Pratique,  
Délégation Générale à la Promotion Humaine

Organisation chargée  
de l'exécution : Organisation des Nations-Unies pour  
l'Education, la Science et la Culture (UNESCO)

Durée du projet : Trois ans

Date de mise en route : 1er janvier 1975

Contribution du FNUAP : 392 700 dollars des Etats-Unis

	A	I		A	I		A	I		A	I
RR			ARR/1			WPP			Ass. P.O.		
DRR			ARR/2			AI M.OFF.					
SAA			P.O.			J.P.O.					
SIDFA			UNFPA			Ass. P.O.					

## I. ORIGINE ET RENSEIGNEMENTS COMPLEMENTAIRES

### A. Justification du projet

La population des villes du Sénégal s'accroît au rythme annuel de 6 à 7% dont la moitié est imputable à l'apport migratoire.

Dans une ville comme Dakar, qui représente près du 1/6 de la population du pays, on estime à plus de 25 000 le flux annuel des migrants permanents. Le flux des migrants saisonniers ou flottants est d'autant plus important au cours des dernières années que, sous l'effet de la sécheresse, la production agricole a considérablement diminué. Cet exode touche l'ensemble des régions du Sénégal et plus particulièrement la région du Fleuve à partir de laquelle existe également un important courant migratoire à destination de la France.

L'exode rural a des effets particulièrement néfastes dans les zones de départ car celles-ci se vident de leurs éléments actifs : ce sont surtout les jeunes gens qui émigrent. On a pu constater que lorsque le taux des hommes actifs tombe au-dessous d'un certain niveau, la production agricole régresse et la migration devient auto-entretenu. En outre, ce sont les éléments les plus dynamiques qui migrent et notamment la grande majorité de ceux qui sont passés par l'école.

Dans les zones d'arrivée l'immigration croissante de jeunes actifs contribue à déséquilibrer le marché du travail. Une minorité de migrants, après une période d'attente plus ou moins longue, parvient, grâce aux relations familiales, à trouver un emploi dans le secteur moderne. Beaucoup d'entre eux s'insèrent tant bien que mal dans le secteur "informel" de la petite production artisanale et du petit commerce, à un niveau de revenu extrêmement bas et irrégulier. Les apprentis du secteur artisanal dont un grand nombre vient de la campagne n'ont aucun revenu monétaire; ils sont généralement nourris et logés par leur maître. Leur période d'apprentissage s'allonge au fur et à mesure que les possibilités d'emploi se réduisent. De nombreux jeunes migrants des deux sexes pratiquent l'alternance entre ce secteur urbain "informel" et le village où ils séjournent durant la période de culture (environ 3 mois). La plupart d'entre eux se fixent définitivement en ville au bout de quelques années. Enfin, beaucoup de jeunes migrants qui ne parviennent pas à survivre en ville sont contraints de retourner périodiquement dans leur village d'origine.

Un nouveau système de formation, l'Enseignement Moyen Pratique (EMP) a été mis en place. Il s'adresse à l'ensemble des 80% des sortants de l'école primaire qui ne sont pas admis dans le cycle secondaire (soit environ 35 000/an dont 15 000 ruraux) et si possible aux non scolarisés. Cette formation doit permettre l'insertion des jeunes dans les structures de production. Elle doit se faire dans la mesure du possible dans le lieu de résidence des jeunes tant en zone rurale qu'urbaine.

L'un des objectifs de ce projet est d'enrayer l'exode rural qui vide les campagnes sénégalaises de leur substance et de résorber dans les centres urbains le chômage et le sous-emploi des jeunes. En zone rurale, c'est à partir d'une réflexion sur la question "Pourquoi les jeunes partent-ils en ville?" que les paysans ont défini et construit



ce nouveau système de formation. Pour les paysans de la zone de Fissel (100 km au sud-est de Dakar), où l'expérimentation s'est déroulée, le départ des jeunes est ressenti comme une véritable catastrophe : il conduit selon eux à la dissolution du groupe, à la fin du village. C'est pour cette raison que les paysans ont opté pour un système de formation différent de l'école qui est considérée comme l'antichambre de l'exode. Le nouveau système de formation ne permettra d'insérer les jeunes dans les structures de la production que dans la mesure où il est lié à des actions de transformation du milieu qui prennent en compte les intérêts des différents groupes en présence : jeunes, adultes et anciens. L'expérience de Fissel a montré que les jeunes sont prêts à rester dans les villages, plutôt qu'à végéter dans les villes, à condition de pouvoir y jouer un rôle sur le plan socio-économique et d'y obtenir un revenu stable. Ceci implique une ligne de développement qui consiste à mettre en valeur le potentiel écologique très fortement sous-utilisé des zones de départ sur la base d'une recherche scientifique menée par les paysans eux-mêmes à partir des moyens dont ils disposent. C'est dans le cadre de cette problématique que se situe le présent projet de recherche de pratiques expérimentales sur les problèmes de l'exode rural.

Ce projet s'inscrit dans la ligne de la réunion d'experts africains organisée par le Bureau Régional de l'Unesco pour l'Education en Afrique (BREDa) sur les problèmes de Population-Education-Développement (1). Considérant que l'exode rural des jeunes instruits est un problème prioritaire, les participants à la réunion ont demandé que soit entreprise la recherche de séquences éducationnelles dans les zones de départ et dans les zones d'arrivée des jeunes migrants dans le but d'inverser le sens de l'exode. C'est conformément à cette recommandation que le Bureau Régional de l'Unesco a entrepris en coopération avec la Direction de la Statistique une recherche sur les problèmes de migration-éducation-emploi à Dakar. Il s'agit de développer ce travail, géographiquement limité, et de lui donner une dimension plus pratique, celle de la mise au point et de l'extension de solutions éducationnelles au problème de l'exode rural. C'est pourquoi la Délégation Générale à la Promotion Humaine, en coopération étroite avec l'Ecole Nationale d'Economie Appliquée et la Direction de la Statistique, a contacté le Bureau Régional de l'Unesco afin d'élaborer le présent projet. Ce dernier s'impose d'autant plus que l'enseignement moyen pratique doit être étendu à l'ensemble des régions du Sénégal.

Le Quatrième Plan (1974-1978) prévoit la construction de 30 foyers sur budget sénégalais. Il est prévu qu'un nombre supérieur de foyers seront construits et équipés durant cette période à l'aide d'un financement extérieur, bilatéral et multilatéral.

Le présent projet s'insère dans le cadre d'un projet de vaste envergure auquel le Gouvernement attache la plus grande importance. En recherchant des solutions pratiques au problème de l'exode, il permettra au projet de l'enseignement moyen pratique d'atteindre son objectif d'insertion des jeunes dans les structures de la production.

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(1) Voir rapport Population-Education-Développement en Afrique au Sud du Sahara, réunion d'experts, Dakar 29 novembre - 4 décembre 1971, UNESCO-BREDa.



## B. Cadre institutionnel

Le projet sera exécuté par la Direction de l'Enseignement Moyen Pratique qui fait partie de la Délégation Générale à la Promotion Humaine. La Direction de l'EMP dispose d'un Centre National de Recherche et de Formation qui fonctionne depuis 1972. C'est elle qui a entrepris, et continue d'entreprendre, l'expérimentation de l'Enseignement Moyen Pratique (EMP) rural et urbain ainsi que la formation des cadres.

Le budget de la Direction de l'EMP pour l'exercice 1974-1975 s'élève à 7 millions de francs CFA pour le fonctionnement et 28 millions pour l'équipement. Sont exclues du budget de fonctionnement les charges communes et une partie des dépenses de personnel.

La Direction de l'EMP dispose de locaux à M'Bour (ville située à 90 km de Dakar) et à Dakar. Elle dispose d'un personnel qualifié (13 cadres sénégalais et 3 assistants techniques pour le secteur rural, 6 cadres sénégalais et 2 assistants techniques pour le secteur urbain) qui a fait un travail considérable sur le terrain au cours de l'expérimentation. Cependant, ce personnel, qui doit être renforcé dans les prochaines années, est insuffisant pour entreprendre les activités prévues si bien qu'il sera nécessaire d'embaucher du personnel supplémentaire dans le cadre du projet. Il est néanmoins prévu que le projet utilisera l'ensemble des cadres déjà formés et en formation, les activités du projet constituant en elles-mêmes une action de formation. Le projet permettra donc de valoriser les ressources humaines dont dispose la Direction de l'EMP.

La Direction de l'Enseignement Moyen Pratique avec son Centre National de Formation et de Recherche, qui sera le maître d'oeuvre du projet, sera assistée par l'Ecole Nationale d'Economie Appliquée (ENEA) pour la composante formation et par la Direction de la Statistique pour la composante études et enquêtes.

L'ENEA est une institution de formation qui dépend du Ministère de l'Enseignement Supérieur. Elle forme les agents de développement du pays dans les secteurs suivants : aménagement du territoire, coopération, expansion, animation et statistiques. Il est fortement question que l'ENEA crée un nouveau collège qui serait chargé de la formation des cadres de l'EMP. Ce collège travaillerait en relation très étroite avec le Centre National de Formation et de Recherche qui a une vocation plus large que la formation et qui devrait toujours veiller à ce que le processus de formation soit lié aux pratiques de transformation du milieu. Que ce collège soit créé ou non l'ENEA aura un rôle central à jouer dans la réalisation du projet en mettant ses structures de formation à la disposition de ce dernier. D'autre part, les élèves de l'ENEA seront étroitement associés aux travaux d'études et d'enquêtes du projet.

La Direction de la Statistique qui fait partie du Ministère des Finances a une Division de la Démographie et des Enquêtes qui sera chargée de soutenir sur le plan technique les études et enquêtes du projet. Cette division qui a réalisé plusieurs enquêtes socio-démographiques dispose d'un personnel qualifié et expérimenté qui aidera, tant au plan de la conception qu'à celui de l'exécution, l'équipe du projet dans le domaine des études et enquêtes sur l'exode rural.



La coordination entre ces trois institutions (Direction de l'EMP, Ecole Nationale d'Economie Appliquée et Direction de la Statistique) appelées à exécuter le projet sera réalisée par le Directeur de l'EMP.

Les régions d'études et d'expérimentation sont choisies en fonction de trois critères essentiels : l'existence actuelle ou future de foyers de l'EMP, l'intensité de la migration des jeunes et la nécessité d'une intervention urgente pour sensibiliser la population aux problèmes de l'exode et y trouver des solutions. Les zones de régions périphériques (Fleuve, Sénégal Oriental et Casamance) et du Bassin Arachidier où l'hémorragie des jeunes est la plus forte et dont l'éco-système subit le processus de destruction le plus grave, seront les principales concernées. Le projet s'intéressera également aux grandes villes, et principalement Dakar, tant il est vrai que le problème de l'exode rural, pour être traité correctement, doit être appréhendé à la fois dans les zones de départ et d'arrivée des migrants.

Le projet est appelé à exercer une action importante sur l'environnement des zones concernées tant pour le protéger contre les diverses formes de dégradation que pour le valoriser par des actions d'éducation et de formation liées à la transformation du milieu.

#### C. Dispositions concernant les activités consécutives prévues par le gouvernement

Les études, enquêtes et expérimentations réalisées dans le cadre du projet aideront le Gouvernement à atteindre l'objectif qu'il s'est assigné d'insérer les jeunes dans les structures de la production.

Les résultats de ce projet seront particulièrement utiles pour réaliser le plan d'extension de l'enseignement moyen pratique. L'ensemble du territoire national devra être couvert en 1984 avec 801 foyers. Le 4ème Plan prévoit la mise en place de 176 foyers sur la période 1974-1977 dont 30 seront financés par le budget de l'Etat.

Le présent projet constituera un support essentiel à la réalisation de la réforme de l'éducation dont l'EMP est un axe essentiel. (Loi d'orientation de l'Education Nationale n° 71036 du 3 juin 1971) et à la réforme administrative. Cette dernière, lancée dans la région de Thiès en 1971, vise à créer des communautés rurales dans l'ensemble du territoire. Ces communautés rurales disposent de fonds propres dont l'affectation est décidée et la gestion assurée par des conseillers ruraux élus par la population. Les communautés rurales constituent des structures socio-administratives dans le cadre desquelles seront expérimentées les diverses interventions sur les mouvements de population mises au point par le projet.

#### D. Autres activités connexes

Les différentes assistances dont a bénéficié l'EMP dans le passé et qui sont envisagées pour l'avenir sont les suivantes :

(a) IRFED - La Délégation Générale à la Promotion Humaine a passé en 1971 une convention de 4 ans avec l'Institut National de Recherche et de Formation en vue du Développement Harmonisé (IRFED).



Le montant annuel de cette convention a été de 40 millions CFA par an (soit  $\pm$  170.200\$) (1) et de 50 millions depuis l'exercice 1974-1975 (soit  $\pm$  212.800\$). En échange de cette somme l'IRFED fournit au Gouvernement 3 à 5 experts permanents et des missions de consultation. Des missions ont déjà été accomplies dans les domaines suivants : petite hydraulique agricole, écologie, problèmes d'emploi.

(b) AID - Le projet Education II est composé de 6 éléments dont l'un comprend (i) la conception, la construction (avec l'aide des villageois) et l'équipement en matériel et mobilier de trente centres pilotes d'enseignement et de formation agricoles situés dans des zones rurales sélectionnées par l'EMP et (ii) l'équipement d'un centre national et cinq centres régionaux de formation des instructeurs de l'EMP et la fourniture du matériel nécessaire à quinze équipes départementales mobiles chargées d'établir et de développer des programmes de l'EMP. Ce projet prévoit également le financement de bourses d'études et de services de consultants dans les domaines suivants : hydraulique, psycho-sociologie, socio-économie, planification, évaluation. Le montant du prêt de l'AID pour l'EMP s'élève à 302 millions de francs CFA (soit environ 1 285 100\$). Cette opération devrait commencer début 1975 et est prévue pour 3 ans.

(c) USAID - Une assistance financière de l'USAID est envisagée en vue de la construction et de l'équipement de 15 foyers de l'EMP pour un montant de 135 millions de francs CFA soit environ 574 500\$.

(d) Gouvernement Belge - Une assistance financière de 63 millions de francs CFA, soit 268 000\$, est prévue pour la construction de 10 foyers.

#### E. Assistance future du FNUAP

Aucune n'est envisagée pour le moment.

## II. OBJECTIFS DU PROJET

### A. Objectifs à long terme

En permettant aux planificateurs, aux éducateurs et aux populations concernées de mieux connaître les causes, l'ampleur, les mécanismes et les conséquences de l'exode des jeunes, ce projet doit amener les populations à entreprendre avec l'appui des responsables une transformation des structures socio-économiques en vue d'inverser le sens de l'exode. Ce projet doit permettre de constituer une ligne de recherche pratique permanente qui puisse fournir des solutions systématiques au problème migratoire tant dans les zones de départ que dans les zones d'arrivée.

### B. Objectifs immédiats

Le projet a trois objectifs immédiats :

(a) La recherche des causes, des mécanismes, de l'ampleur et des conséquences de l'exode des jeunes dans les zones où l'enseignement moyen pratique doit être implanté. Cette recherche a pour objectif d'aider les populations concernées à prendre conscience de la nécessité d'agir sur les mouvements migratoires et à réfléchir sur les solutions appropriées. Cette recherche comprend des enquêtes et des études.

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(1) Nous adoptons dans le présent projet un taux de change moyen de 235 francs CFA pour 1\$.



Les enquêtes, qui devront être entreprises avec la participation des populations concernées, ont pour but :

- d'identifier les jeunes migrants en distinguant les permanents des saisonniers,
- de connaître (i) leur itinéraire migratoire, professionnel, et éducationnel (apprentissage), (ii) les causes de leur exode (effets de répulsion des campagnes et d'attraction des villes), (iii) les structures d'accueil et les occupations en ville et à la campagne pendant les périodes de retour au village.

Ces enquêtes devront être complétées par des études dont le but est de connaître :

- le fonctionnement du marché du travail des jeunes migrants et non migrants dans les secteurs urbain et rural,
- les possibilités d'absorption de la masse des jeunes qu'offrent ces secteurs et les possibilités d'insertion par l'auto-emploi,
- les besoins d'éducation et de formation qui en résultent.

(b) La mise au point et l'extension de solutions au problème de l'exode par l'intégration des jeunes dans les structures de la production. Cet objectif implique :

- l'appui à une intervention déjà existante dans les zones d'implantation de l'enseignement moyen pratique, notamment par la recherche de technologies familiales et villageoises multiplicatrices d'emploi,
- des interventions dans des communautés de base sur des groupes de jeunes, notamment par la réorganisation des structures familiales dans le cadre d'activités productives,
- l'expérimentation de formules éducatives en milieu rural et urbain,
- la collecte de la documentation sénégalaise et africaine concernant l'exode rural,
- la constitution d'une banque de données technologiques et socio-économiques. Cette banque de données est considérée comme un outil indispensable pour pouvoir réagir au problème de l'exode,
- la reformulation pédagogique de ces données technologiques et socio-économiques,
- la production de documents en vue de stimuler la création technologique et la recherche de nouvelles formules d'organisation socio-économique dans les zones d'implantation de l'EMP.

(c) La formation des cadres du Centre National de Formation et de Recherche de l'EMP.

Ce projet, compte tenu de sa vocation, ne prendra en charge que les aspects de la formation qui concernent les problèmes migratoires.

Cette formation aura un contenu à la fois théorique et pratique : formation à la recherche en coopération étroite avec l'ENEA et la Direction de la Statistique et formation à l'action par des interventions sur le terrain. Cette formation sera polyvalente, à la fois socio-économique et pédagogique. C'est essentiellement en entreprenant les enquêtes, études et expérimentations pédagogiques prévues que les cadres de l'EMP pourront acquérir cette formation. Il convient en outre de donner la possibilité à ces cadres d'élargir leurs horizons par des séminaires, des voyages d'études et des bourses d'études.

Les séminaires nationaux ont pour but de permettre aux cadres situés à différents niveaux de responsabilité et appartenant à l'ensemble des services techniques concernés de concevoir des solutions et des actions pour inverser le sens de l'exode des jeunes.

Le séminaire international qui sera organisé dans le cadre du projet a pour objectif de permettre aux cadres de l'EMP de confronter leur expérience à celle de maîtres d'oeuvre de projets qui s'attaquent au problème migratoire ailleurs en Afrique et de spécialistes de ces questions.

Les voyages d'études ont pour objectif de permettre aux cadres de l'EMP de voir comment des pays confrontés à des problèmes migratoires similaires ont répondu à ces problèmes. Il ne s'agit pas de faire le tour des micro-projets où ont été trouvées des solutions ponctuelles mais d'étudier les politiques économiques et technologiques qui sont actuellement appliquées pour résoudre ce problème. Dans le cadre du projet sont prévus des voyages d'études en Tanzanie, Chine et Inde, Pérou, Mali et Niger, France pour 10 cadres sénégalais.

Les bourses d'études ont pour but de donner la possibilité à des cadres de l'EMP d'acquérir une formation dans trois domaines essentiels pour agir sur les mouvements migratoires :

- l'analyse socio-économique des mécanismes fondamentaux des mouvements migratoires.  
Cette formation pourra être acquise à l'Institut Africain de Développement Economique et de Planification (IDEP) de la Commission Economique pour l'Afrique situé à Dakar et à l'Institut De Formation Démographique des Nations-Unies situé à Yaoundé, Cameroun.
- la recherche de technologies multiplicatrices d'emploi.  
Cette formation pourra être acquise notamment au Royaume-Uni à Londres et à Manchester. Il serait préférable si possible de trouver des institutions de formation dans des pays francophones.
- la pédagogie active et créatrice prise en charge par les populations elles-mêmes.  
Cette formation pourra être acquise notamment en France dans le cadre d'expériences éducatives menées en zones urbaines et rurales. Le Département des Sciences de l'Education de l'Université de Vincennes pourra assurer la direction de la formation des stagiaires sénégalais et les orienter le cas échéant vers des institutions ad hoc.



### III. PLAN D'EXECUTION

<u>Activités du projet</u>	<u>Lieu</u>	<u>Durée et date de mise en route</u>
1. Exploitation des données disponibles et des études entreprises sur les migrations et l'emploi au Sénégal	Dakar	Janvier 1975 Trois mois
2. Etude préliminaire en vue de déterminer l'échantillon de l'enquête compte tenu des contraintes socio-économiques et géographiques	Dakar	Février 1975 Trois mois
3. Enquête sur l'itinéraire migratoire, professionnel et éducationnel des migrants, sur les causes et les effets de l'exode, sur les structures d'accueil et les occupations dans les zones d'arrivée	Régions du Fleuve, du Sénégal Oriental, de Casamance, du Siné Saloum, de Thiès et du Cap-Vert	Mai 1975 Deux ans
4. Exploitation de l'enquête, analyse des données et publication des résultats	Dakar	Mai 1977 Huit mois
5. Etude sur le fonctionnement du marché du travail des jeunes migrants et non migrants, les possibilités d'absorption de la masse des jeunes qu'offrent les secteurs rural et urbain et les possibilités d'insertion par l'auto-emploi, les besoins d'éducation et de formation qui en résultent.	Dakar	Juin 1975 Deux ans
6. Recherche de solutions pratiques au problème de l'exode par la réorganisation des structures productives et familiales, par la mise en oeuvre de technologies familiales et villageoises multiplicatrices d'emploi et par l'expérimentation de formules éducatives en milieu rural et urbain	M'Bour et dans les zones d'implantation de l'EMP	Mai 1975 Deux an et demi
7. Collecte de la documentation sénégalaise et africaine concernant l'exode rural et constitution d'une banque de données technologiques et socio-économiques	M'Bour et Dakar	Janvier 1975 Trois ans
8. Reformulation pédagogique de ces données et production de documents destinés à stimuler la création technologique et la recherche de nouvelles formules d'organisation socio-économique dans les zones d'implantation de l'EMP	M'Bour et Dakar	Mai 1975 Deux ans et neuf mois

<u>Activités du projet</u>	<u>Lieu</u>	<u>Durée et date de mise en route</u>
9. Organisation de 7 séminaires nationaux réunissant des cadres appartenant à l'ensemble des services techniques concernés dans le but de concevoir des solutions et des actions pour inverser le sens de l'exode des jeunes	Dakar, M'Bour, Kaolack, Ziguinchor, Tambacounda, Backel Matam	En 1975, 76 et 77 De trois jours à une semaine pour chaque séminaire
10. Organisation d'un séminaire international réunissant des spécialistes des problèmes migratoires et des maîtres d'oeuvre de projets s'attaquant à ces questions ailleurs en Afrique	M'Bour	Avril 1976 Deux semaines
11. Préparation technique aux voyages d'études et aux formations à l'étranger	Sénégal	A partir de mars 1975 - Un mois
12. Voyages d'études et d'observation à l'étranger pour 10 cadres sénégalais participant au projet	1. Tanzanie 2. Chine et Inde 3. Pérou 4. France 5. Mali et Niger	1. Septembre 1975 Trois mois 2. Juin 1975 Cinq mois 3. Juin 1975 Trois mois 4. Octobre 1975 Deux mois 5. Mai 1975 Deux mois
13. Formation des cadres de l'EMP dans des institutions spécialisées au Sénégal et à l'étranger dans trois domaines essentiels pour agir sur les mouvements migratoires :		
. analyse socio-économique des mécanismes fondamentaux des mouvements migratoires	. Dakar - Sénégal . Yaoundé - Cameroun	. Avril 1975 4 mois . Octobre 1975 2 mois
. l'écologie des zones tropicales	. France	. Mars 1975 6 mois
. la recherche de technologies multiplicatrices d'emploi	. Royaume-Uni	. Avril 1975 6 mois
. la pédagogie active et créatrice	. France	. Avril 1975 6 mois
14. Mission de consultation	Sénégal	
. études socio-économiques sur l'exode rural		Mars/Avril 75-76-77 6 mois
. recherche de technologies multiplicatrices d'emploi		Mai/Juin 1975-76-77 6 mois
. élaboration de documents pédagogiques		Juil./Aout 75/76/77 6 mois
15. Préparation du rapport final du projet	Dakar et M'Bour	Mai 1977 - 8 mois

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Plan d'exécution - Diagramme à bâtons

DESCRIPTION	1975	1976	1977
	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D
Personnel national sur lieu d'affectation			
1 Directeur, 4 chercheurs, 1 documentaliste			
2 chauffeurs et 2 secrétaires-dactylo			
8 enquêteurs			
Mission de consultants			
Etudes socio-économiques			
Technologie			
Pédagogie			
Analyse des données et études disponibles			
Etude préliminaire pour déterminer l'échantillon de l'enquête			
Enquête sur le terrain			
Exploitation de l'enquête et rédaction du rapport final			
Etudes socio-économiques			
Expérimentation de formules éducatives			
Collecte de la documentation et constitution d'une banque de données			
Reformulation pédagogique des données			

Plan d'exécution - Diagramme à bâtons (suite)

DESCRIPTION	1975	1976	1977
	J F M A M J J A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D
Organisation de 7 séminaires nationaux (à étaler sur les trois ans)			
Organisation d'un séminaire international		□	
Préparation technique aux voyages d'études et aux formations à l'étranger	□		
Voyages d'études			
Tanzanie			
Chine et Inde			
Pérou			
France			
Mali et Niger			
Formation en			
analyse socio-économique des mouvements migratoires			
écologie			
technologie			
pédagogie			



## Description des apports du FNUAP

### 1. Affectation du personnel national et international

#### Personnel national

Il ressort de la philosophie de l'EMP que le Sénégal ne pourra résoudre le problème de l'exode qu'en comptant avant tout sur ses propres forces. C'est pourquoi il importe que le projet soit au maximum pris en charge par des Sénégalais. Cette prise en charge sera d'autant plus facile à réaliser, et s'impose d'autant plus, que le présent projet s'intègre dans un projet plus vaste, celui de l'EMP, qui constitue un axe essentiel de la politique gouvernementale d'éducation et de population. C'est pour cette raison que le Gouvernement a entièrement financé sur budget national sénégalais l'expérimentation de l'EMP.

L'équipe ad hoc qui sera constituée pour réaliser ce projet fera appel à l'ensemble des cadres de l'EMP et, dans la mesure des besoins, au personnel et aux élèves de l'ENEA ainsi qu'au personnel de la Direction de la Statistique. Les personnes de ces trois services qui ne font pas partie de l'équipe proprement dite du projet recevront à titre de prime le 1/7ème de leur salaire pour les périodes durant lesquelles ils travailleront pour le projet. On estime que 20 cadres de l'EMP, 20 de l'ENEA et 10 de la Direction de la Statistique participeront au projet 6 mois par an. Le salaire moyen de ce personnel est estimé à 50 000 francs.

L'équipe du projet comprendra un coordinateur qui sera le Directeur de l'EMP, un Directeur de projet, une unité de recherche et une unité d'enquêtes qui travailleront de manière intégrée. Cette équipe fera partie intégrante du Centre National de Recherche et de Formation de l'EMP.

Cette équipe sera composée de 19 personnes occupant les postes suivants :

- Un coordinateur, Directeur de l'EMP, qui sera chargé de la direction et de la coordination des activités du projet entre les trois services intéressés : la Direction de l'EMP, l'ENEA et la Direction de la Statistique.
- Un Directeur du projet qui sera chargé de l'exécution des activités et de la gestion du projet.
- Quatre chercheurs chargés des enquêtes, des études et des expérimentations sur le terrain. Ils auront à intervenir dans les secteurs suivants : socio-démographie, socio-économie, écologie, technologie et pédagogie. Ils devront avoir le niveau de la licence ou bien une pratique professionnelle correspondant à un niveau équivalent. (Salaire mensuel : 150 000 francs).
- Un documentaliste qui sera chargé de rassembler et classer la documentation (Salaire mensuel : 120 000 francs).
- Huit enquêteurs qui effectueront une enquête suivie sur un échantillon de villages représentatifs des régions et des zones d'implantation de l'EMP. (Salaire mensuel : 40 000 francs). Ils participeront également à l'exploitation.
- Deux secrétaires dactylographes (Salaire mensuel : 30 000 francs).

- Deux chauffeurs mécaniciens (salaire mensuel : 30 000 francs). L'expérience des autres enquêtes a montré qu'il coûtait beaucoup moins cher d'avoir des chauffeurs mécaniciens responsables des véhicules que de confier ces derniers aux cadres de recherche et aux enquêteurs.

#### Personnel international

Le projet ne comprendra pas d'experts internationaux à plein temps mais des consultants qui interviendront dans des domaines spécifiques. Le projet bénéficiera du soutien technique du Bureau Régional de l'UNESCO pour l'Education en Afrique (BREDA) qui dispose d'un conseiller régional en dynamique de population et planification de l'éducation travaillant d'ores et déjà de manière suivie avec la Direction de l'Enseignement Moyen Pratique.

Les consultants interviendront dans les domaines suivants : enquêtes et études socio-économiques sur l'exode rural, recherche de technologies multiplicatrices d'emploi, reformulation pédagogique des données technologiques et socio-économiques. Ils seront affectés au projet par l'UNESCO en consultation avec le Gouvernement Sénégalais.

#### 2. Services sous-traités

Sans objet pour ce projet

#### 3. Dispositions concernant la formation

Les dispositions concernant l'organisation de 7 séminaires nationaux et d'un séminaire international, les voyages d'études et d'observation à l'étranger et les bourses d'études sont les suivantes :

##### (a) Séminaires nationaux sur l'exode rural.

Apport du FNUAP : - indemnités journalières et frais de déplacements des participants pour 7 séminaires : 1 500 francs par personne et par jour pour 6 jours et 15 personnes par séminaire.

- reproduction de documents et frais divers : 50 000 francs par séminaire.

##### (b) Séminaire international consacré aux expériences d'intervention sur les mouvements migratoires.

Apport du FNUAP : - indemnités journalières (30\$ par jour) et voyages de 10 participants étrangers (moyenne de 800\$ par voyage)

- frais de reproduction et de secrétariat (1 500\$)



- (c) Voyages d'études et d'observation - Politiques et techniques d'intervention sur les mouvements migratoires.

Apport du FNUAP : - frais de voyages de deux personnes en Tanzanie (3 mois chacune), de deux personnes en Chine et en Inde (5 mois), de deux personnes au Pérou (3 mois), de deux personnes en France (2 mois), de deux personnes au Mali et au Niger (2 mois).

- (d) Poste des bourses.

- Analyse socio-économique des mécanismes fondamentaux des mouvements migratoires. Une bourse de 4 mois à l'Institut Africain de Développement Economique et de Planification (IDEP) de la Commission Economique pour l'Afrique de l'ONU, situé à Dakar, Sénégal, et une bourse de 2 mois à l'Institut de Formation Démographique de l'ONU situé à Yaoundé, Cameroun.
- Ecologie des zones tropicales. Une bourse de 6 mois au Laboratoire d'Ecologie Générale et Appliquée, Université de Paris VII, France.
- Recherche de technologies multiplicatrices d'emploi. Une bourse de 6 mois dans des instituts spécialisés à Londres et à Manchester, Royaume-Uni.
- Pédagogie active et créatrice. Une bourse de 6 mois, au Département des Sciences de l'Education, Université de Vincennes, France.

- (e) Il est à noter que les consultants et le personnel de la section Population du BREDA devront dispenser une formation en cours d'emploi.

#### 4. Matériel

On trouvera ci-dessous une liste du matériel demandé pour ce projet.

(a) **Matériel** fongible

- fournitures et papeterie. A partir de l'expérience des enquêtes socio-démographiques menées par la Direction de la Statistique, on a pu évaluer les besoins en papeterie et fournitures diverses.

(b) Matériel non fongible

Tout ce matériel devra être fourni dans les trois mois à partir de la date de mise en route.

Matériel pour le traitement des données	en dollars
1 machine à calculer miniature	300 \$
1 machine à calculer avec bande	550 \$
Matériel divers	200 \$
	<hr/>
	1.050 \$

. Matériel audio-visuel

Ce matériel devra permettre d'enregistrer les motivations des déplacements des migrants et de visualiser le processus migratoire.

1 magnétophone UHER		570 \$
15 magnétophones mini-cassettes	15 x 110	1 650 \$
2 projecteurs de diapositives	2 x 310	620 \$
4 appareils de photographie	4 x 160	640 \$
2 projecteurs super 8 + écrans	2 x 250	500 \$
2 caméras super 8	2 x 425	850 \$
Matériel divers		1 000 \$
		<hr/>
		5 830 \$

. Véhicules

La mobilité est essentielle pour effectuer une enquête sur les mouvements migratoires. Les véhicules demandés sont destinés aux cadres du projet et au personnel de l'ENEA appelé à participer à l'enquête. Les vélomoteurs devront permettre aux enquêteurs de couvrir plusieurs villages.

1 land rover		5 000 \$
2 peugeot 404	2 x 3 500	7 000 \$
4 renault 4	2 x 2 000	8 000 \$
8 vélomoteurs	8 x 170	1 360 \$
		<hr/>
		21 360 \$

. Matériel de bureau et de documentation

1 machine ronéo		1 700 \$
1 machine à écrire électrique		850 \$
1 machine à écrire manuelle		410 \$
Bureaux, armoires et étagères		1 000 \$
		<hr/>
		3 960 \$

5. Documentation

Achat de livres, de documents et de périodiques.  
Budget initial 2 000 \$ + 1 000 \$ par an.

6. Autre aide

Il est également demandé au FNUAP de financer les frais de fonctionnement et d'entretien des véhicules demandés.



Description des apports du Gouvernement

Le Gouvernement fournit la structure dans laquelle s'insère le projet, c'est-à-dire la Direction de l'EMP, l'ENEA et de la Direction de la Statistique avec leurs cadres et leurs moyens matériels. Tous les cadres de l'EMP seront appelés à oeuvrer à la réalisation du projet. Le Centre National de Formation et de Recherche de l'EMP dans le cadre duquel le projet devra s'insérer permettra à ce projet d'intervention sur les mouvements de population d'être directement axé sur la transformation du système d'éducation. La Direction de l'EMP mettra également ses véhicules à la disposition du projet durant le temps nécessaire pour la réalisation des enquêtes.

Budget du projet concernant la contribution du FNUAP  
(en dollars des Etats-Unis : 1\$ = 235f)

Eléments		TOTAL		1975		1976		1977	
		<u>Mois de travail</u>	<u>Dollars</u>	<u>Mois de travail</u>	<u>Dollars</u>	<u>Mois de travail</u>	<u>Dollars</u>	<u>Mois de travail</u>	<u>Dollars</u>
10	<u>Personnel du projet</u>								
11	<u>Experts</u>								
11-01	Consultants								
11-01	a) socio-économie	6	15 000	2	5 000	2	5 000	2	5 000
02	b) technologie	6	15 000	2	5 000	2	5 000	2	5 000
03	c) élaboration de documents pédagogiques	6	15 000	2	5 000	2	5 000	2	5 000
11-99	Total partiel	18	45 000	6	15 000	6	15 000	6	15 000
13	<u>Personnel administratif d'appui</u>	72	9 210	24	3 070	24	3 070	24	3 070
16	<u>Salaire du personnel national</u>								
16-91	a) directeur du projet	36	30 660	12	10 220	12	10 220	12	10 220
92	b) chercheurs (4)	144	91 920	48	30 640	48	30 640	48	30 640
93	c) 1 documentaliste	36	18 390	12	6 130	12	6 130	12	6 130
94	d) 8 enquêteurs	256	43 580	64	10 900	96	16 340	96	16 340
95	e) 2 chauffeurs	72	9 210	24	3 070	24	3 070	24	3 070
	f) paiements d'encouragement								
96	Enseignement Moyen Pratique	360	10 950	120	3 650	120	3 650	120	3 650
97	ENEA	360	10 950	120	3 650	120	3 650	120	3 650
98	Direction de la Statistique	180	5 490	60	1 830	60	1 830	60	1 830
16-99	Total partiel	1 444	221 150	460	70 090	492	75 530	492	75 530
19	Total de cet élément	1 534	275 360	490	88 160	522	93 600	522	93 600



		TOTAL		1975		1976		1977	
		<u>Mois de travail</u>	<u>Dollars</u>	<u>Mois de travail</u>	<u>Dollars</u>	<u>Mois de travail</u>	<u>Dollars</u>	<u>Mois de travail</u>	<u>Dollars</u>
30	<u>Formation</u>								
31	Bourses								
31-01	Analyse socio-démographique	6	2 300	6	2 300				
02	Ecologie des zones tropicales	6	3 700	6	3 700				
03	Technologies multiplicatrices d'emploi	6	3 700	6	3 700				
04	Pédagogie active et créatrice	6	3 700	6	3 700				
31-99	Total partiel	24	13 400	24	13 400				
32	Formation de groupe								
32-01	Séminaires nationaux		5 600		1 600		2 400		1 600
02	Réunion internationale		14 000		-		14 000		-
04	Voyages d'études	15	11 000	15	11 000		-		-
32-99	Total partiel	15	30 600	15	12 600		16 400		1 600
	TOTAL de cet élément	39	44 000	39	26 000		16 400		1 600
40	<u>Matériel</u>								
41	<u>Matériel fongible</u>								
41-98	Autre		16 000		5 000		5 000		6 000
41-99	Total partiel		16 000		5 000		5 000		6 000
42	<u>Matériel non fongible</u>								
42-01	Matériel pour le traitement de données		1 050		1 050				
03	Matériel audio-visuel		5 850		5 850				
04	Véhicules		21 400		21 400				
05	Matériel de bureau		4 000		4 000				
98	Autre (documentation)		5 000		3 000		1 000		1 000
42-99	Total partiel		37 300		35 300		1 000		1 000
	TOTAL de cet élément		53 300		40 300		6 000		7 000
50	<u>Eléments divers</u>								
51	Utilisation et entretien du matériel		8 000		3 000		3 000		2 000
52	Frais d'établissement des rapports		7 000		1 000		1 000		5 000
53	Autres dépenses		5 000		2 000		2 000		1 000
	TOTAL de cet élément		20 000		6 000		6 000		8 000
99	<u>TOTAL GENERAL</u>		392 660		160 460		122 000		110 200



ENCLOSURE ATTACHED

UNITED

එක්සත්  
இக்கிய



NATIONS

நாடுகள்

OFFICE OF THE RESIDENT REPRESENTATIVE OF  
THE UNITED NATIONS DEVELOPMENT PROGRAMME  
IN THE REPUBLICS OF SRI LANKA (CEYLON) AND MALDIVES

204 Baudhaloka Mawatha

Colombo 7

Reference : SRL/74/024/A/01/13

ADDRESS: { FOR CABLES: UNDEVPRO  
FOR MAIL: P.O. BOX 1505  
TEL: 85287, 85288, 83804

RECEIVED IN RECORDS CONTROL

22 JAN '75

ACTION TO:

1 *Mr. Gleboff*

2

3

☒ PUT AWAY

INITIALS *31/I*

☐ BRING FORWARD

ON DAY MONTH YR.

RECEIVED

23 JAN 1975

BY POUCH

16 January 1975

Mr. Nicolas Gleboff  
Deputy Director Asia & Middle East  
Branch  
UN Office of Technical Coöperaton  
United Nations  
New York

TE 210 (2) UNESCO  
OFFICE OF TECHNICAL CO-OPERATION  
Human Resources Section  
Asia and Mid/East Branch

Dear Mr. Gleboff,

23 JAN 1975

*Ex Carasso?*

SRL/74/024 - Youth Leadership Training Centre

Enclosed is a copy of our covering letter and summary of the project document in respect of the above proposed project request received from the Government which was forwarded to UNDP Headquarters with a view to seeking their "approval in principle" for this project.

In reply UNDP indicate that they are fully in support of this area of activity as a priority for Sri Lanka and have supported analogous projects in other countries. However, according to their knowledge this is the first time that the Youth Division of UNESCO has been proposed as Executing Agency for a UNDP project of this nature. It is therefore felt that we seek the advice of the UN's Social Development Division on this matter. Your very early reply regarding this for information of both this office and UNDP would be very much appreciated.

Yours sincerely,

*[Signature]*  
M.J. Priestley  
Resident Representative

OFFICIAL CORRESPONDENCE

MUST BE RETURNED TO  
RECORDS CONTROL, ROOM 2074

CONTROL NO.  
*1124*

cc. Mr. Manuel Jimenez, UNESCO, Paris

ga/pdes

*Man Jimenez*  
*True comments p. 51*  
*Good point*  
*23/1/75*



ORIGINAL DIRECT

T. Shrestha/mm

cc: ~~Miss Albuquerque~~  
Mr. Basu

Mr. K.H. Standke, Director  
Office for Science and Technology

14 January 1975

TE 311/1 INS

RECORDS CONTROL  
FEB 1 1975  
TE 210(2) UNESCO

Nicolas V. Gleboff, Deputy Director  
Asia and Middle East Branch, OTC

INDONESIA - Projects in the Field of Science and Technology

..... Attached please find a copy each of the project documents for five project proposals in the field of science and technology received from the Resident Representative in Indonesia, Mr. Garcia, along with a copy of his letter of 7 January 1975.

The projects are as follows:

- INS/72/034 - Network of Scientific Services (Extension)
- INS/72/038 - Marine Science Research
- INS/74/016 - Scientific and Technological Potential,  
Planning and Analysis
- INS/74/017 - Calibration, Instrumentation and Metrology
- INS/74/029 - Network of Scientific Information and  
Documentation

I would be grateful if you would review the project proposals and forward to me your comments and observations on them at your earliest convenience. Please note that the Resident Representative had proposed UNESCO as the Executing Agency for all the projects.



Encl. attached (w. 4.)

UNITED



NATIONS

INDONESIA

UNITED NATIONS DEVELOPMENT PROGRAMME  
PROGRAM PEMBANGUNAN PERSERIKATAN BANGSA - BANGSA

TELEPHONE : 40880, 43892, 47017, 47018, 47909  
49131, 51113, 53264, 56530

CABLES : UNDEVPRO JAKARTA

TELEX : UNDEVPRO 011-4178

14, JALAN M.H. THAMRIN  
P.O. BOX 2338, JAKARTA

RECEIVED

13 JAN 1975

RECORD CONTROL  
FEB 1 1975

7 January 1975

Reference : PRO 300 CP

Dear Miss Globerman,

Subject: INS/72/034 - Network of Scientific Services (Extension)  
INS/72/038 - Marine Science Research  
INS/74/016 - Scientific and Technological Potential,  
Planning and Analysis  
INS/74/017 - Calibration, Instrumentation and Metrology  
INS/74/029 - Network of Scientific Information and  
Documentation

.....  
In accordance with the new guidelines, please find attached five copies each of the above-mentioned project proposals, requiring a total UNDP input of US\$ 1,491,410 for your approval in principle. The proposals have all been approved in principle by BAPPENAS.

Although I am enclosing a separate assessment sheet for each of the proposals (Annexes 1 to 5), I trust you will find it useful and appropriate to be provided with general background information common to all project proposals in the pipeline for the science and technology sector.

The attached proposals either resulted from or were endorsed by a ten-men UNESCO Science Planning Team (financed from our projects INS/68/034 - Science Policy and Planning; INS/72/034 - Scientific Services and INS/72/035 - Network of Scientific Information) which at the request of the Government visited Indonesia during the first quarter of 1973 to assist the Indonesian Institute of Science (LIPI) in the formulation of science and technology plans and programmes for the Second Five Year Development Plan (REPELITA II, 1974-1979). An integrated effort was made at that time to examine a number of selected areas which span the range of activity covered by the term science and technology planning and policy-making, and which individually

.../..

Miss Norma Globerman  
Chief, Division for South-East Asia  
Bureau for Asia and the Pacific  
United Nations Development Programme  
New York

cc: Mr. M. Jimenez, Director, Relations with Member States and International Organizations and Programmes, UNESCO, Paris (5 copies ea.)  
Mr. A. Joseph, Director, Field Liaison Division, FAO, Rome (5 copies of INS/72/038)  
Mr. S. Quijano-Caballero, Director, Technical Cooperation Division, UNIDO, Vienna (5 copies of INS/74/017)  
✓ Mr. N. Gleboff, Deputy Director, Asia and the Middle East Branch, UNCTD, New York (5 copies each)



had been identified, after extensive discussion with LIPI and other Government Agencies, as key areas in the development and application of the national science and technology capability in support of the total development effort. The detailed conclusion of the consultants are set forth in a series of twelve reports.

The reports cover a variety of subjects, including science policy-making and planning machinery and techniques; human resources development; scientific inputs to natural resources development (particularly information systems and water resources management and research; and the build up of scientific services, such as scientific information, calibration and metrology, and consensus standards.

The detailed reports were completed in draft when a Minister of State for Research was first appointed in April 1973. The recommendations of the consultant team were generally accepted and, subsequently, included in the Science and Technology Chapter of the REPELITA II (1974-1979).

The REPELITA II emphasizes the development of national capability in science and technology required for the achievement of development objectives and the importance of the application and effective utilization of research results for that purpose. It is recognized that research activities in the past (conducted in over 100 institutes and involving 1,500 - 2,000 research scientists) did not seem to have had a strong link with development objectives owing to a general lack of direction and coordination of those activities at the national level. It is also recognized in the Plan that this general lack of direction has resulted in an inefficient use of research institutions, manpower and financial resources.

It is to improve this situation that a number of priority projects/programmes have been included in the Second Five Year Development Plan ranging from strengthening science planning and research coordination capability (INS/74/016), to establishing adequate scientific supporting services (INS/72/034, INS/74/017, INS/74/029), to assist in the development and, later, implementation of an integrated programme for specific sectors (INS/72/038). It should therefore be recognized that the above package of projects or activities are interdependent and mutually supporting, contributing as they are expected to do, towards the ultimate objective of building up an adequate scientific and technological infrastructure in support of development. A number of other projects in support of this sectoral objective and for which UNDP assistance will be requested, are currently in the pipeline (INS/74/010 - Data for Development; INS/74/015 - Pilot Study on National Resources Data System; INS/72/016 - Training in Geological Sciences) and will be forwarded for your approval in principle as and when they have matured and have been endorsed by BAPPENAS.

To complete the general background information it should be mentioned that the de-facto Government Cooperating Agency for the five attached project proposals is the Indonesian Institute for Science (LIPI). LIPI was established as a semi-autonomous organization by Presidential Decree in 1967, to take over the functions formerly entrusted to LEMRENAS (Institute for National Research) and MIPI (Council for Sciences of Indonesia) i.e. policy planning and co-ordination as well as the conduct of research.

.../..

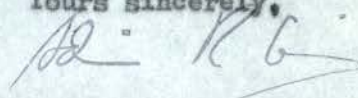


In April 1973, a Minister of State for Research was first appointed, to whom the function of science planning and co-ordination at the national level is entrusted. In the Minister's policy statement it is said that LIPI will act as the Centre of Systems Management for several national research programmes. Under the direction of the Minister, LIPI has therefore the jurisdiction to coordinate science and technology activities. It should also be mentioned that being a Minister of State, the office of the Minister has to rely upon cooperation with existing institutions (such as LIPI) for funds and manpower to implement its co-ordinating role and programmes.

Since there is a potential built-in conflict of interests between LIPI's functions in both science policy making and coordination and the actual conduct of research activities, it is expected that the Minister of State for Research will exercise firm control over, in particular, the implementation of project INS/74/016 - Scientific and Technological Potential, Planning and Analysis.

In view of the fact that all project proposals are interrelated and mutually supporting-with the possible exception of INS/72/038 Marine Science Research - the merits of appointing a coordinator for all projects in the science and technology sector are currently being discussed with the UNESCO Science office here. The appointment of a coordinator would seem to have two major advantages. Firstly, none of the attached project proposal includes a "general advisor" who will coordinate and integrate the several (sub) projects in order to guarantee a common direction towards the overall sectoral objectives. The experts and consultants requested under the five projects are, generally, subject matter specialists who can be expected to concentrate on their own, relatively limited, fields of competence rather than on the broader, longer-term objectives in the Science and Technology sector as a whole. A sectoral coordinator would seem to fill this gap. Secondly, it would appear extremely useful if, in view of the dual role of LIPI, a sectoral coordinator could be attached to the office of the Minister of State for Research. This will undoubtedly strengthen the Ministry's position and enable it to exercise more direct control over the sectoral projects. Such a high-level sectoral coordinator, (who would be needed in Indonesia for only a few months a year) could also be helpful in assisting the Minister of State for Research in identifying areas which would require additional multi- or bi-lateral inputs. In view of the action involvement of both our office and the UNESCO Field Science Office in the development of the attached proposals I do not presently anticipate a need for outside assistance in finalizing the full-scale project documents.

Yours sincerely,



Adriano R. Garcia  
Resident Representative



UNITED NATIONS DEVELOPMENT PROGRAMME  
PROJECT REVISION FORM

Country : Indonesia  
Project No.: INS/72/034/F/01/13  
Title : Network of Scientific Services

The Government requests that the above project be amended in order to achieve its original objectives of strengthening LIN's ability to perform its tasks of Servicing users of instruments and in Research and Development. The extension of the project has already foreseen in the project document (page 3). During the current project an active Service Department was established; the Fine Mechanics and Optics workshops were rearranged and Workshop staff was trained to the point that they can carry out their tasks satisfactorily. A continuation of UNDP assistance by another 12 months will be mainly directed to further training in (fine mechanical and optical) instrument design and fabrication and to provide the additional equipment to complete the basic set-up for the Fine Mechanics and Optics Workshop, and the Electronic Service Division. The requested amendments are reflected in the attached budget and the job descriptions for the Expert (revised) and Associate Experts (Appendixes 1 to 3). The main objective of this amendment is:

- Expert Component: To extend the Fine Mechanics post (11-01) by 12 months and to establish a provision for 6 m/m of consultancy services in the field of optical design and instruments. Two associate experts in the fields of the design of Optical Systems and Industrial Instrumentation Systems respectively will be attached to the project during the extension period.
- Training: To cancel the training provision currently in the budget and to establish four new fellowships in:
  - Optic theory and Design (12 m/m)
  - Fine Mechanics Design and Construction (12 m/m)
  - Two fellowships for 6 months each for on the job training at R & D Institutes abroad.
- Equipment: To increase the equipment component by \$ 169,050 (Fine Mechanics: \$ 62,000; Optics \$ 82,050; Electronics \$ 25,000) in order to complete the present set-up (see attached lists of equipment, Appendix 4) in accordance with the recommendations made so far by the project.
- Miscellaneous: Some minor adjustments were made in this component.

The total increase in project costs against the IPF amount to \$ 229,750.

UNITED NATIONS DEVELOPMENT PROGRAMME  
Project Proposal of the Government of  
INDONESIA

(a) Project Title

Title : Scientific and Technological Potential  
Planning and Analysis

Number : INS/74/016/A/01/13

Duration :

Sector : Science and Technology (65)

Starting date : June 1974

Subsector : Promotion (6510)

Government Co-operating Agency:

Executing Agency :

Indonesian Institute of Sciences (LIPI)  
under direction of the Ministry of  
State for Research

United Nations Educational  
Scientific and Cultural  
Organization (UNESCO)

Government Contribution: Rps.19,500,000.-

UNDP Contribution: US\$423,200.-

(b) Background Information

Justification for the project

The Second Five Year Plan (REPELITA II) 1974 - 1979 which gives priority to the industrial, mining, and agricultural sectors also places considerable emphasis on science and technology, not only to support the development of the country, but also to lay the foundations for coming REPELITA's. If Indonesia is to make full use of science and technology in its development, it is necessary that it increases its own scientific and technological capacity, and that it strengthens the related managerial mechanism for information, planning, decision making and actual implementation.

For effective science planning and its implementation, there is a need for a well-conceived data system on the scientific and technological potential of the country. This includes information on scientific personnel, material resources (buildings, equipment, finance), on-going research activities, etc.



In April 1973, a Minister of State for Research was appointed, to whom the function of science policy and planning at national level is entrusted. In the Minister's policy statement, it is stated that LIPI will act as Centre of Systems Management for several national research programmes under the direction of the Minister of State for Research.

One of the functions of LIPI is to act as a centre of systems management on information which will support the science policy and planning function in the Government Machinery. LIPI therefore, will have a back-up function to the science policy and planning function of the Minister of State for Research.

In this respect, LIPI performs a cross-sectoral function, co-operating with universities, research institutes and other government agencies concerned.

(c) Objectives of the project

Long range objectives

- i. the identification of areas where science and technology can provide significant impact on overall development and consideration of these areas as an integrated contribution to development.
- ii. development of national scientific and technological potential mainly through:
  - a). the building-up of the institutional infrastructure for research and experimental development (R & D) and for scientific and technological services;
  - b). the development of the needed human resources.
  - c). the performance of R & D and related activities in support of the socio-economic development plans of the country.

The project is designed to strengthen and further develop a centre of systems management on information, planning and analysis of the scientific and technological potential, which will support and become the bases of above policies and priorities.

Immediate objectives

- i. to provide direct assistance for the build-up and strengthening of a centre for systems management, and a well-conceived data system of the scientific and technological potential.
- ii. to provide direct assistance for the build-up and strengthening of the analytical capability of the centre.
- iii. to improve the mechanism for science policy and planning, building into it a series of feedback mechanisms so that each new programming cycle may be expected to bring about a significant improvement both in the planning methodology and the practical results obtained.
- iv. to improve the mechanism for the utilization of the results of invention, research and development.

(d) Activities

- Study and development of a system design of M.I.S. for science and technology (including data processing, storage, handling and retrieval)
- Data collection, study and development of a system for forecast and planning of future requirements of scientific and R & D personnel
- Data collection, analysis and study on:
  - i. investment in science and technology (government and other sources)
  - ii. material resources in R & D
- Data collection and analysis on:
  - i. on-going research activities in the country
  - ii. research results and utilization including development of a patent system.



(e) UNDP inputs (in US\$)

	<u>Total</u>		<u>1975</u>		<u>1976</u>		<u>1977</u>	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
19. Project personnel (5)	56	140,000	17	42,500	31	77,500	8	20,000
39. Training (12)	207	224,850	-	32,400	-	113,400	-	79,050
49. Equipment		51,200		23,000		22,000		6,200
59. Miscellaneous		7,150		2,250		1,900		3,000
99. Grand Total		423,200		100,150		214,800		108,250

(f) Government inputs (in million Rp.)

	<u>Total</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
19. Project personnel	7.5	2.5	2.5	2.5
59. Miscellaneous	12.-	4.1	4.2	3.7
99. Grand Total	19.5	6.6	6.7	6.2

INS/74/016 - Scientific and Technological Potential, Planning  
and Analysis

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Background

... The attached project proposal - based on the report by Mr. M. Chapdelaine: "Organization for Science Planning and Research Co-ordination" (No.2 of the series) - was originally drafted by LIPI in 1973 as a follow-up to INS/68/031, and subsequently redrafted by LIPI with the assistance of a UNESCO Consultant in Science Policy Planning.

Institutional Setting

The Government Co-operating Agency is the Indonesian Institute of Science (LIPI) under the direction of the Ministry of State for Research. It is somewhat unfortunate that the science policy planning function will be undertaken by LIPI (under the direction of the State Minister of Research), which also, and in fact mainly is concerned with the conduct of research through its research institutes. There is a built-in potential conflict between the two functions. In the eyes of the several governmental research institutes, with which close cooperation will have to be established, LIPI might easily lose credibility and authority required for its co-ordinating role. The State Minister of Research is therefore rightly insisting that his office will be responsible for the project, the execution of which will be delegated to LIPI, because the State Minister lacks both the manpower and the funds to directly executes the project. The authority relationship between LIPI and the Office of the State Minister of Research in the execution of the project is a matter to be closely watched.

Project relevance

The Government feels strongly that there generally has been a lack of direction in the research work conducted by research institutions and that, often, research activities do not appear to have strong links with development requirements. Consequently it is felt that existing research institutions, manpower and funds are not being utilized in an efficient manner. It is therefore that emphasis in the Second Five Year Plan is being put on the planning and coordination of research activities in order to increase the utility of research activities in supporting

.../..



- 2 -

development objectives and to decide on priority scales of both short-term and longer-term research activities. The present project is expected to improve the mechanism for science policy and planning and to establish - in close co-operation with project INS/74/029 - Network of Scientific Information and Documentation - an adequate mechanism for the utilization of the results of research and development. The project will also contribute to the overall policy goal in the science and technology sector i.e. the build-up and strengthening of the scientific and technological potential of the country required for development.

#### Project Design

The immediate objectives of the project are clearly defined and adequately translated in activities in the work plan. The level, type and pattern of inputs is believed to be optimal for reaching the immediate objectives. The experts and consultants required should be specialists who are prepared to actually work together and train the existing national staff. The implementation of the relatively heavy, training component will contribute to the strengthening of the national capability in the planning, analysis and management of the scientific and technological potential, which so far has been relatively weak.

#### Counterpart arrangements

The national staff will be provided by LIPI in particular the Bureau of Coordination and Science Policy in cooperation with other Government Agencies and under the direction of the Office of the State Minister for Research. The project will be accommodated at the LIPI premises which offer adequate office facilities for the experts.

19 December 1974.

UNITED NATIONS DEVELOPMENT PROGRAMME  
PROJECT PROPOSAL OF THE GOVERNMENT OF  
INDONESIA

(a) Project Number and Title:

Number : INS/72/038/B/01/13 Duration : two years and six months

Title : Marine Science Research

Sector : Science and Technology (65)

Subsector : Oceanography (6540)

Government Co-operating Agency:  
Indonesian Institute of Sciences  
(LIPI)

Executing Agency: United Nations  
Educational, Scientific and  
Cultural Organization (UNESCO)

Government Counterpart

Inputs: Rp. 146.005, million UNDP inputs: US\$ 127.760

(b) Background Information:

Justification of the project:

1. In the second Five Year Development Plan, Repelita II, increased emphasis is being given: to the application of science and technology for development; to accelerating the expertise and skill of existing scientific and technical manpower; and to educating new manpower in the field of science and technology, especially in research and development. Special attention will be given to the development and improvement of research centres, so that a minimal starting point can be reached for execution of research and development, designed to support national development and to establish the foundation for further development.
2. One area of concern is that of marine resources where, at the present time, Indonesia capabilities to carry out research and educate the manpower in Marine Sciences necessary for the development of the marine resources exploitation is limited.
3. Among the related development activities in Indonesia, three appear as being more and more important for the country economy. The first one is the mineral resources exploitation particularly the oil one with offshore drillings; this involves a strong component of exploration and prospecting and requires marine geologists and geophysicists. The second one concerns the fisheries industry which includes coastal fisheries and aquaculture, also offshore fisheries; this is possible through preliminary basic studies of the marine environment (defining where the most probable good fishing is expected) and the marine exploitable stocks (giving the necessary information about the population dynamics from which better fishing and control of the activities are obtained). The third developing trend in Indonesia is the tourism industry, particularly in relation with the sea-shore natural resources; this will be so only if marine pollution is controlled at a minimum level, which requires basic studies in water chemistry and water dynamics.



4. At the request of Indonesia, Dr. J.W. Brodie, Unesco consultant in Marine Science, stayed in the country during the first semester of 1972 to assist in planning the development of marine research within LON (National Institute of Oceanology). One of the results of his mission was a proposal for a large-scale UNDP assisted project where LIPI (Indonesian Institute of Science) was the Government Cooperating Agency and UNESCO the Executing Agency.

5. After further study, it is felt that, under present conditions, this proposal is somewhat too ambitious. To fit better with the present situation of Marine Science in Indonesia, it is proposed here a two-year small-scale UNDP assisted project where Indonesian Institute of Science (LIPI) in particular LON (National Institute of Oceanology) is the Cooperating Agency and UNESCO the Executing one.

6. If implemented, this project will give Indonesia the basic guidelines for future development of Marine Science Research and will build a multi-purpose Marine Research structure strong enough to be used for specialized research training in Marine Sciences.

(c) Objectives of the project:

Long-range objectives:

To assist the Government in developing a marine science research capacity in order to operate a national programme capable of meeting the marine science requirements arising from the economic development of Indonesia,

Immediate objectives:

- To assist LON in developing capabilities in scientific staff and equipment (including books) to organize a multipurpose marine research programme which could also provide better service for specialized marine research training, including shipboard training.

- To assist LON in developing a detailed 5-year plan (including identification of technical assistance requirements) which will integrate the LON marine research activities with other national marine science programmes.

(d) Activities

- Developing and organizing a five-year research programme for LON as an integrated part of the national marine science programme spelling out in detail the areas and projects for research.

- Training abroad of LON junior marine scientists.

- Upgrading working facilities in the laboratories (Jakarta) on board the research vessels and for the field work to the level required to enable the implementation of the 5 year research programme.

(e) UNDP inputs (in US\$)

	<u>Total</u>		<u>1975</u>		<u>1976</u>		<u>1977</u>	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
19. Project personnel (2)	18	45,000	7	17,500	11	27,500	-	-
39. Training (2)	-	50,260	-	14,560	-	25,200	-	10,500
49. Equipment	-	30,000	-	27,000	-	3,000	-	-
59. Miscellaneous	-	2,500	-	1,000	-	1,500	-	-
99. Grand total	-	127,760	-	60,060	-	57,200	-	10,500
		=====		=====		=====		=====

(f) Government inputs (in million Rp.)

	<u>Total</u>	<u>1975</u>	<u>1976</u>
19. Project personnel	31.0	15.5	15.5
49. Equipment	57.805	26.275	31.530
59. Miscellaneous	57.2	26.2	31.0
99. Grand total	146.005	67.975	78.030



INS/72/038 - Marine Science Research

Background

After Dr. J.W. Brodie's mission to Indonesia in the first semester of 1972 as a UNESCO Consultant in Marine Science, a UNDP assisted project was proposed. The project called for UNDP Assistance over a period of 6½ years involving \$804,000 from UNDP and Rp.897 million from the Government and was favourably received by the Indonesian specialists.

However, after further study, it was felt that, under the prevailing conditions, the proposal was somewhat too ambitious. Therefore, an initial phase is now proposed in order to fit better with the present situation of Marine Science in Indonesia. After a two year initial phase which is expected to provide a well documented 5 year plan which will integrate the LON marine research activities with other national marine science programmes, Indonesia will be in a better position to implement the activities of the original large-scale project proposal which will become, in a modified form, an excellent follow-up of the attached small-scale proposal.

In mid-1973 the National Institute of Oceanology (LON) and the Indonesian Institute of Science (LIPI) prepared the original proposal, which was submitted to the UNESCO field office in Jakarta. The latter, and particularly Mr. M. Angot, Regional Adviser in Marine Sciences (RAS/68/559), assisted in pulling the proposal into the standard form. In the course of almost a year the proposal was redrafted a couple of times. The last redraft was implemented on 19 June 1974. One important change was that instead of two one-year, non-degree Training Programmes, it was felt desirable to include a provision for two two-year programmes (M.Sc. level) in Oceanography and Marine Ecology. As a consequence the UNDP contribution increased to \$127,760. The reason of this change was that obtaining M.Sc. degrees in Marine Science in Indonesia is not yet possible, while it was felt necessary to strengthen the capability of LON's staff in the above subjects.

Institutional Setting

The Government Cooperating Agency is the Indonesian Institute of Science (LIPI) and in particular the National Institute of Oceanology (LON), which is one of LIPI's research Institutes. Officially established in 1970, the LON staff of 109 people includes 23 researchers. Its main laboratories are located in Jakarta.

A field station exists in the Moluccas aerea at Ambon with a staff of 12 people including 5 researchers. LON has three research vessels: the "Samudera" (191 tons) based in Jakarta, the "Tirta" (25 tons) at Ambon and the "Mutiara" (15 tons) used for work in Jakarta Bay.

#### Project relevance/priority

The responsibility of LON is to carry out the major part of marine research. It works in close cooperation with other institutions such as:

- the Marine Fisheries Research Institute (Fisheries Department): applied research for fisheries.
- the Faculty of Fisheries of the Bogor Institute/Agriculture: training of fisheries specialists.
- and other agencies: National Institute of Geology and Mining; Institute of Meteorology and Geophysics; Zoological Museum in Bogor and various departments of universities in Jakarta, Yogyakarta, Bandung, Ambon and Ujung Pandang.

One of the goals of the Repelita II in science and technology (Chapter 23) is firstly to develop a national capability in science and technology needed for development and secondly, to promote the application of science and technology to reach development objectives. The present project aimed at strengthening an existing research institution in marine science is fully in line with the above policies. A strengthening of the Institute and the developing of a long-term research programme will result in the institute being able to supply better data for the users such as fisheries, offshore mining, coastal engineering and marine technology. The State Minister of Research gives research in marine resources inventory one of the highest priorities. This is due to the marine nature of the Indonesian archipelago and the need of establishing a national programme of meeting the marine science requirements arising from the economic development of Indonesia.

#### Project Design

The objective is to assist LON in developing capabilities in scientific staff and equipment (including books) to organize and implement a multi-purpose marine research programme which will result from the initial phase of the project.



- 3 -

The activities in the work plan are clearly indicated and the phasing (expert recruitment and fellowship placement) is realistically presented.

The level, type and pattern of inputs is believed to be optimal for reaching the objectives of the attached project.

Counterpart arrangements

The LON Director, Ph.D. in Marine Ecology, will be the official counterpart of the expert. The project will be accommodated in the LON premises in Jakarta which offer adequate office facilities for the expert. The project will make full use of the laboratory equipment and purchase new equipment as required. The Government will undertake to finance the operations of the research vessels and the maintenance of the equipment.

19 December 1974.

UNITED NATIONS DEVELOPMENT PROGRAMME  
PROJECT PROPOSAL OF THE GOVERNMENT OF  
INDONESIA

Title : Network of Scientific Information and Documentation

Number : INS/74/029/A/01/13 Duration : three years

Sector : Science and Technology (65)

Subsector : Promotion (6510)

Government Co-operating Agency:

Indonesian Institute of  
Sciences (LIPI)

Executing Agency:

United Nations Educational, Scientific  
and Cultural Organization (UNESCO)

Government Contribution:

Rp. 600,000,000

UNDP Contribution:

US\$ 325,500

Background information

In the Second Five Year National Development Plan for 1974 - 1979, specific reference is made to the need for a national network for documentation of research activities and findings. "By using existing library centres within departments, universities or private enterprises, and by efficient network system and information technique, also in close cooperation with scientific information centres abroad, this network system could coordinate, assemble and disseminate information in science and technology. The information obtained from abroad as well as the result of domestic research would benefit those carrying out research and development as well as the broader community."

The Government has agreed that the network system should be based on 4 national documentation centres, each supported by special libraries in their respective fields. The appointed 4 National Centres are the following:

Pusat Dokumentasi Ilmiah Nasional, in science and technology  
Bibliothece Bogoriensis, in biology and agriculture  
Central Library, Department of Health, in medicine and health  
Pusat Dokumentasi Ilmu-Ilmu Sosial, in social sciences



The structure of such a national network has been established, with the Pusat Dokumentasi Ilmiah Nasional (PDIN) as the network coordinator. An advisory body for the National Network including representatives of participating institutions plus managers and users of information, is being established.

The Government requests UNDP assistance to further develop the network UNDP assistance will focus on the development of reprographic and printing facilities within the National System.

#### Objectives of the project

##### Long-range objectives

The long range objective of the project is to develop a national network system of science information and documentation and to increase the use of information in reaching development goals. The system will be based on the close coordination of four centres serving the information needs in science and technology, biology and agriculture, health and medicine, and social sciences and humanities.

##### Immediate objectives

To attain the long-range objective as stated above it is necessary for the Government to improve the coordination and exchange of information and documentation between the centres given responsibility for each of the four fields mentioned above and between the peripheral information centres which are linked to the system. Specially the following immediate objectives are to be realized:

- Improve methods and techniques for the acquisition, exchange, storage, retrieval, and dissemination of scientific and technical information at reasonable cost.
- The creation of greater awareness on the part of the user of information on what is available, how to obtain it and how to use it more efficiently.

/-ment of

- Clearer definition of the user needs for scientific and technical information.
- Improvement in the flow of research results to the user.
- Improvement in the scope and quality of information services.
- Greater participation in the regional and international exchange of scientific and technical information.
- The study of the application of modern data handling procedures as they would affect the network to provide the basis upon which the development of their techniques could be achieved.
- The development and upgrading of the professional staff of the network.

#### Project Activities

- National survey of sources of journal collection available in the main libraries; gaps in the holdings; compilation of union catalogue of series.
- To formulate recommendations on the development of the reprographic section of PDIN to serve the National system.
- To develop the printing sections of PDIN and BB.
- To initiate the development of the microreproduction Section of PDIN.
- Annual workshops <sup>in</sup> reprography for both staff of the network centres and information users. (1975: printing; 1976 and 1977: macroreproduction)
- Annual workshops in documentation for documentation personnel and users of information (1975: Mechanism of document handling system; 1976 and 1977 Application of modern data handling procedures)
- Study and recommendations on the need of telecommunication facilities for documentation and information programme.
- Training abroad (graduate study) of four officers (one of each of the four centres of the Network).



UNDP inputs (in US \$)

	<u>Total</u>		<u>1975</u>		<u>1976</u>		<u>1977</u>	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
19. Project Personnel	44	110,000	-	25,000	-	37,500	-	47,500
39. Training	-	73,000	-	12,600	-	33,600	-	26,800
49. Equipment	-	142,500	-	-	-	100,000	-	42,500
59. Miscellaneous	-	1,500	-	-	-	-	-	1,500
99. Grand total		<u>327,000</u>		<u>37,600</u>		<u>171,100</u>		<u>118,300</u>

Government inputs (in million Rp)

	<u>Total</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
99. Grand total	600,-	150,-	200,-	250,-

INS/74/029 - Network of Scientific Information and Documentation

Background:

The project proposal - based upon the report of Mr. A. Myatt: "Scientific and Technical Information" (No.3 of the Series) - is a continuation of UNDP assistance provided under project INS/72/035.

The original project proposal was prepared jointly by LIPI and UNESCO and subsequently redrafted several times by LIPI/PDIN. The present project envisaged UNDP assistance to build up the reprography and printing facilities of the network. Since it is felt by PDIN that Mr. Myatt's report provides sufficient guidelines for the overall management and organization of the national network, the provision for the long-term (30 months) resident general advisor in Scientific Documentation and Information, included in the original draft, has been dropped. However, the inclusion of provision for managerial assistance to PDIN in operating and organizing the network might later be found desirable and, consequently, be included in the full scale project document.

Institutional Setting

The Government Co-operating Agency is the Indonesian Institute of Science and in particular the National Scientific Documentation Centre (PDIN) as the coordinator of the national network. The PDIN was created in 1965 and received support in its establishment from UNDP, the Ford Foundation and other sources. The PDIN recently moved into its-partly completed - new premises, which will enable it to fulfill its role as the coordinating centre for the national network. Other participating centres in the network are:

- Bibiotheke Bogoriensis (Biology & Agriculture)
- Central Library, Department of Health (Medicine & Health)
- Pusat Dokumentasi Ilmu-Ilmu Sosial (Social sciences and humanitarrians)

The structure of the national network has been established and an advisory body for the National Network including representatives of participating institutions plus managers and users of information is being established. Its actual establishment awaits the outcome of the reorganization of LIPI which is currently underway.

.../..



- 2 -

Project Relevance Activity

There is a growing recognition of the importance of the availability of adequate scientific and technical information among planners, scholars and educators. The Government is well aware of the importance of adequate documentation facilities and gives high-priority in the Second Five-Year Plan (Repelita II, 1974-1979) to the development of a national network system for documentation and information.

Project Design

The objective of the project is to develop a National Network of Information and Documentation which can effectively supply scientists and engineers with available up-to-date scientific information, so that they are better able to apply science and modern technology for the economic development of the country. UNDP assistance in the project is specifically directed towards strengthening the reprographic and printing facilities available within the network (PDIN, B.B) and yearly seminars in the fields of reprography and printing for both network staff and users of information will be held.

The activities in the workplan are clearly indicated and the phasing of UNDP inputs is realistically presented. The level, type and pattern of inputs is believed to be adequate for reaching the short-term project objectives, although a provision for a number of consultancy man/months might have to be included to assist PDIN in the overall management/organization of an effective network.

Counterpart arrangements

The Director of PDIN and coordinator of the network will be the official counterparts to the experts. The project will be accommodated in the new PDIN premises in Jakarta which offer adequate office facilities for the experts.

UNITED NATIONS DEVELOPMENT PROGRAMME  
PROJECT PROPOSAL OF THE GOVERNMENT OF  
INDONESIA

Number : INS/74/017/A/01/13 Duration: three years

Title : Calibration, Instrumentation and Metrology

Sector : Science and Technology (65)

Subsector : Science and Technical Promotion (6510)

Government Co-operating Agency: Indonesian Institute of Sciences (LIPI)

Executing Agency: United Nations Educational, Scientific and Cultural Organization (UNESCO)

Government Counterpart Inputs : Rp. 76.250 million.

UNDP inputs: US\$ 385,200.

## Background Information

One of the key national research programmes which comes under the direction of the Minister of State for Research within the framework of the Second Five Year National Development Plan for 1974 - 1979, REPELITA II, is the development of a national system for calibration, instrumentation and metrology (KIM). This programme will be developed upon the foundation provided by the UNDP project "Network of Scientific Services" (INS/72/034 within which the fine mechanics and optical sections of the Lembaga Instrumentasi Nasional (LIN) were strengthened and some calibration facilities were established.

The stage has now been reached where two related and complementary developments are proposed - first, the strengthening of the scientific infrastructure through development and strengthening of the calibration and metrology facilities to serve as the base for precision measurement and control in all areas of science (research, training, agriculture, industry, health) through a further build up of LIN, and second, the development of national standards and quality control through establishment of a National Bureau of Standards /INS/74/002/ It is recognized that a programme for national standards requires good facilities for calibration and precision measurement, and that therefore two projects should be developed in harmony and close coordination.

In the case of KIM some facilities already exist at many institutions. The intention is to coordinate and build up these facilities into a network which would optimize existing capability and avoid overlap and duplication.



## Objectives of the Project

### 1. Long-range objectives

- to develop facilities and capacity to deal with all aspects of precision measurement (metrology) including provision of basic standards of measurement and facilities for calibrating, designing, maintaining, and repairing scientific instruments.

### 2. Short-term objectives

- to identify a practical system for KIM
- to train appropriate scientists and technicians.
- to carry out an inventory of facilities, staff and equipment within the network and to identify gaps and needs
- to identify sources of equipment and obtain certain basic items of equipment not available within the network.

## Activities

The project could be timed so that it evolves from the existing project "Network of Scientific Services". The first tasks would be to identify the structure and patterns of the network by a consultant working with an Indonesian task force. Beyond this, the project activities would be designed to achieve the short-term objectives, giving special emphasis to identification and training of staff through short courses and fellowships.

Much of the investment in equipment, which will be substantial, is expected to come from bilateral sources. UNDP equipment will be mainly to fill gaps and assure compatibility between network and institutions.

## UNDP inputs (in US\$)

	Total		1975		1976		1977	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
19 Project Personnel (4)	42	120,000	6	15,000	18	45,000	24	60,000
39 Training (9)	54	56,700	1	6,300	-	25,200	-	25,200
49 Equipment	-	205,000	-	-	-	105,000	-	100,000
59 Miscellaneous	-	3,500	-	-	-	1,000	-	2,500
99 Grand Total		385,200		21,300		176,200		187,700

Government inputs (in million rupiah)

	Total		1975		1976		1977	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
19 Project Personnel	32.125		4.85		12.125		15.15	
59 Miscellaneous	44.125		6.85		16.625		20.65	
99 Grand Total	76.25		11.7		28.75		35.8	



INS/74/017 - Calibration, Instrumentation and MetrologyBackground

... The attached project proposal - based upon the report of Mr. M. Probine "Precision measurements, Testing and Calibration" (No.9 of the Series) - was drafted by LIPI/LIN in cooperation with UNESCO Field Science Office in Jakarta. The latest draft dates from June 1974.

Institutional Setting

The Government Co-operating Agency is the Indonesian Institute of Science (LIPI) and in particular the Lembaga Instrumentasi Nasional (LIN). The LIN will act as the co-ordinator of the national K.I.M. (Calibration, Instrumentation and Metrology) system, which will comprise of several institutions currently involved in calibration and metrology activities. The KIM network will be initially co-ordinated by LIN, which itself will be a technical partner (for possibly, electrical calibration and optics) in the network. Although there have been several contacts with the institutes which might participate in the system, no special body has as yet been formed. The programme will be developed upon the foundation provided by UNDP project INS/72/034 - Network of Scientific Services, within which the fine mechanics and optical sections of LIN were strengthened and some calibration facilities were established. Although one of the immediate objectives of the project is to establish a practical and workable system for KIM, it is envisaged that KIM, once established, will move more and more towards activities in the field of standardization, quality control and certification. The project is therefore directly related to project INS/74/002 - Standardization, Quality Control and Certification, which was approved in principle in September 1974.

Project Design

The immediate objectives are clearly specified in the project proposal. Since the aim is to establish a practical system/organization for KIM with participation of several institutes each in their own field of competence, it has as yet not been possible to prepare a fully specified and detailed work programme. It is expected, however, that this will be worked out after the structure and the pattern of the network has been identified by the consultant who is scheduled to arrive in mid-1975 in cooperation with an Indonesian Task Force. It is felt that a long-term advisor

.../..

- 2 -

in the planning and design of metrology facilities and short-term consultants in precision measurement and calibration equipment, as currently foreseen, will be an adequate input to reach the immediate project objectives in the initial phase. Additional assistance for the individual technical partners in KIM in the form of both experts, fellowships and a substantial equipment component is likely to be required from other bilateral or multilateral sources.

Counterpart arrangements

The LIN Director under the guidance of LIPI, will be the official counterpart for the project which will be accommodated in at the LIN premises in Bandung and/or the premises of other participating institutions, where adequate office facilities will be made available.

19 December 1974.



*15*  
T. Shrestha/mm

*ORIGINAL DESTROYED*  
Mr. S. Vassiliou, Assistant Director-in-Charge  
Development Planning Advisory Services, CDPSP

12 December 1974

*TE 311/1*  
REPUBLIC OF  
VIETNAM

Nicolas V. Gleboff, Deputy Director  
Asia and Middle East Branch, OTC

*RECORD CONTROL*  
*TE 210(2) UNESCO*  
REPUBLIC OF VIETNAM - Training of Higher Technicians RVN/73/009  
National Institute of Public Health: Research  
and Training Support for Pioneer Agriculture  
Scheme RVN/74/023

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..... Attached, herewith, please find one copy each of the project documents in respect of the above-mentioned projects which we have received from the Assistant Resident Representative in the Republic of Vietnam, Mr. Dirk Hylkema.

We would appreciate your reviewing the above project documents and let us have your comments, if any, as soon as possible.



ENCLOSURE ATTACHED *W.H.*

UNITED NATIONS  
DEVELOPMENT PROGRAMME

BOITE POSTALE 1255 SAIGON  
TEL. : 23.942 - 23.943



287, PHAN-THANH-GIAN  
SAIGON  
RÉPUBLIQUE DU VIETNAM

*By 27/10/1974 VIETNAM*

PROGRAMME DES NATIONS UNIES  
POUR LE DÉVELOPPEMENT

ADRESSE TÉLÉGRAPHIQUE  
UNDEVPRO SAIGON

22 OCT 1974  
ACTION TO:  
*Mr. U.D. Heide*  
*Thi...*

Saigon, 18 October 1974

2171/RVN/73/009

Dear Mr. Van der Heide,

Subject : Training of Higher Technicians (RVN/73/009)

*TE 210(2) UNESCO*

... I take pleasure in attaching for your information and review  
a copy of the subject project document. Any comments from your  
office should be addressed to UNDP Headquarters copied to us.

Yours sincerely,

Dirk Hylkema

Assistant Resident Representative

OFFICIAL CORRESPONDENCE	ROI NO.
MUST BE RETURNED TO RECORDS CONTROL ROOM 2874	10-364

RECEIVED  
2244  
OCT 28 1974  
OTC

Mr. W. Van der Heide  
Acting Deputy Director  
Asia and the Middle East Branch  
Office of Technical Cooperations  
United Nations  
New York



Clearance:

Mr. van der Heide

cc: Res. Rep. India  
Mr. Baum

T. Shrestha/mm

11 October 1974

Mr. R. Coomaraswamy, Assistant Administrator  
and Regional Director, Asia and the Far East, UNPD

TE 311/1 INDIA

TE 210(2) UNESCO

R.J. Crooks, Director  
Office of Technical Co-operation

INDIA - Expansion of the Documentation Centre of CWPC

We have received from the Resident Representative a.i., Mr. Grisogono, a draft project document for the above project, along with a copy of his letter to you dated 9 August 1974.

We have carefully reviewed the document and we, in general, support Mr. Grisogono's assessment of the project. We would, therefore, agree that the project should be approved in principle.

We also agree that a consultant should be recruited for a period of two months under Preparatory Assistance budget in order to work out details of the equipment required for the project, as well as to redraft the Project Document, as required. We also endorse the terms of reference for the consultant as outlined in Mr. Grisogono's letter.

We have also noted the views of the Resident Representative a.i. regarding the question of Executing Agency. We agree that the execution of this project should be entrusted to UNESCO. We will, of course, be glad to co-operate with UNESCO in the implementation of the project, if required.



## UNITED NATIONS

## INTEROFFICE MEMORANDUM



RECORDS CONTROL

NOV 12 1974

NATIONS UNIES

MEMORANDUM INTERIEUR

TO: Miss S. M. Albuquerque, Chief  
A: HRPS/AMEB/OTC

DATE: 30 September 1974

THROUGH:  
S/C DE:

TE 210 (2) UNESCO

REFERENCE: \_\_\_\_\_  
OFFICE OF TECHNICAL CO-OPERATION  
Human Resources Section  
Asia and Mid/East Branch

FROM:  
DE:

Gerald Wen, Chief, Institutional Development  
and Popular Participation Section, ESA/CSDHA

4 OCT 1974

SUBJECT:  
OBJET:

Pakistan Integrated Rural Development

Cx Carasso

We have read the UNESCO proposed agreement with the Government of Pakistan, which you so kindly sent to us.

Since the UNESCO Experimental Project is to be carried out with UNESCO Regular Programme funds, it does not involve the United Nations. This UNESCO project is already being included in the Five Year Plan for IRDP by the Government of Pakistan.

No further action is necessary.

*Gerald Wen*  
*Noted - to reply  
w/eehm  
JMS  
4/10/74*





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

place de Fontenoy, Paris-7<sup>e</sup>

The Director-General

reference : DG/1.2/74-1493

related to  
PAK 73/054  
28 August, 1974

Sir,

... I am pleased to enclose three copies of the Agreement for the proposed Experimental Pilot Project Integrating Education in Rural Development.

This project is in response to the request addressed to me by Mr. Q.U. Shahab, the Secretary to the Government of Pakistan, Ministry of Education, by his letter of 27 September, 1973 (ref. F 12-12/73 Unesco Edn.), and is further to the reply made by Mr. R. Hoggart, Acting Director-General on 12 November, 1973, and to subsequent action.

The document, originally prepared in consultation with the Government by a Unesco preparatory mission which visited Pakistan from 20 April to 9 May 1974, was completed by the Secretariat upon the return of the mission to Unesco Headquarters. It describes the major features of the proposed project, as well as the contribution Unesco is prepared to make for its implementation, through its Regular Programme, subject to the approval of the Unesco General Conference at its forthcoming Eighteenth session in October of this year.

If the proposals contained in the attached document meet, as I hope, with the approval of your Government, this letter and the document, together with your reply and two copies of the document signed to that effect, will constitute the agreement between Unesco and the Government of Pakistan for the establishment of the Project and its implementation.

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

John E. Fobes  
Acting Director-General

Dr. M. Ajmal  
Secretary to the Government of Pakistan  
Ministry of Education  
ISLAMABAD  
Pakistan



**EXPERIMENTAL PILOT PROJECT INTEGRATING**  
**EDUCATION IN RURAL DEVELOPMENT (EPPIERD) - PAKISTAN**

**AGREEMENT**

**1. GENERAL BACKGROUND**

- 1.1 The Government of Pakistan fully realises that scientific development, technological advancement and industrial progress require literate and educated human resources.
- 1.2 At present, out of a total population of 65 million, 50 million are illiterate, a figure which is increasing by approximately one million every year. Of these, three out of four are women.
- 1.3 Some 44 per cent of primary school age children are enrolled and of these one out of two drops out before completing the five-year span of primary schooling, leaving a fluctuating mass of uneducated youths whose potential for national development remains unutilized.
- 1.4 The country is predominantly rural. Three persons out of four live in rural areas, the majority on a few million farms spread over 308,000 km<sup>2</sup> of arable land. A large number do not possess land and most are living at, or below, subsistence level.
- 1.5 In view of the above, the Government is resolved to accord top priority to rural development and plans in this connection to place emphasis on educating the rural population of both sexes, at all levels.
- 1.6 The present project is part of a larger effort by the Government of Pakistan to promote rural development and to integrate educational programmes therein.
- 1.7 The Experimental Pilot Project Integrating Education in Rural Development (hereinafter referred to as "the Project") will be established and carried out by the Government of Pakistan with the cooperation of Unesco through activities in education, science, culture and communication, as part of the Organization's programme of innovation and educational research for rural development.
- 1.8 The Project has been prepared jointly by the Government of Pakistan and Unesco, following a Unesco mission undertaken at the request of the Government in April-May 1974.
- 1.9 The Project is consistent with the general guidelines set forth in the Education Policy (1972-1980) and the Integrated Rural Development Programme of Pakistan. Some of the basic concepts and approaches of this policy and programme are as follows :
  - a) Education is regarded as one of the dimensions of the development process. It must also be shaped to meet the requirements of the other dimensions of the process. Thus, in Pakistan, the Integrated Rural Development Programme must have, interwoven in its fabric, a wide variety of educational and training institutions, methods and media.



- b) Attainment of development and educational goals requires the integration of all efforts and resources involving :
  - i) Human resources;
  - ii) Physical and institutional environment and infrastructure, including adequate media and techniques as well as development support communication, for all participants of the exercise and the development of locally engineered and produced devices, techniques and learning aids.
- c) Education in this context can be formal or institutional, non-formal or out-of-school, informal or contingent: the whole range, at all levels has to be made more relevant to the learner and his particular needs and attributes.
- d) Relevant education should:
  - provide sound knowledge and experience, and impart appropriate attitudes and skills,
  - make learners appreciate the value of meaningful change and enable them to bring about, adjust to and manage change in the process of development,
  - help learners acquire scientific education (scientific and rational thinking as opposed to accumulated knowledge), with emphasis placed on agro-technical subjects in the curriculum,
  - promote the generation of "job-makers" and not "job-seekers" by enhancing learners' capacity for problem solving and developing learners' abilities for self-reliance, including self-learning,
  - promote an understanding of population issues relating to the lives and behaviour of individuals and families,
  - train responsible people.
- e) Basic goals of educational programmes will be based on criteria related to the learner's life, personality, knowledge, attitudes and abilities.

## 2. NATURE AND AIMS

### 2.1

The overall aim of the project is to develop, in 5 markases, effective methods of assisting children, young people and adults in the rural areas to prepare for effective integration into the economic, social and cultural development of Pakistan.



- 2.2 A prime objective will be to develop closely linked educational programmes which will be related to the realities of rural life within the general framework, aims and objectives of the national curricula.
- 2.3 The Project could thus :
- a) Endeavour to develop and test models of primary education which may be made available to the maximum number of rural children. (These models involve feasible structures, curricula, methods, textbooks, teaching aids and materials.)
  - b) Attempt to establish improved educational services to be extended to an increasing number of primary school leavers and others who need sound basic pre-vocational education and/or training.
  - c) Develop and test new skill-oriented programmes for children, youths and adults, in fields such as literacy and numeracy, general education, civics, crop husbandry, animal husbandry, agro-technical subjects, arts and crafts, cottage industries, health, nutrition, home improvement, and population education.
  - d) Develop new communication and learning techniques including radio, community video and audio media, education by correspondence, games, team and peer teaching and relating the programmes to the milieu, using the suitable combinations of means and channels.
  - e) Assist in the training and/or in the retraining of educational personnel (existing or potential) to provide the necessary orientation or reorientation to the community and its environment and potential

### 3. STRATEGY AND MANAGEMENT

- 3.1 Because innovation sometimes arouses strong opposition as well as occasioning considerable expense, reform on a large scale requires time and careful preparation. Pilot projects launched on a small scale under field conditions make it possible to evolve suitable programmes, techniques and methods. Given the limited scope of the Project, mistakes can be easily and inexpensively rectified, while the methodology emerging therefrom is relatively easy to apply elsewhere. The experimental stage affords an opportunity for defining the detailed procedures for progressive renovation of the existing system.
- 3.2 The Project will comprise up to five pilot sub-projects, i.e. one to be located on Federal territory and one in each province (Baluchistan, North West Frontier, Punjab, Sind). Each sub-project will be sited in a markaz within the Integrated Rural Development Programme structure.
- 3.3 Bearing in mind the intention of expanding the Project at a later date, criteria for selecting sites, and the manner of conducting the Project will relate to programmes and methods as well as to the range and costs of inputs.



- 3.4 Each sub-project will be headed by a Pakistani coordinator for education who will reside on the spot, while a Pakistani general coordinator will be responsible for the overall management of the Project.
- 3.5 An expert, to be appointed by Unesco and to reside on one of the sites, will function as a general adviser to the Project. A Unesco consultant will assist in ensuring the functional and technical relationship of the pilot experimental areas with Ministerial departments, technical committees and institutions such as those listed below (paragraph 3.10), which have a direct interest in the Project results, including the Integrated Development Programme authorities.
- 3.6 Field research assistants will be appointed for each sub-project to work in the following areas:
- a) boys and men;
  - b) girls and women;
  - c) social and cultural studies;
  - d) community media and media techniques.
- They will assist in the conduct of research and the built-in evaluation of the Project and will be responsible for the relevant documentation to be maintained for this purpose.
- 3.7 Various specialists will be required, as set out in Section 5 (Resources and Commitments).
- 3.8 Close relations will be maintained between the five sub-projects, and joint activities will be undertaken. A final evaluation of the Project, proposing ways and methods of utilising the lessons learned from the experience, will be carried out on a cooperative basis. The Project coordinator will have the overall responsibility for each sub-project in matters relating to education.
- 3.9 A central technical committee will be set up under the auspices of the Ministry of Education, comprising the Resident Representative of the United Nations Development Programme, the Secretary of the National Commission for Unesco and specialists in fields related to the Project. Its function will be to advise the Government and the Project team on the overall execution of the Project. At provincial level, a local committee comprised of specialists from various local institutions (universities, academics, centres), including those who will be commissioned to undertake studies and surveys on the sites, members of the Markaz Committees and Union Councils, teachers' organisations, as applicable, will help in the overall progress of the sub-projects.
- 3.10 Cooperation and functional relations will be established between the sub-projects and various national and provincial institutions and organisations, to which the Project will provide a field experimental and testing ground (cf. paragraph 3.5 above). These include the following: the Integrated Rural Development Programme (IRDP), the Open University, and universities generally, rural academies, curriculum development centres, teacher training institutes and colleges, vocational and professional institutions, school and college supervisors, directors, teachers and students; educational audio-visual aids and textbook production centres, the Pakistan Broadcasting Corporation (PBC), Pakistan television (PTV), as well as agencies concerned with rural community health and welfare and rural development generally, including the Family Planning Association of Pakistan (FPAP).



- 3.11 Unesco will, through visits of staff members, assist in the organization and conduct of workshops and seminars on topics related to the Project.

#### 4. PROCESS OF IMPLEMENTATION

The planning, preparation and implementation of the Project includes the following phases:

- 4.1 Panel approval of the Project in the form of an exchange of letters between the Director-General of Unesco and the Government of Pakistan concerning the present text of the agreement.
- 4.2 Official designation of the sub-project sites. These would be markases representing average conditions in terms of area, population and potential for development and in which rural development programmes are already under way or are being contemplated.
- 4.3 Appointment and installation of the coordinators for education on the sites of the sub-project. These should be graduates with a background in education, preferably both of the "in-school" and "out-of-school" types.
- 4.4 Appointment and installation of the Unesco general adviser, who should preferably be an educator and a science specialist with experience in the integrated approach to education for rural development.
- 4.5 Elaboration of working plans and programmes under the responsibility of coordinators and in cooperation with representatives of administrative and professional organizations, and active members of the communities who should be involved in every stage of the Project from planning to evaluation.
- 4.6 Review and study of past experience related to rural development, such as the "Village AID", "Basic Democracies", "Rural Workes Programme", the "Agricultural Development Corporation", "Wara Unasome".
- 4.7 Surveys, studies and analysis of the physical, social, economic and cultural environment of the Project areas including such topics as:
- a) employment and self-employment opportunities, development potential, human resources, cultural life and working patterns, art, leisure and sport, and generally all forms of existing and potential resources;
  - b) socio-economic needs, interests and prospects of the residents of the pilot project areas, with particular attention to ways in which educational development and other development programmes can mutually support and reinforce one another;
  - c) attitudes towards education and development, identification of possible sources of motivation and incentives.



4.8 Organisation of orientation and/or training courses for the Project personnel, for administrators, educators and development agents of ministries and organisations concerned, on the aims, strategy and management methods of pilot projects at the inception of the Project and henceforth once a year as the Project develops. These periodical activities will also be the occasion for periodic review and current evaluation of the Project.

4.9 Motivation and organisational exercises to help communities identify development and educational problems and issues emphasizing:

- a) the importance of a realistic approach in setting objectives and of their own involvement in the process;
- b) the need to harmonise individual, community and national objectives and programmes.

4.10 Execution of educational plans and programmes. The activities will include, inter alia :

- meetings, workshops, seminars, study groups, study visits and tours organised for teachers, group leaders, adult educators, development agents, students, etc.
- development, testing, improvement and production of reading materials (agro-technical) curriculum materials, guides, teaching aids, etc.

4.11 The utilisation of Pakistan's innovative programmes for the development of a network of village libraries, each of which will contain some 100 publications related to community development needs and be written on the basis of a 1,200-word vocabulary.

4.12 Using mass media to support the written or printed word, to assist the teaching personnel and to reinforce instructional sequences given in schools, in adult education courses, vocational and pre-vocational courses.

## 5. FINANCING AND COMMITMENTS

5.1 Subject to the decisions of the General Conference of Unesco and the availability of funds, the Project will receive the assistance of Unesco's Regular Programme for up to five years, involving an amount equivalent to approximately US\$ 300,000 by portions to be approved by the General Conference each biennium.

5.2 Unesco will provide the following assistance:

- The services of a general adviser, consultants as may be required in the fields reviewed under Section 3 above, as well as continued advice from Unesco staff members, taking into account financial resources available.



5.3 - Cooperation in efforts to secure the services of one associate expert per sub-project area to assist the Unesco general adviser in his functions.

- Supplementary supplies and equipment as may be mutually agreed.

- Fellowships for study visits and further training abroad as may be mutually agreed.

The resources available will be utilized in as flexible a manner as possible with a view to meeting some requirements in terms of local personnel.

5.4 The assistance of Unesco, as described in Section 5.3 above, shall be specified where necessary in a further exchange of letters and will be provided in accordance with the regulations, rules and procedures of Unesco.

5.5 UNICEF has expressed interest in the Project, and the Government may request such UNICEF assistance as may be required by the Project, within the framework of the Joint Recommendations of the Director-General of Unesco and the Executive Director of UNICEF on UNICEF assistance to education. The forms such assistance may take are:

- locally recruited expert consultants;
- fellowships required for the organisation of seminars and workshops;
- materials, supplies and equipment, which may include long distance and audio media equipment, and one vehicle per sub-project.

5.6 UNDP/UNICEF-assisted projects such as those in "Curriculum Development and Production of Textbooks, Teaching Aids and Equipment Project" (PAK/73/016), "Introduction of Agro-Technical Subjects in the General School System (PAK/73/018) and "In-Service Training of Teacher Educators and Teachers" (PAK/73/019), will be closely associated with the scheme.

5.7 The cooperation of other interested Agencies of the United Nations system will be sought.

5.8 The Government, which has full responsibility for the Project, will accord to the Project areas experimental status, embracing educational organisations, programmes and activities coming under the aegis of the Project. Assessment of learning within the Project areas will be closely related to the educational activities undertaken. Facilities will be provided for comparing progress and level of achievements of learners inside and outside the Project areas.

5.9 The Government shall, in particular, be responsible for the provision and financing of the following staff, services and facilities:

- one general coordinator for the Project
- one coordinator for each sub-project



- teaching or training specialists in crop husbandry, animal husbandry, arts and crafts, nutrition and home economics, vocational literacy, civics; all or some of these could be provided by competent national or provincial institutions involved

- one documentalist for each sub-project; secretarial services for the coordination and for the technical assistants; drivers, messengers and cleaners

- necessary grounds and office accommodation, storage, library and documentation facilities; accommodation for the coordinators, accommodation facilities for the international staff; appropriate equipment and supplies available in Pakistan and necessary for the proper development of the Project

#### 5.10

The Government will make accessible all information, whether published or not, which may be necessary for the execution of the Project. This shall include reports, maps, case files and other data which will facilitate the proper execution of the Project. The Government shall provide all the necessary facilities for carrying out studies and technical missions for the purpose of evaluating the progress of the Project.

The form, content and periodicity of reports prepared by Unesco and by the Government concerning the progress of the Project will be agreed upon between Unesco and the Government.

#### 5.11

The Government will contribute to and participate in both the continuing and final evaluation of the Project.

#### 5.12

The dissemination and application of the Project's findings in other areas of the country will be undertaken by the Government in consultation with Unesco. Unesco will disseminate the final evaluation report outside Pakistan as appropriate.

#### 5.13

Unesco's assistance to the Project does not preclude any supplementary assistance that the Government may receive from such other sources as UNDP, other United Nations Agencies, bilateral assistance programmes, international governmental and non-governmental bodies, private foundations and others. On the contrary, Unesco will strive to facilitate the granting of such additional resources to the Government. These other sources of assistance, including UNDP, UNICEF, IBRD/IDA, may be of particular importance for the post-evaluation phase, involving the dissemination and use, on a larger scale, of the results of the Project.

#### 5.14

In the event that assistance towards the execution of the Project is obtained by either party from other sources, the parties shall consult each other with a view to effective coordination and utilization of assistance received by the Government from all sources.

#### 5.15

On termination of the Pilot Phase, Unesco will advise the Government on possible strategies for the dissemination and follow-up of the Project's results.



## 6. CONDITIONS FOR IMPLEMENTATION

- 6.1 In the case of aid furnished by Unesco in the form of equipment, materials and supplies, the Government shall arrange for and bear the cost of its importation and customs clearance; its reception, transportation, handling and storage from the port of entry to the Project site; and after delivery to the Project site, its safe custody, maintenance and insurance, and, if necessary, its installation, erection and replacement.
- 6.2 All equipment, materials and supplies which are purchased from Unesco sources will be used exclusively for the execution of the Project. It shall be marked by a Unesco emblem and, unless and until specifically agreed otherwise in writing, it shall remain the property of Unesco.
- 6.3 When Unesco assistance terminates, the Government and Unesco will consult concerning the transfer, either to the Government or to some body designated by the Government, of part or all the equipment, materials and supplies furnished by Unesco considered essential for continuation of the Project or for activities directly following from the Project.
- 6.4 According to the needs of the Project and the results of the evaluation, this Agreement may be modified as agreed upon by Unesco and the Government. Any modification will be the subject of a written agreement between Unesco and the Government.
- 6.5 The Government shall apply to the Organization, its property, funds and assets, officials, experts and other persons performing services on its behalf, the provisions of the Convention on the Privileges and Immunities of the Specialized Agencies and Annex IV thereof relating to Unesco to which the Government became a party on 15 September 1961, it being understood in particular that no restriction shall be placed upon the entry into, sojourn upon, or departure from the territory of Pakistan of any person requested by Unesco to perform services in connection with the Project, and this without distinction of nationality.
- 6.6 The Government shall be responsible for dealing with any claims which may be brought by third parties against Unesco, its property, funds or assets or against its personnel or other persons performing services on its behalf, and shall hold Unesco harmless in case of any claims or liabilities resulting from activities under this Agreement, except where it is agreed by the Government and the Director-General of Unesco that such claims or liabilities arise from the gross negligence or wilful misconduct of such personnel or persons.
- 6.7 Except as otherwise provided herein, this Agreement and the Project shall be subject to the terms of the Standard Agreement between the Government and the participating Organizations, members of the Technical Assistance Board, signed on 2 July 1956.

## 7. FINAL PROVISIONS

- 7.1 This Agreement shall enter into force upon signature by the two parties concerned and shall continue in force for a period of five years.



7.2 Notwithstanding the preceding provisions of section 7.1, this Agreement may be terminated by Unesco or by the Government upon written notice provided that such termination shall not affect the obligations of the parties hereunder in regard to liabilities incurred ~~here~~ here by either of them under this Agreement prior to such termination.

7.3 The obligations assumed by Unesco and the Government under this Agreement shall survive the expiration or termination of this Agreement to the extent necessary to permit orderly withdrawal of the personnel, funds and property of Unesco and the settlement of accounts between the parties hereto.

7.4 IN WITNESS WHEREOF the undersigned, being duly authorized, have signed this Agreement.

DONE IN SIX COPIES IN ENGLISH.

At:

Signed:

On:

Name:

Title:

For the Government of Pakistan

At:

Paris

Signed:

*John E. Forbes*

On:

28 August 1974

Name:

John E. Forbes

Title: Acting Director-General

For the United Nations Educational,  
Scientific and Cultural Organisation



ORIGINAL DIRECT

Drafted: G. Velez  
Cleared: C.F. Korn  
Cleared in Draft: H. Herman  
AUG 16 1974

Mr. Gabriel Valdes S.,  
Assistant Administrator and Director  
Regional Bureau for Latin America  
United Nations Development Programme

14 August 1974

TE 210(2) UNEDCO

R.J. Crooks, Director  
Office of Technical Co-operation

MEX/74/009/B/01/11 - Strengthening of the Labour Institute

1. The Mexican Government presents remarkable continuity in the management of its economy and for a quarter of a century has used the services of a web of institutions, policies and devices for the control and development of its economy. Pertinent economic tools are:

- (i) a network of central guidance institutions (the Presidency, the Ministry of Finance, the Bank of Mexico and Nacional Financiera);
- (ii) national sectoral planning;
- (iii) coordination of public investment planning;
- (iv) national planning for social development, and
- (v) some 400 decentralized organs of government and enterprises in which the Government participates in one fashion or another.

2. The latest addition to this large set of decentralized intermediaries is the Institute of Labour, which is intended to be the research arm and policy planning nucleus of the Ministry of Labour. The present request reflects increasing governmental recognition of the interdependency of social development and economic growth and the need for greater development efforts in the field of human resources. In addition to providing inputs for the improvement of methods and practices in labour management administration and the training of specialists in this field. This project aims to tailor technical cooperation programmes to the particular operational needs of professional labour groups and design a format of operations for a programme of investigation of labour issues.

3. The project also represents a commendable attempt to attain a reasonable level of coordination among the ministries and agencies involved and among current technical assistance projects with related objectives. The project reflects a redeployment of developmental priorities toward social reforms and employment problems, and will enhance the technical capacity of the Ministry of Labour to promote development more actively and implement various labour policies.

cc: Resident Representative  
United Nations Development Programme  
Mexico D.F., Mexico



UNITED NATIONS



NATIONS UNIES

INTEROFFICE MEMORANDUM

MEMORANDUM INTERIEUR

TO: Mr. Nicolas V. Gleboff, Acting Deputy Director  
A: Europe, Latin America and Interregional Branch, OTC

DATE: 30 July 1974

THROUGH: Mr. Stephen Tanzil, Officer-in-Charge  
S/C DE: Development Planning Advisory Services, CDPPP

FROM: Louis Landry, Special Technical Adviser  
DE: Development Planning Advisory Services, CDPPP

SUBJECT: MEX/74/009/01/11 - Strengthening of the Labour Institute  
OBJET:

1. We refer to your memorandum of 18 July 1974 on the above-mentioned subject.

2. Planning has usually been confused with the existence of a formal plan. Formal plans, however, are only one possible manifestation of planning, since planning may take place outside of formal planning organizations. Achievement and not the plan must be the final arbiter of planning. The Mexican case is a clear illustration of the above premise. Those who equate the guidance of economic growth with the institutional symbolism of a central planning agency, will be misled by the complexities of Mexican Government. Those who categorize planning in terms of narrow techniques of macro-economic calculation, will be disappointed by the absence of an official series of national plans. Yet if one goes further into the subject, he will find remarkable continuity in the Mexican Government's management of economic affairs toward the attainment of openly stated objectives.

3. The Government has a history of continuous use over a quarter century of a web of institutions and policies and devices for the control and development of the economy:

- (1) a network of central guidance institutions (the Presidency, the Ministry of Finance, the Bank of Mexico and Nacional Financiera);
- (2) national sectoral planning;
- (3) coordination of public investment planning;
- (4) national planning for social development, and
- (5) some four hundred decentralized organs of government and enterprises in which the government participates in one fashion or another.

4. The latest addition to this large set of decentralized intermediaries is the Institute of Labor, which is intended to

become the research arm and policy planning nucleus of the Ministry of Labour. This project reflects the increasing recognition in Mexico of the need to give for greater thrust and drive to developmental efforts in the field of human resources and of the interdependence of social problems and economic growth. This project presents challenging new opportunities for action: in addition to provide inputs for the improvement of methods and practices in Labour Management administration, and the training of specialists in this field, its terms of reference include:

- (1) the tailoring of technical co-operation programmes to meet the particular operational needs of professional labour groups and
- (2) the designing of a format of operations for a program of investigative activities related to labour issues.

5. Although the promotion of new institutions has often taken precedence over their co-ordination in Mexico, this project makes a commendable attempt to attain a reasonable level of co-ordination among ministries and agencies concerned and among on-going technical assistance projects with related objectives. With the growing emphasis on social reforms and employment problems, the Government is redeploying its developmental priorities. This project will, therefore, enhance the technical capacity of the Ministry of Labour to participate more actively in national development and promotional action in addition to implementing varied aspects of labour and manpower policies.



ORIGINAL DIRECT

RECORDS CONTROL

Mr. Kenneth Watts, Deputy Director  
Africa Branch, OTC

11 June 1974

Mr. Simos G. Vassiliou, Asst. Director-in-Charge  
Development Planning Advisory Services, CDPFP

TE 210 (2)  
UNESCO

Eve Resnick, Economic Affairs Officer  
Development Planning Advisory Services, CDPFP

UGANDA - National Curriculum Development Centre  
(UGA/73/004)

1. Mr. Bukhala evidently has a good deal more information regarding Uganda's educational institutions than we have, and we believe some of his points are very well taken. In discussing his observations we will roughly follow the order in which they are presented in his memorandum.

2. We fully support Mr. Bukhala's view that indigenization of education is vital and would agree that the curricula inherited from the former colonizing countries have been for the most part inappropriate. We do not, however, share his view that "any change in the curriculum must be accompanied by a commensurate, if not prior, change in the teaching and inspectorate staff" or that "care should be taken to recruit UNDP input from elsewhere and not from any country or individuals who have had anything to do with the prevailing curriculum". With respect to the former condition, the existing shortage of trained personnel would make a change in the teaching staff not feasible since it is doubtful whether the resulting manpower gap could be quickly filled. Moreover, if those presently holding teaching positions are found to be flexible and sympathetic to the new approach there is no reason why with some retraining their services could not be useful. On the other hand, we would tend to agree more with his belief that the inspectorate staff might need to be changed. As for the second point, in the same vein as our preceding remark, we believe that essentially an open-minded attitude should prevail when judging the suitability of candidates. The prime consideration for UNDP experts should be for quality and attitude, not country of origin or the country in which the expert received his education.

3. Mr. Bukhala expresses the view that the expertise required for this project can be found among Ugandans. However, if the contrary is believed then Mr. Bukhala states that the project should be changed and the stress placed on the training and development of locals. We are not in a position to judge what experts are available for this project, but since this is a Government request, it would appear that the Government believes there is a need for outside assistance. Of course Mr. Bukhala may be correct in his view that the required expertise should have been built up as a result of prior UNESCO assistance. With respect to his related point, we do not believe this project should be altered into one



of training and development of locals, although it would undoubtedly be necessary as a followup to the recommendation which will result from this project. It may be possible to reduce the time allotment for the 4 specialists and thereby the financial outlay, but unfortunately we do not have the necessary expertise to answer the question of the time required to build up a satisfactory curriculum.

4. We agree that it would seem more logical and economic if the proposed Centre and the 3 institutions he cites were in the same locality. Certainly this would appear natural since the Centre is expected to draw on the expertise in these institutions. This question therefore deserves further consideration as do his remarks on page 3 falling under the paragraph "related activities".

5. We would take issue with Mr. Bukhala's views on UNDP inputs in which he states that a necessary condition for the experts should be a post-graduate qualification in education and curriculum studies. While we agree that subject matter expertise does not necessarily imply expertise in curriculum development, it is our impression, and of course we are not experts in education, that when asking for advice for curriculum planning in specialized areas, there is not reason why sound information cannot be forthcoming from someone working in the discipline. On the other hand, we believe that it is of utmost importance that the experts work closely with Ugandans at every stage and that the experts are guided by the formers' knowledge of what is required. Unless there is full discussion and exchange of views between the experts and the Ugandans, it is doubtful whether the recommendations of the experts, who will in any case leave the country, will be carried out by Ugandans who may either not see the point or not support the recommendations.

6. In conclusion we believe that Mr. Bukhala's remarks deserve attention and we would support many of them, especially the underlying view that Uganda's educational system must be basically endogenous, and relevant to the countries' requirements.



UNITED



NATIONS

DEVELOPMENT PROGRAMME

Office of the Resident Representative  
Post Office Box 1423, Accra  
Ghana.

RECORDS CONTROL

JUN 26 1974

RECEIVED

18 JUN 1974

HR/AB/OTC

Cable: UNDEVPRO ACCRA

P4E 25/6/74

Tel: 66851/5

Letter No.

Ref.

300 SEM/UNESCO

11 June 1974

Dear Mr. Jeffrey-Coker,

Request for Assistance - Conference of  
Librarians of African Institutes of  
Administration and Management,  
Accra, Ghana

TO 210 (2) UNESCO Registry  
- f 25/6

Thank you for the copy of your letter of 29 May 1974, ref.  
TA150 Ghana.

It may interest you to know that this request was submitted  
to this office by Government in February 1974, and it was transmit-  
ted to UNESCO with our recommendations.

Although the request did not evoke an outright approval from  
UNESCO, it somehow received an encouraging reaction. For, UNESCO  
advised that we should suggest to Government to include the request  
in the 1975/1976 Participation Programme, or the Regular Programme  
of UNESCO, for consideration.

The suggestion was readily accepted by the Ghanaian authorities,  
and I hope they will, at the appropriate time, process the request as  
recommended by UNESCO.

Yours sincerely,

Guy A. Beland  
Deputy Resident Representative

Mr. J.B. Jeffrey-Coker  
Chief, Technical Assistance Programme  
Co-ordination Office  
E. C. A.  
P.O. Box 3001  
Addis Ababa  
Ethiopia.

cc: Mr. Kenneth Watts  
Deputy Director  
Africa Branch  
OTC, United Nations  
New York, U.S.A.



ORIGINAL DIRECT

Drafted: N. Nekrassoff-Ceccatto/lk  
Cleared: N.V. Gleboff

Mr. Gabriel Valdes S., Assistant Administrator  
and Director

Regional Bureau for Latin America  
United Nations Development Programme

10 June 1974

TE 210 (2)  
UNESCO

R. J. Crooks, Director in Charge  
Office of Technical Co-operation

MEXICO-74/004 - National Plan for the Creation of a Marine  
Science and Technology Infrastructure

1. In the past, marine research has played only a small part in Mexican scientific activities. Although Mexico has the longest total coastline in Latin America, its culture has been traditionally land-oriented and the inland Mexican knows little of the coast. There was little in the way of co-operation between the scientific organizations involved in marine science. Only recently, has the Government given priority to strengthening marine science capabilities. In 1970, a National Science and Technology Council was created for the promotion and co-ordination of marine research, and the development of a national programme for the exploitation of marine resources. This programme is embodied in the project under review. The Plan is to be carried out over a period of 4 years. Upon termination, it is expected that a permanent structure will remain for conducting oceanographic research.

2. During the course of the past decade, Latin America gradually became aware of the potentialities and real status of their fisheries' development. However, this new attitude was associated to the concept of an "alternative" presenting fisheries as somehow in opposition to other natural resources and only as a palliative or as a means of overcoming shortages of other foods that could not be met by agricultural production.

3. The main objective of the project seems to be very reasonable. It could achieve three significant developmental objectives: (i) eliminate the concept of fisheries as an alternative; (ii) encourage the development of both continental waters and oceans as independent, though complementary factors in relation to agriculture and livestock production within the Mexican national economy; and (iii) consider the over-all fisheries development as part of the economic and social development process of Mexico as an important factor in the national economy.

4. Upon examining the Project Document, we noticed that no Work Plan has been outlined as required in the UNDP Operational and Financial Manual (Chapter IV). However, we feel that this is a commendable project in line with the Government's priorities, and we recommend its support.

KW



Mr. C. Christopher, Chief  
Cartography Section  
Resources and Transport Division

RECORDS CONTROL  
JUN 12 1974

11 June 1974

TE 311/1 KMR

TE 210 (2) UNESCO

R. Basu, Chief  
Physical Resources Projects Section  
Asia and Middle East Branch, OTC

KMR/73/002 Training of Engineers and Technicians  
Phnom Penh, Khmer Republic

.....

Please find attached herewith a copy of a request received from the Government of the Khmer Republic for assistance in the training of surveyors. As you will note, the Government is suggesting to appoint UNESCO as the Executing Agency for the project.

We would greatly appreciate if we could receive your reaction to the Government's request including technical comments and ones on the question of Agency jurisdiction.



ZC2C 235604 RC005 PDF0326 RMB0618 H00552 21046

UNAU HL AERA 225

BUENOS AIRES 25/24 3 2005

RECORDS CONTROL  
JUN 10 1974

INCOMING

ACTION

TO Mr Velazquez

FILE NO.

AC

DATE

TIME

REGISTRY

ROOM 2074

TE 210(2)

UNESCO

LT

UNATIONS

NEWYORK

UNESCO  
project

277 VANHEERDEN GRIESBACH ARG/78/021 ARRIVED 1 JUNE ALONE  
GOVERNMENT REQUESTS HIS DUTY STATION SHOULD BE JUJUY  
FURTHER NORTH NOT TUCUMAN

ALBORNOZ

COL LT 277 ARG/78/021 1

RECEIVED

4 JUN 1974

PRPS/ELAIP/OTC

1974 JUN -6 PM 4:43

UNITED STATES  
CABLES



ORIGINAL DIRECT

Drafted: Y. Wade  
Cleared: Mr. Zelleke

Mr. S. Vassiliou, Assistant Director-in-Charge  
Development Planning Advisory Services, CDPPP

4 June 1974

TE 210 (2) UNESCO

Kenneth Watts, Deputy Director  
Africa Branch, OTC

UGANDA - National Curriculum Development Centre  
(UGA/73/004)

RECORDS CONTROL  
JUN 7 1974

Please refer to your comments of 27 March 1974 on the above-mentioned project, for which we thank you.

..... We have now received the observations made by ECA on the subject, copy attached, and would appreciate receiving your views on the Commission's appraisal.

KW



ORIGINAL DIRECT

RECORDS CONTROL

JUN 3 - 1974

Drafted: N. Nekrassoff-Ceccatto/lk *hc*

Mr. Guy Gresford, Director  
Office of Science and Technology

14 May 1974

TE 210 (2) UNESCO

Nicolas V. Gleboff, Acting Deputy Director  
Europe, Latin America and Interregional Projects Branch  
Office of Technical Co-operation

MEXICO-74/004 - National Plan for the Creation of a  
Marine Science and Technology Infrastructure

- .....
1. Please find attached one copy of a Project Document together with the corresponding Summary for the above project request.
  2. Kindly note that this \$2,290,100 project will strengthen the National Indicative Science and Technology Programme for the exploitation of Marine Resources, a task carried out at present by the Mexican Government through the Government Co-operating Agency (CONACYT). The United Nations Educational, Scientific and Cultural Organisation is being proposed as Executing Agency.
  3. We would appreciate receiving any comments you may have on this project by 27 May 1974.



ORIGINAL DIRECTOR

RECORDS CONTROL

JUN 3 - 1974

Drafted: N. Nekrassoff-Ceccatto/lk

Mr. Simos Vassiliou, Assistant Director-in-charge  
Development Planning Advisory Services, CDPSP

14 May 1974

TE 210 (2) UNESCO

Nicolas V. Gleboff, Acting Deputy Director  
Europe, Latin America and Interregional Projects Branch  
Office of Technical Co-operation

MEXICO-74/004 - National Plan for the Creation of a  
Marine Science and Technology Infrastructure

- .....
1. Please find attached one copy of a Project Document together with the corresponding Summary for the above project request.
  2. Kindly note that this \$2,290,100 project will strengthen the National Indicative Science and Technology Programme for the exploitation of Marine Resources, a task carried out at present by the Mexican Government through the Government Co-operating Agency (CONACYT). The United Nations Educational, Scientific and Cultural Organisation is being proposed as Executing Agency.
  3. We would appreciate receiving any comments you may have on this project by 27 May 1974.
  4. As only one copy of the Project Document has been made available to us, we would appreciate your returning the document to this office after your evaluation is completed.



ENCLOSURE ATTACHEE

P 4 E 17/5/74

Rec'd 3/6/74 yw

UNITED NATIONS  
ECONOMIC COMMISSION FOR AFRICA



AFRICA HALL  
ADDIS ABABA

CABLE: ECA, ADDIS ABABA  
P. O. Box 3001  
TELEPHONE 47000 - 47200

RECEIVED

15 MAY 1974

HR/AB/OTC

Dear Mr. Watts,

"National Curriculum Development Centre (UGA/73/004)"

This is with reference to your letter TE 210 (2) UNESCO of 25 March 1974 forwarding one copy of the project document for the National Curriculum Development Centre from the Government of Uganda.

..... I am now forwarding to you six copies of the comments received from our Manpower and Training Section on the above-mentioned project. Copy of the comments has also been sent to the UNDP Regional Representative in Addis Ababa and the Resident Representative in Uganda respectively for their information.

Yours sincerely,

*HAG*  
J. B. Jeffrey-Coker, Chief  
Technical Assistance Programme  
Co-ordination Office

Mr. Kenneth Watts  
Deputy Director, Africa Branch  
Office of Technical Co-operation  
United Nations Headquarters  
New York 10017, N.Y.  
U.S.A.

OFFICIAL CORRESPONDENCE	CONTROL NO.
MUST BE RETURNED TO RECORDS CONTROL, ROOM 2074	5/136

NATIONS UNIES  
COMMISSION ECONOMIQUE POUR L'AFRIQUE

14 MAY 1974  
ACTION TO:

1. MR. WATTS  
2. DATE 8 May 1974  
3. REFERENCE TA 150 Uganda  
✓ PUT AWAY  
INITIALS *JW*  
TO BRING FORWARD  
ON 5 6 1974  
DAY MONTH YR.  
TO:

TE 210(2) UNESCO



UNITED NATIONS



NATIONS UNIES

ECONOMIC COMMISSION  
FOR AFRICACOMMISSION ECONOMIQUE  
POUR L'AFRIQUE

## — INTER-OFFICE MEMORANDUM —

TO: Mr. J.B. Jeffrey-Coker, Chief  
Technical Assistance and Programme  
Co-ordination Office

THROUGH: Mr. S.I. Edokpayi, Chief  
Manpower and Training Section

FROM: Dr. J.A. Bukhala  
Manpower and Training Section

SUBJECT: Requests for comments on UNDP (Special Fund) Projects:  
The National Curriculum Development Centre (UGA/73/004) UGANDA

DATE 2 May 1974

FILE No. TA 150

TEL. EXTENSION 446629

General Observations

Commenting from the outside, and not having visited and inspected the nature and scope of other programme activities mentioned in the proposal and how they relate to the new one, one starts from a disadvantageous position. Notwithstanding this disadvantage, the following observations are offered for consideration.

It is generally known that the current curriculum operated by most African countries is a legacy of the former colonising countries. Similarly, the bulk of teaching and the inspection of the same is carried out by expatriate staff drawn from the then colonising countries. Under such circumstances, any change in the curriculum must be accompanied by a commensurate, if not prior, change in the teaching and inspectorate staff; with the stress in favour of indigenisation. Consequently, a decision to change such a curriculum legacy can not logically be done by those from whom it was bequeathed. Care should therefore be taken to recruit UNDP input from elsewhere and not from any country or individuals who have had anything to do with the prevailing curriculum, as it would make the task of change formidable and difficult.

It would appear that Uganda is asking for a sum of US.\$279,500 to be spent on 108 MM of four specialists. It cannot be said that the areas of specialization asked for are a rare commodity among Ugandans; and especially considering that the first attempt at changing Maths curriculum was started and based in Entebbe a decade or more ago. It would also be recalled that certain units of the Kiambugo teacher education programme were part of a UNESCO assisted project years back, where UNESCO had among others, a science "expert",



- 2 -

If from these two programmes no local Maths or Science teaching specialists have emerged, then the request should stress training and development of locals, and not other experts or specialists.

#### Institutional Framework

- Considering that Uganda already has the following facilities and resources:
  - (i) The Faculty of Education which besides preparing secondary school teachers also prepares tutors for colleges of teacher education; and that among its programme of study, is a component of curriculum studies. The faculty is headed by a Ugandan whose expertise and competence in curriculum matters is unquestionable.
  - (ii) The Uganda Institute of Education, which among others, is interested in the professional standards and preparation of teachers as well as co-ordinating the activities of all the colleges of teacher education. It would be assumed that the prime interest of the institute would be what teachers would teach - curriculum. The institute is also headed by a Ugandan whose teaching expertise and educational practice is just as unquestionable as the faculty's head.
  - (iii) The National Audiovisual Centre, charged with the preparation of instructional materials, as well as seeing to their appropriate use.
- and that these facilities exist in one location, i.e. within the campus of the faculty of education, though separate roofs i.e. the institute and the A.V. Centre are under one roof,
- it would have been more logical and economic if the proposed centre and the three institutions mentioned above were in the same locality as their interest and activities supplement or complement each other.

In Kenya the Curriculum Development Centre, and the related instructional materials research and production are units within the Kenya Institute of Education. Although it was initially planned that the institute and the Faculty of Education be housed in one building - the education centre, the Institute did not move due to the expansion of the Faculty and the subsequent demand for space in the Education Centre not only by the expanded faculty but also other faculties within the University; but operational relationship exists. Uganda could be encouraged to consider the principle of physical proximity of such related institutions.





- 3 -

Besides, the project proposal should spell out the functional and operational relationship between the three institutions and the proposed centre. A merger would have been more appropriate as well as being economically viable, and operationally convenient.

Curriculum studies - theory and practice is a discipline in its own right. Subject matter expertise does not necessarily qualify one as a curriculum development expert. In this connection, the proposed subject panel experts within the curriculum centre must draw from and rely on the guidance and co-ordinating leadership of curriculum development studies expert in matters of curriculum theory, strategy, and other specific consideration in curriculum development practice.

#### Related activities

The proposed feasibility study in the use of T.V. should closely draw in the National Audiovisual Centre, as it would be the logical institution which would continue with the guidance in the preparation and use of instructional materials once the programme becomes self supporting.

It would also be more economic if the envisaged request for UNESCO and UNICEF printing equipment, paper and audiovisual aids were done in conjunction with the audiovisual aids centre whose expansion should incorporate the needs of the proposed curriculum centre. Separate sets of equipment and materials outside the Audio-Visual Centre would be an uneconomic proposition for Uganda, besides being a duplication.

#### Objectives

If it is envisaged that the centre adopts and pursues the objectives of the Namutamba Project, does this adoption and pursuit of Namutamba objectives imply a merger of the centre's activities with those of the Namutamba project? If so why not integrate.

In general, the objectives do not indicate who the beneficiary will be, in which way and by what skills and the related behaviour changes. Unless this is specified in the manner of PPBS, the centre's mission is likely to be vague, and vulnerable to goal displacement.

#### Tasks and responsibilities of UNESCO experts

- (i) While it is important to maintain the technical expertise of a UNESCO curriculum planning and development expert in matters of curriculum strategy and development consideration,



- 4 -

it is imperative that a Ugandan team under the leadership of the present Ugandan Director should be the formulators of an appropriate content, scope and purpose of any new curriculum.

Similarly for items (ii), (iii) and (iv).

#### UNDP Inputs

Though it would have been more appropriate to fit this input to the training of locals in curriculum planning and development, theory and practise; it is nonetheless worth considering the following in recruiting the requested UNDP personnel input:

- (1) Besides having a good university degree, and extensive experience in the field of education, the above basic qualification should be combined with experience in
  - a scholarly career of distinguished study and practice in the field of curriculum studies - planning, development, theory and practice as a basis for professional competence.

i.e. a post-graduate qualification in education and curriculum studies should be another necessary condition
- (2) Assuming that the proposals of item 2, 3 and 4 under the UNDP input items are calling for subject matter panel experts, it should be noted that basic competence in maths, technical fields, and science as stipulated does not necessarily make one an expert in determining what shall be taught and the rationale behind the choice of what to include on the curriculum. Such choices require a body of knowledge, expertise and skills developed through curriculum studies of theory and practice. Besides therefore, the basic competence in subject matter and what is called for here, these "experts" should have the following to their credit:
  - Professional training, qualification, and experience in the practice of education, with particular reference to curriculum planning, development and strategies in their field of knowledge, i.e. a diploma or degree in curriculum studies is necessary.





- 5 -

Considering a view that there are local Ugandans who could meet the above requirements, an alternative strategy for their deployment and on-the-job training within this project proposal would be as follows:

- (i) A one yearly re-assignment for training or service at the centre from their regular duties in education practice. Such regular duties from which potential staff would be drawn would include such field practitioners as:

Lecturers in curriculum studies,

Members of the inspectorate in the required subject matter areas,

or

Secondary school teachers.

This should be a continuous activity aimed at not only expanding and broadening the scope of related officers, but also making them conscious of the changing demands and needs of curriculum content - besides, of course, providing the needed man months of local expertise at the centre from within Uganda, as well as initiating curriculum change at the appropriate level.

- (ii) Frequent curriculum studies/development and planning conference panels or seminars.

The above alternatives are as much step-gap arrangements as they are worth considering as permanent features in African approach to curriculum reform through the use of local indigenous resources.

#### In Summation

- The Government of Uganda should be encouraged to incorporate a training component, otherwise the proposal as it is does not guarantee effective transfer and continued practice of curriculum technology.
- Considering that resistance to curriculum change arises from use of staff unsympathetic to the need for change, coupled with the lack of local teachers and curriculum study experts, or over reliance on expatriate staff; care should be taken in recruiting those with empathic orientation to the African thinking and needs.
- The funds requested would better be utilized for training of locals, rather than supplying experts without any guarantee of how the centre would continue when the "experts" go.



- 6 -

- Just as the objectives of the project proposal are global and vague, the total project proposal has a certain amount of vagueness in it. One does not know whether
  - (a) it seeks to give a new lease of life to existing or a subtle way of extending on-going projects, or
  - (b) it seeks time to consolidate the already existing and fragmented activities such as the Namutamba project in the proposed (co-ordinating) curriculum development centre.
- The faculty of education, the National Audiovisual Centre, and the Uganda Institute of Education should figure very prominently, with clearer definition of the functional relationship.
- Greater explanatory detail should be sought as to how the Government intends to use local expertise in technical other than administrative matters - from the above institutions especially the present Director of the Curriculum Centre - and who could easily be the Chief technical adviser.



ORIGINAL  
T.A. Tomlinson/mg

RECORDS CONTROL  
MAY 6 - 1974

TE 210(2) UNESCO

3 May 1974

Dear Mr. M'Bow,

.....

Attached please find explanatory correspondence from and to the Associacao Brasileira de Odontologia in connexion with their request for assistance in the establishment of a Faculty of Odontology. I believe such assistance falls under the purview of UNESCO and trust that you will be able to render the assistance required.

Yours sincerely,

R. Joe Crooks  
Director  
Office of Technical Co-operation

Mr. Amadou-Mahtar M'Bow  
Assistant Director-General for Education  
UNESCO  
7 Place de Fontenoy  
F 75700 Paris

cc: Mr. Abel Pinheiro, Chairman, Associacao Brasileira De Odontologia



ORIGINAL DIRECT

T.A. Tomlinson/mg

cc: Mr. A-M. M'Bow, UNESCO

RECORDS CONTROL  
MAY 6 - 1974

TE 210(2) UNESCO

3 May 1974

Dear Mr. Pinheiro,

This is to acknowledge receipt of your letter of 10 April 1974 requesting our assistance in the formation of a library and the setting up of a laboratory in the Faculty of Odontology in your town. Please be informed that we have forwarded your request to the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Paris (a copy of our letter is attached) in whose field of competence such assistance lies. They will communicate with you directly.

We wish you every success in the establishment of the Faculty of Odontology.

Yours sincerely,

Tekle A. Tomlinson  
Special Assistant to the  
Commissioner for Technical Co-operation

Mr. Abel Pinheiro  
Chairman  
Associacao Brasileira de Odontologia  
Sub-Seccao de Governador Valadares  
Caixa Postal 281  
Governador Valadares - Minas Gerais  
BRAZIL



## COMMISSION DU FLEUVE NIGER

SECRETARIAT

B.P. 729

NIAMEY (Niger)

Tél. : 29-62

RECEIVED IN RECORDS CONTROL	
9 MAY 1974	
ACTION TO:	
1 Mr. ALAGAPPAN	P.O. BOX 729
2	
3	
PUT AWAY	
INITIALS K.S.	
DRING FORWARD	
ON	DAY MONTH YR.
TO: Le Secrétaire Administratif Exécutif	

COMMISSION NIGER SECRETARIAT

P.O. BOX 729

Niamey, 26th April, 1974

Référence : N° 121/CFN/TEC 2/

OFFICIAL CORRESPONDENCE	CONTROL NO.
MUST BE IN RECORDS CONTROL	5/10

/r. A. ALAGAPPAN  
 Head of Water Resources Section,  
 Resources and Transport Division,  
 UNITED NATIONS

N. Y. 10017

TO 210 (2) UNESCO

Dear Sir,

THE RIVER NIGER BASIN.
MANAGEMENT AND DEVELOPMENT OF RIVER  
NIGER BASIN

I have the honour to refer to your letter dated 19 March, 1974, which was received on 19 April, 1974, and to inform you that in October 1963, Nine States in West Africa Sub-Region signed an Act regarding navigation and economic co-operation between the States of the Niger Basin. The riparian States are the Republics of Cameroon, Chad, Dahomey, Ivory Coast, Guinea, Mali, Niger, Nigeria and Upper Volta. They got together shortly after attainment of Independence, because they were fully aware that schemes planned in each State are likely to affect the regime of the River Niger and the use of its water by other Riparian States and they therefore decided to develop close co-operation between themselves for the judicious exploitation of the resources of the River Niger Basin.

Article 5 of the Act of 1963 provides for the establishment of an Inter-Government Organization to be entrusted with the task of encouraging, promoting and the co-ordination of studies and programmes concerning the exploitation of the resources of the River Niger Basin. Accordingly, in November, 1964, the Riparian States created the River Niger Commission. The Agreement creating the Commission has been revised twice to make it more effective. The Commission now has a Council of Ministers, for decision making, and an Executive Secretary for initiating and execution of decisions.

NAVIGATION ON THE RIVER NIGER.-

On 22 September 1967, an Agreement was signed, under the auspices of the River Niger Commission, between the Governments of Dahomey, Mali, Niger and Nigeria, on the one hand, and the Government of Netherlands, on the other, to study the possibilities of commercial Navigation on the River Basin between Yelwa



and Tossaye. The study was carried out by a Netherlands Consultant Engineer NEDECO. A report was submitted to the Commission in September, 1970.

In 1971, a draft General Regulations for Navigation on the River Niger was submitted for the consideration of Member States. The United Nations Economic Commission for Africa assigned an Expert to redraft and put ~~in~~ form the final working paper on the General Regulations. This paper was considered and the Council of Ministers which met in Niamey early in February, 1974, adopted the General Regulations for Navigation on the River Niger. The General Regulations made provisions for the construction and establishment of uniform infrastructure for the whole Basin; construction of Hulls; inspection of Hulls, engines, and equipment of ships; inspection and examination of Radio communication equipments; certificates for ships; Fire-Fighting and the prevention of fire on ships; life-Saving equipments; safety of Navigation; dangerous cargos; prevention of collisions; examination of load-marks; prevention of water pollution by oil; certificates for masters and other sailors; <sup>and</sup> cargo handling equipment.

There are provisions in both the 1963 Act and the 1964 Agreement of Niamey that Navigation on the River Niger, its tributaries and sub-tributaries, shall be entirely free for ships, boats and pleasure crafts of all Member States. Any of the States is allowed to collect tolls, on the basis of equal treatment for all States, on specific facilities provided with a view to make the River navigable. There exist inland waterway companies in some of the Member States particularly in Nigeria, Niger and Mali.

#### GENERAL STUDIES.-

a) On 27 December, 1967, the Commission concluded an Agreement with the Government of the United States to provide the services of a team to identify and evaluate the possibilities for the development of land and water resources of the Niger Basin. A report, "River Niger Commission Study", was issued in 1968.

b) A UNDP/FAO sponsored interdisciplinary mission visited Member States to study and define favorable elements for integrated development of the Basin. A report, "Le Rapport de Synthèse de la Mission Interdisciplinaire" was issued in 1970.

#### THE DOCUMENTATION CENTRE.-

A Documentation Centre for the River Niger Commission was established on 15 January, 1971. The Centre is financed by UNDP and the Commission. UNESCO is Executing Agency. The Centre is to collect, analyse data on the resources of the Basin and disseminate the information gathered to Member States of the Commission. Local staff are to be trained under this project with a view to take over the management of the Centre at the end of the Third Phase in June, 1975. The Centre has collected very valuable documents on the resources of the Basin from all the Member States. It publishes regularly, bulletin for wide distribution and serves as a research Centre for students, professionals as well as Experts.

#### FLOOD ANOMALIES.-

A project on "A Study Programme to Determine the Causes of Flood Anomalies in the Regime of the Niger" is to commence very soon. The project is to determine the reasons for observed changes in the regime of the River between Koulikoro in Mali and Niamey in Niger.



It is the wish of my Commission to find adequate solution to problem of flood anomalies with a view to eliminate its adverse effects on population settlement and the economy, ~~particularly~~, of the region. The project is to be financed by "Fonds d'Aide et de Coopération Français".

#### HYDROLOGICAL FORECASTING SYSTEM FOR THE RIVER NIGER.-

The Commission has decided on a project "Hydrological Forecasting System for the River Niger". The decision was taken bearing in mind the importance of Agriculture in the economy of the Basin. To a great extent Agriculture depends on the climate, the rainfall regime, fluctuations of river water levels and discharges as well as on evaporation and evapotranspirations rates. Similarly, the selection of sites for water retention works, for irrigation, fishery developments and hydro-electric power generation facilities are determined partly as a function of seasonal and maximum intensity of and precipitations rates of evaporation. River Navigation also depends on water levels. The integrated economic development of the Basin, therefore, requires climatological, agrometeorological and hydrometeorological data at the planning stages as well as detailed meteorological and hydrological forecasts for the operational phase of the socio-economic development projects. It is also recognized that a warning system for meteorological and hydrological hazards is required to safeguard, as far as possible, human lives, property, goods as well as to mitigate damage to existing projects.

This project is already operational in Guinea and part of Mali up to Mopti. Preparatory work is expected to commence soon on the new project which will cover the whole Basin from Mopti downstream to the mouth of the River Niger.

The information to be gathered from this project will, without doubt, be very useful but of limited value. It will give us the physical information on the Regime of the River and it will not tell us what the consequences of changes on the level of water, by itself, and the effects of projects, as a whole, will have on the regime of the River. My Commission has therefore, decided on a Streamflow Simulation Model for the River Niger.

#### STREAMFLOW SIMULATION MODEL.-

There are two basic aspects of the Streamflow Simulation Model. One is the flow model which gives the natural physical conditions of the River. The other is the project model which gives the necessary data characteristics of any given project. The project model will serve as input for the flow model, vice versa, to produce streamflow simulation model. The simulation model will enable the Commission and the Member States to assess the socio-economic positive and negative effects of physical changes and also of changes as a result of the execution of any project. The Streamflow Simulation Model will assist in the selection of national priority projects on the Basin without or with minimum adverse effects on the national projects of other Member States. Furthermore, it will help us in assessing the amount of water available for dams, irrigation, hydro-electric facilities, industrial development in general and also navigation on the River Niger. The Canadian Aid has express interest in this project. Work on the Model will be completed in the first quarter of 1975.

#### INDICATIVE PLAN.-

The most obvious economic factor input of the Basin is water and this is getting more scarce as a result of the persisting drought; the high degree of evaporation of water due to <sup>the</sup> expansiveness of the River particularly in the Interior



Delta and above all, the high rate of water run off to the sea. The Basin is, as a consequence of the two factors, losing about 270 billion m<sup>3</sup> of water every year. This is a very serious problem considering the fact that an increase supply of water in the Basin will provide the most essential input factor, to develop agriculture, animal husbandry, fishery and power supply, for a more dependable programmes to reduce the effects of the drought. The situation could be regarded as alarming in view of the fact that the River Niger, its tributaries and sub-tributaries, constitute the largest pool of international inland water supply linking many West African States where the adverse effects of the drought <sup>are</sup> more pronounced.

My Commission, therefore, decided on the principles of an Indicative Plan for the integrated development of all the resources of the River Niger Basin. The objectives of the Indicative Plan are to find the most practicable means of increasing the level of water supply on the Basin, the harmonious utilization of the resources of the Basin with a view that each State will derive maximum benefit from its resources. That is to say we shall employ the basic economic principles of supply and demand and the maximum utilization of resources.

i) SUPPLY.-

As a result of the special characteristics of the Basin, such as extensive spreading, numerous shallow channels, abnormal flow velocity, a sum of total of about 270 billion m<sup>3</sup> of water is lost yearly. The first step therefore is to find the means to reduce the amount of water wastage on the Basin with a view to increase its supply.

ii) DEMAND.-

There are two broad aspects of demand for the resources of the Basin. That is, national and project demand priorities. The demand element in the Indicative Plan will be strictly based on national demand priorities which will be widely spread to take care of demands for dams, irrigation, development of fishery, hydro-electric power supply and of course water for navigation. We do intend to introduce an element of water regulations into the Indicative Plan to guarantee a minimum/maximum level of water to be made available at any time and any given point on the Basin. The system of guaranteed flow will enable each Member State to executive development projects on the Basin fully assured of the availability of water.

I have requested certain Governments and International Organizations to assist in the preparation of the Indicative Plan. I forward herewith a copy of my letter on the Indicative Plan to the Resident Representative of UNDP in Niamey. I shall be most grateful if you will give me the benefit of your experience on this project through comments and suggestions as to be best strategy for River Basin Development.

I hope that the content of this letter will be useful to the Secretary General in the preparation of his report.

I am grateful for this opportunity to make known to you the problems and desires of my Commission.

Yours Sincerely

  
E.M. ADEGBULU  
Executive Secretary



NIAMEY (Niger)

Tél. : 29-62

/)/iamey le 25 Avril 1974

Référence : N° 085/CFN/TEC 40/

Le Secrétaire Administratif Exécutif

à

/)/r. ROTIVAL

Représentant Résident du Programme des Nations Unies pour le Développement à

- /)/ I A M E Y .- (Niger)

COPIE

Dear Sir,

INDICATIVE PLAN FOR THE UTILISATION OF THE RESOURCES  
OF THE RIVER NIGER BASIN

You must have found out from the document I sent to you that the Act by which the River Niger Commission was created in 1963 was titled "Act Regarding Navigation and Economic Co-operation between the States of the Niger Basin". The States are the Republics of Cameroon, Chad, Dahomey, Guinea, Ivory Coast, Mali, Niger, Nigeria and Upper Volta.

The creation of the Commission was brought about by the awareness that in the wake of technical progress, most of the Riparian States have already drawn up plans for hydraulic developments for irrigation, water-supply, hydro-electric installations, soil and River Basin developments, exploitation of fishery resources, the improvement of agricultural practises and industrial developments of the Basin etc. It was quite obvious to the founding States that "Schemes planned in each State to carry out a combination of projects" as enumerated above, "are likely to affect the regime of the River and use of its water by other Riparian States". The decision was therefore taken to develop, through the River Niger Commission, close co-operate for the judicious exploitation of the resources of the River Niger Basin as well as to guarantee the freedom of navigation on the River, its tributaries and sub-tributaries.

The Intergovernmental Institution, the River Niger Commission, created thereafter was therefore empowered, among other functions, to :

a) Prepare general regulations which will permit the full application of the principles set forth in the Act of Niamey ;

b) To maintain liaison between Member States in order to ensure the most effective use of the Water of the River Niger Basin; to examine projects prepared by Member States and also to recommend to the Governments of the Member States plan for common studies and work for the judicious utilisation and



.../

development of the resources of the Basin. That is to say, the River Niger Commission was created and given the full authority to look after the scarce resources, water, of the Basin.

Water is getting more scarce on the Basin as a result of the drought, the high degree of evaporation of water due to the expansiveness of the River and above all, as a result of high rate of water flow off to the sea. As a result of the anormal fall in the level of water supply in the Basin the competing demand for necessary utility projects such as for irrigation, hydro-electrical power supply, development of fishery and water for navigation calls urgent for action, Basin wide, to ensure that each Riparian State will derive maximum benefit from the water resources of the Basin.

It will not be in the interest of the Riparian States and also the donor countries and Institutions to spend heavy amount of money on projects that will have to perform under capacity or abandoned for lack of sufficient input.

#### WATER.-

It is in realisation of the importance of the duty assigned to the Commission and the urgent need to find ways and means for short and long term solution to the effects of drought, that my Commission has adopted the principles of an INDICATIVE PLAN for the development of the resources of the River Niger Basin.

Perhaps it is pertinent to say that the River Niger, together with its tributaries and sub-tributaries, constitutes the largest pool of water supply in West-African sub-region thus providing a potential input factor for irrigation to increase agricultural output, qualitatively and quantitatively, of the sub-region. It is without doubt the largest means of potential inland water-way transportation connecting a good number of friendly countries in West Africa sub-region.

My Commission therefore wishes to involve an Indicative Plan to meet the basic economic principles supply and demand and also the maximum utilisation of the resources of the Basin particularly WATER.

#### SUPPLY.-

The River Niger has a number of characteristics, such as extensive spreading, numerous shallow channels, abnormal flow velocity in certain areas which lead to high rate of evaporation of water and large quantity of flow off. For example, about 10 milliard m<sup>3</sup> of water is lost in the Interior Delta alone as a result of particularly high rate of evaporation, in addition to about 175 billion m<sup>3</sup> of water lost as run off to the sea. The sum total of waste as a result of these two factors comes to about 245 billion m<sup>3</sup> of the much need resources - WATER. The first question to be tackled by the Indicative Plan is therefore, what must be done to reduce the amount of water losses as a result of natural but quite disfunctional factors on the Basin. It is the intention of my Commission to allow Experts a complete free hand to determine the most economic, if need be with alternative, ways to achieve maximum supply of water on the Basin.

#### DEMAND.-

The Member States are fully aware of the necessity to keep the Commission constantly informed about project execution and proposals in their respective part of the Basin. The Experts will therefore be provided with detailed information on projects to enable them to build up an integrated demand in the Indicative Plan. That is to say, the Basin wide demand element in the Indicative Plan will be



.../

strictly based on national demand priorities. It might be necessary for the Experts who are to carry out the Indicative Plan to suggest alternative project demands but their first concern will be to find out the best possible means to accommodate national priority projects. A important fundamental issue to keep in mind, on the demand side, is that efforts must be made to avoid the risk of "demand exclusive".

GARANTEED FLOW.-

The third element in the Indicative Plan will be that of an Agreement by Member States to guaranteed the flow of water on the Basin. That is to say a system should be worked out and incorporated in the Indicative Plan ; to show the minimum and maximum level of water to be made available at any time at any given point on the Basin. It might be possible, as result of type and size of dams and Agreement on inland water transportation, to create a system of self regulating flow.

THE OBJECTIVES OF THE INDICATIVE PLAN, THEREFORE, ARE TO FIND THE MOST PRACTICABLE WAY OF INCREASING THE LEVEL OF WATER ON THE BASIN AND THE HARMONIOUS UTILIZATION OF THE RESOURCES WITH A VIEW THAT EACH MEMBER STATE WILL DERIVE MAXIMUM BENEFIT FROM THE RESOURCES OF THE BASIN.

My Council of Ministers has accepted the principles of the Indicative Plan for the Basin and has asked me to prepare one as a matter of great priority and urgency.

The purpose of this letter is therefore, to request your assistance in providing the fund and Experts to prepare this much needed Indicative Plan. The job to be done is enormous and can be successfully carried out only by experienced specialists. I think we shall need the services of a group comprising of an Hydrologist, a Transport Economist, a Civil Engineer, an Expert on fishery and, if possible, an Economist. This group could be the leadership of an Expert on water resources.

The justification for the preparation of an Indicative Plan for the Niger Basin are :

a) The Riparian States are aware that schemes planned in each State are likely to affect the regime of the river and these uses of its water by other Riparian States; they therefore

Created the River Niger Commission to maintain liaison between Member States in order to ensure the most effective use of the water by the Niger Basin.

c) The River Niger Commission is the only institution with the authority of the nine Riparian States to co-ordinate their development projects on the Basin;

d) The level of water supply has been greatly reduced by the drought, high rate of evaporation and rapid flow of;

e) The Niger Basin constitutes the major area of economic activities in the Sahelian Countries with about 40% of the population;

f) The Niger Basin contains the largest international inland waterway in WEST AFRICA sub-region that could be developed at comparatively low cost for the transportation of goods ;

g) There exist, naturally, national and project competing demands for the water of Basin ;

.../4



h) There exist an urgent need that national projects are not forced work under capacity or abandoned for lack of water ;

i) The Member States appear not to be deriving maximum benefit from the present level of water supply, principally, because, development projects on the Basin require a heavy amount of money which should be either joint venture by some Member States of the Commission or by clear understanding and co-operation of Member States ;

j) An acceptable integrated Indicative Plan by the Commission will be best guarantee for the Member States to go ahead with the execution of their respective projects and the Council of Ministers in the process could discuss compensatory projects where necessary and ;

k) The best instrument for judicious and co-ordinated economic development against the effects of the drought in Mali, Upper Volta, Niger, Nigeria and others in the long run, is the River Niger Basin.

I should let you know that the Commission has and will cover certain grounds to provide preliminary information in the Basin. We do have a good Documentation Centre. A project on flood forecasting and warning system is operational in Guinea and part of Mali. Work is expected to start soon to extend the project to the rest of the Basin. We have got the fund to start soon anomalies in Mali and Niger. Above all, my Council of Ministers has adopted the General Regulations for Navigation on the River Niger.

I shall be grateful, therefore, if you will favourably consider my request for fund and Experts to prepare an INDICATIVE PLAN for the Basin. Perhaps, you may wish to consider a part of the project, the possibility of training two engineers from Member States to be employed by the Commission at the end of their courses of study.

I feel I shall derive immense benefit from your comments on this issue, even if, you are in no position to help at the moment. If you will help, as I hope, kindly let me know your proposal on 1) Plan of Action, 2) Duration of Execution, 3) Cost and 4) Contribution, if any, by the Commission.

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





UNITED NATIONS

INTEROFFICE MEMORANDUM



NATIONS UNIES

MEMORANDUM INTERIEUR

RECEIVED  
RECORDS CONTROL  
22 APR 1974  
17 NOV 1975  
PA/SECTION FOR AFRICA/OTC

TO: Mr. Igor D. Radovic, Chief  
A: PRPS, Africa Branch/OTC

THROUGH: Vladimir Baum, Director  
S/C DE: Resources and Transport Division, ESA

FROM: Howard Brand, Chief  
DE: Geology and Mining Section, RTD

SUBJECT: TANZANIA (URT/72/003): Geology Training and Research  
OBJET: TANZANIA (URT/72/003): Geology Training and Research

DATE: 17 April 1974

REFERENCE: TE 210 (2)  
UNESCO

H. Kupfers 22/4/74  
P4E 7/5/74

1. The Project Document has been appraised and all in all appears to represent a sound programme.

2. While mention is made of practical field training, one could wish that it was spelled out in greater detail because this is a key element in providing the type of technical manpower which is most needed in so many developing countries.

3. The Project represents a "chicken or egg" situation. On the one hand, training a relatively large number of geologists in a country which has only one mine of importance offers very real possibilities that many graduates will be faced with unemployment, under-employment or emigration. On the other hand, without trained earth scientists it will be very difficult, indeed, to find new mines.

MS Wade  
for work file  
7/8/74

Rec'd 8 July 1974.  
Y.W.

cc. in work file  
Y.W.



UNITED NATIONS  
DEVELOPMENT PROGRAMME



UNITED NATIONS  
NEW YORK

PR/SECTION FOR AFRICA/OTC

INTEROFFICE MEMORANDUM

RECEIVED
PROGRAMME DES NATIONS UNIES
10 APR 1974
FOUR LE DEVELOPPEMENT
3 APR 1974
DIRECTOR, OTC
1. Miss Weidland
2. Al Fatah 10/4/74

TO: Mr. R. J. Crooks, Director,  
Office of Technical Co-operation, ESA/OTC

FROM: Michel Doo Kingué, Assistant Administrator  
and Director, Regional Bureau for Africa

SUBJECT: *for* Geology Training and Research - URT/72/003

Date: 2 April 1974

FILE NO.: URT/72/003

SENDER'S TELEPHONE EXTENSION: 5178

*S. Shaidi Lonsani*

..... Please find attached a project document for the above project, forwarded to us for our consideration by the Resident Representative of Tanzania, Mr. Mattsson.

As you will note from page 1 of the document, the Executing Agency is UNESCO. However, since UNOTC has experience in executing projects in geology in Tanzania, we would appreciate having your comments.

*copy of this memorandum  
and Project document to:  
Mr. H. Brand  
for comments.*

*(Please reply within date  
of 17 April 74) Thank you  
Al Fatah  
10.4.74*



UNITED NATIONS DEVELOPMENT PROGRAMME

Project of the Government of  
The United Republic of Tanzania

Title: Geology Training and Research

Number: URT/72/003/A/01/13

Duration: Three years

Sector: Education (15)

Subsector: University (1523)

Government  
Cooperating  
Agency: University of Dar es Salaam

Executing  
Agency: United Nations  
Educational,  
Scientific and  
Cultural  
Organization (UNESCO)

Date of  
Submission: February 1974

Starting Date: 1 June 1974

Government  
Contribution: 3,110,080  
(T.Shs)

UNDP  
Contribution: 248,300  
(US \$)

Approved: \_\_\_\_\_  
on behalf of the Government  
(signature)

Date: \_\_\_\_\_

\_\_\_\_\_  
on behalf of Executing Agency  
(signature)

Date: \_\_\_\_\_

\_\_\_\_\_  
on behalf of UNDP  
(signature)

Date: \_\_\_\_\_



## I. BACKGROUND AND SUPPORTING INFORMATION

### A. Justification for the Project

The exploitation of Tanzania's mineral resources is still in an early stage but enjoys a high Government priority. The present policy is to search for and develop mineral deposits in addition to diamonds, which at present account for more than 90 per cent of the country's mineral production, but which are not expected to prove a reliable source of national income in the long term.

In the absence of Tanzanian geologists, the country has been heavily dependent on foreign expertise for mineral prospecting. In order to make up for this deficiency, the Government of Tanzania wishes to establish a training programme for geologists to meet the medium and long-term staffing needs of the Geology and Mines Division of the Ministry of Commerce and Industries and of the newly created State Mining Corporation. The appropriate venue for this training programme is the University of Dar es Salaam, where it is estimated that at least 100 geologists will have to be trained to the B.Sc level within the next ten years, if staffing requirements are to be met. In addition to regular undergraduate training, there is a need to provide specialized post-graduate training for a limited number of Tanzanian geologists who already have B.Sc degrees.

At present geology as a professional subject is not taught in Tanzania, though the University of Dar es Salaam offers a few geology courses for hydrologists and engineers. Thus in order to fulfil the desire for a greatly increased emphasis on geology training, it has been decided to establish a Department of Geology within the University's Faculty of Science. This department will offer a full three-year undergraduate geology programme leading to a B.Sc degree. In addition a post-graduate programme will be set up to enable geologists to specialize in particular aspects of geology, while facilities for applied geological research will be provided. The department will also provide service courses for civil engineers, industrial chemists and hydrologists. The entire programme will have a strong emphasis on applied geology aimed at preparing trainees for work in prospecting, exploration and mineral exploitation.



It is intended that the undergraduate programme will produce graduates who will be completely oriented towards careers involving geological activities relevant to the development needs of Tanzania. The intake into the undergraduate programme is expected to be about 15 students per year. The duration of the programme will be three years, in line with all the programmes offered by the Faculty of Science. However, because the geology programme will be a specialized professional programme, it will follow a pattern different from the other programmes in the Faculty. In order to confine the programme within the compass of a three-year period, the vacation periods will be used for field trips by the students. The course will include 4-5 months of field work in addition to shorter field visits.

In the first year of the undergraduate programme the students will be required to take a basic course of Chemistry - including Physical Chemistry - a general course of Physics and courses in Mathematics and Statistics. Students will also be required to take the first introductory course in Geology - General Geology - which is followed by field work in special areas with characteristic geological structures.

In the second year the students will be required to take courses in Mineralogy and Petrology, in Paleontology and Stratigraphy, in Structural Geology and Field Methods and in either Methods of Geochemistry or Geophysical Prospectings. At the end of the second year the students will undergo an advanced programme of prospecting and exploration work in the field.

During the third year the students will be required to take a complete course and laboratory work in Mineral Deposits, and a course on Geology of Tanzania, followed by an optional course in one of the following: Mining Geology, Petroleum Geology, Sedimentology and Marine Geology or Hydrology and Engineering Geology. During this year the students will undergo training in practical activities connected with prospecting, exploration and the exploitation of mineral resources.

When they complete the three-year programme, the graduate geologists will be qualified to carry out geological mapping and prospections in sedimentary, igneous and metamorphic structures, and to take part in



explorations and mining investigations for metallic and non metallic deposits, for coals, salts, petroleum and underground water. They will also be able to participate in research and give geological assistance in the general field of engineering geology. Their geological skills, therefore, will enable them to take an effective part in the Government's programme of natural resources utilization.

After completing the undergraduate programme, most graduates will move immediately into positions in the Government and parastatals, such as the State Mining Corporation, where they can put their new geological skills to practical use. However, some graduates will continue their studies at the University of Dar es Salaam in the post-graduate geology programme. During this two-year programme students will study Fundamental Exploration and Economic Geology, and will take two optional courses in the fields of advanced mining geology, advanced petroleum geology or advanced sedimentology and marine geology. They will also do a thesis based on a programme of research to be selected from the research programmes of the Government ministries, parastatals or community research institutes.

One of the prime users of the post-graduate programme will be the State Mining Corporation. With the recent transfer of responsibility for the mining sector of the economy to the State Mining Corporation, the Corporation has increasingly felt the need for detailed evaluations of promising mineral deposits as a basis for decisions about the possibilities of exploitation. Some promising lines of investigation have already been identified including several coal deposits, iron at Liganga, salt deposits at Lake Natron and elsewhere, raw minerals in beach sands on the Indian Ocean, gypsum and pyrochlore deposits at Mkomazi, Mbeya and elsewhere, and various mica and gold deposits. However, in order to do the detailed evaluations which are required, the SMC must first upgrade the geological skills of its personnel. Therefore SMC intends to place a number of its graduate geologists on the new post-graduate geology programme at the University of Dar es Salaam. This will be done on a continuing basis, and the training programme of each SMC officer will be worked out in close consultation between the Department of Geology and the SMC, based on the Corporation's specific needs for trained personnel. During their period of post-graduate studies, these trainees will remain employees of the State Mining Corporation.



B. Institutional Framework

The location of the UNDP project will be the Department of Geology which will be established shortly within the Faculty of Science of the University of Dar es Salaam. The Faculty of Science opened in July 1965 and currently includes Departments of Botany, Chemistry, Mathematics, Physics and Zoology. A total of 503 students are enrolled in the Faculty for the 1973-74 academic year. The University has a modern campus, built at a cost of \$20 million, and the Faculty of Science is housed in spacious accommodation. The recurrent cost of maintaining the University is met entirely out of public funds made available by Parliament and provided through the Ministry of National Education.

It is expected that the new Department of Geology will be functioning by June 1974. Initially the department must use existing facilities in the Departments of Chemistry and Physics and in the Bureau of Resource Assessment and Land Use Planning (BRALUP). This make-shift use of existing spaces can only be tolerated in the first two years of the course; by the third year the University definitely intends to provide certain specialized spaces in addition to the necessary staff offices for the Geology Department.

Plans for the staffing of the Department of Geology have now been finalized. During the initial years of its existence, a total of five professional staff will be required to operate the new geology programme. These will include the following:

- |                       |   |
|-----------------------|---|
| One Professor:        | The person filling this post will serve as the Head of the Department, and will cover the fields of petroleum geology, sedimentology, marine geology and hydrogeology.  |
| Two Senior Lecturers: | One of these Senior Lecturers will cover the fields of mineralogy, petrology and methods of geochemistry; the other will cover the fields of mineral deposits, exploration methods and mining geology.                                |
| Two Lecturers:        | One of these Lecturers will cover the fields of paleontology, stratigraphy, structural geology, field methods and the geology of Tanzania; the other lecturer will cover the fields of geophysical prospecting and petroleum geology. |



These five professional staff members will be assisted by two tutorial assistants, who will also be working for higher degrees in geology with a view to taking up substantive positions on the staff of the Department in due course.

An expatriate Professor of Geology from Romania was appointed by the University last year and took up his duties in July 1973. Since his appointment he has been doing a considerable amount of preparatory work in connection with the establishment of the Department of Geology. After the department is set up, he will serve as the Head of the Department. Working under him will be the two Senior Lecturers. The Government has asked that UNDP provide two experts to fill these posts. The two remaining professional posts and the tutorial assistant posts will be filled by four Tanzanians who have already been identified and selected.

The five professional staff members will be responsible for the organization of training and research programmes in the new department. It is intended that the two Tanzanian lecturers will act as counterparts to the UNDP experts; then at the end of the project these two counterparts will take over the assignments of the experts. In the meantime, during the lifetime of the project, the two tutorial assistants will be given fellowships to pursue advanced training in geology overseas. By the time the project terminates they should be sufficiently qualified to assume positions as lecturers in the Department of Geology. Thus the department will be left with a complement of five professional staff after the departure of the UNDP experts.

The primary function of the new Department of Geology will be to provide specialized geology training for students in the Faculty of Science. Service courses will also be provided for students in the Faculty of Science studying hydrology. Additionally, the department will provide service courses for students in the University's newly established Faculty of Engineering. The first intake of sixty students into this Faculty started work in July 1973. Geology courses for civil engineering students studying highway and water engineering will begin in the second year of their programme.

The new Department of Geology will maintain close links with the Geology and Mines Division of the Ministry of Commerce and Industries and with the State Mining Corporation, to ensure that the training given at the



University is in close conformity with the training needs of the country. In addition, links will be maintained with the Ministry of Water Development and Power and with the Tanzania Petroleum Development Corporation.

An Advisory Committee will be established by the Board of the Faculty of Science at the start of the project to ensure full coordination between the University and these various organizations. The Committee will be composed of the following members:

- (a) Representatives of:
  - (i) Ministry of Commerce and Industries
  - (ii) Ministry of Water Development and Power
  - (iii) State Mining Corporation
  - (iv) Tanzania Petroleum Development Corporation
- (b) The professional staff of the Department of Geology, including the two UNDP/UNESCO experts.
- (c) The UNDP Resident Representative or his representative.

The functions of the Advisory Committee will be to advise on the planning of curricula and courses with a view to meeting adequately the training needs of the country and to advise on the planning and execution of field studies.

C. Provision for Government Follow-up

The activities initiated by the project will be continued by national counterpart staff trained during the project.

D. Other Related Activities

The University has received assistance from the Governments of the United Kingdom, the Federal Republic of Germany and Norway for the construction of the buildings of the Faculty of Science and for the provision of equipment for the Faculty. Additional assistance will be requested from bilateral donors for new equipment which will be needed in the Department of Geology.

There are two approved UNDP projects which have some bearing on this project. The first is the Mineral Exploration project (URT/69/019) under which a geophysicist is being provided to the Geology and Mines Division for the purpose of conducting specific investigations in the interior. The second is the project for Assistance to the State Mining Corporation (URT/72/026) which



is providing a Principal Development Adviser to the Corporation for two years. Additionally, plans are being laid for a new geologically-oriented project entitled Mineral Investigations in North-Western Tanzania (URT/73/030). It is expected that links will be maintained between the project at the University and all three of these related projects.

E. Future UNDP Assistance

No further UNDP assistance is envisaged at this time.

## II. OBJECTIVES OF THE PROJECT

This project appears in paragraph 102 on page 25 of the Revised Country Programme document for the United Republic of Tanzania (1972-1975).

A. Long-range Objectives

The project is intended to establish training and research facilities in the new Department of Geology at the University of Dar es Salaam, with a view to eventually meeting the country's needs for qualified geologists in line with the staffing requirements of the Geology and Mines Division of the Ministry of Commerce and Industries, the State Mining Corporation and other organizations concerned with geological investigation and exploration. Employees of these organizations who undergo geological training in the new department should be much better equipped to analyse and evaluate promising mineral deposits, with a view to their exploitation.

B. Immediate Objectives

The immediate objectives of the project are as follows:

- (a) To assist in the organization and conduct of a three year professional geology course in the Department of Geology for about 15 students per year. This course will include field training in areas of potential economic interest arranged in conjunction with the Geology and Mines Division and the State Mining Corporation.
- (b) To assist in the organization and conduct of a post-graduate training programme in geology, which will include specific research projects to be planned in conjunction with the State Mining Corporation, the Geology and Mines Division and/or other concerned national bodies.



- (c) To assist in developing the capacity of the Department of Geology to undertake the evaluation and analysis of mineral resources in conjunction with the Geology and Mines Division and the State Mining Corporation.

- (d) To train national counterpart staff.

It is expected that at the end of the project, some 15 geologists will have graduated at the B.Sc level and some 30 other students will be enrolled in the department. A small number of serving geologists will also have been given specialized post-graduate training. In addition, two national counterpart lecturers will have been given on-the-job training to enable them to take over the functions of the UNDP experts, and two tutorial assistants will have been given advanced academic training abroad so as to enable them to become professional staff members of the Department of Geology.

This project does not have a direct investment potential although it will contribute to the eventual exploitation of the country's mineral resources, which could involve substantial long-term investment.

### III. WORK PLAN

#### A. Description of Project Activities

<u>Project Activities</u>	<u>Location</u>	<u>Proposed Duration and Starting Date</u>
Preparatory activities to be carried out by the University to ensure the timely implementation of the project:		
(a) The University has appointed a Professor of Geology to be in charge of the new Department of Geology	Dar es Salaam	48 months July 1973
(b) The University has set aside adequate office, teaching and laboratory accommodation to be used by the project in its initial phases.	Dar es Salaam	36 months July 1973

<u>Project Activities</u>	<u>Location</u>	<u>Proposed Duration and Starting Date</u>
(c) The University Planning Committee has initiated action for the purpose of providing new office and laboratory accommodation for the Geology Department	Dar es Salaam	December 1973
(d) The University will appoint two Lecturers to act as counterparts to the experts	Dar es Salaam	36 months June 1974
Related immediate project objectives:		
(a) To assist in the organization and conduct of a three year professional geology course in the Department of Geology for about 15 students per year. This course will include field training in areas of potential economic interest arranged in conjunction with the Geology and Mines Division and the State Mining Corporation.		
(i) arrival in Tanzania of the experts;	Dar es Salaam	June 1974
(ii) preparation of curriculum in consultation with the Advisory Committee;	Dar es Salaam	4 weeks June 1974
(iii) ordering of project equipment needed for undergraduate programme;	Dar es Salaam	June 1974
(iv) conducting undergraduate course in geology;	Dar es Salaam	35 months July 1974
(v) organizing and conducting field training	Throughout Tanzania	Periodically, from July 1974-May 1977



<u>Project Activities</u>	<u>Location</u>	<u>Proposed Duration and Starting Date</u>
(b) To assist in the organization and conduct of a post-graduate training programme in geology, which will include specific research projects to be planned in conjunction with the State Mining Corporation, the Geology and Mines Division and/or other concerned national bodies:		
(i) preparation of general curriculum in consultation with the Advisory Committee;	Dar es Salaam	As early as possible after the start of the project
(ii) ordering of project equipment needed in post-graduate programme;	Dar es Salaam	As early as possible after the start of the project
(iii) conducting post-graduate programme in geology;	Dar es Salaam	As early as possible after the start of the project
(iv) organizing and supervising research projects;	Dar es Salaam	Periodically from and through- July 1974 to May 1977 out Tanzania.
(c) To assist in developing the capacity of the Department of Geology to undertake the evaluation and analysis of mineral resources in conjunction with the Geology and Mines Division and the State Mining Corporation:		
(i) organizing and conducting a research programme	Dar es Salaam	35 months July 1974
(d) To train national counterpart staff:		
(i) providing in-service training for two counterparts to the experts;	Dar es Salaam	35 months June 1974

<u>Project Activities</u>	<u>Location</u>	<u>Proposed Duration and Starting Date</u>
(ii) providing in-service training to two tutorial assistants;	Dar es Salaam	3 months commencing June 1974, and 11 months commencing July 1976
(iii) providing fellowship training for In English two tutorial assistants at overseas institution(s);	country	22 months September 1974
(iv) return of tutorial assistants from fellowship training abroad;	Dar es Salaam	June 1976
(v) handover of responsibility for geology teaching to national counterpart staff;	Dar es Salaam	May 1977

(e) Reporting Schedule:

- (i) submission to Executing Agency of draft Terminal Report prepared by the UNDP experts; Dar es Salaam February 1977
- (ii) submission to Government of final version of Terminal Report Dar es Salaam July 1977

B. Description of UNDP Inputs

<u>1. Assignment of International Staff</u>	<u>Location</u>	<u>Starting Date</u>	<u>Duration</u>
i.a <u>Expert in Mineralogy and Petrology</u> The expert should have an advanced degree in geology and good experience in teaching and field activities. He will organize and conduct lectures and laboratory work in Mineralogy and Petrology, as well as in Methods of Geochemistry. Therefore he should be well familiarized with polarized microscopy, geochemical methods, and physical analysis of minerals and rocks. He must also be able to organize and conduct field work and geological mapping in igneous and metamorphic formations.	Dar es Salaam	June 1974	36 months



<u>Assignment of International Staff</u>	<u>Location</u>	<u>Starting Date</u>	<u>Duration</u>
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With a view to meeting the post-graduate and research programme requirements the expert should conduct advanced laboratory work in quantitative microscopy, X-ray and absorption spectrography, petrochemical calculation, and geochemical analyses.

ib Expert in Mineral Deposits and Exploration Methods

The expert should have an advanced degree in geology with teaching ability and good experience in prospecting and exploration methods. Thorough knowledge of exploration equipment and exploration methods are also expected, as well as the ability to conduct field work and to process exploration data for mineral reserves evaluation.	Dar es Salaam June 1974 36 months
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He will have to organize and conduct lectures and laboratory work in mineral deposits and mining geology. He must be familiar with ore genesis, mineral deposits description, ore microscopy, and economic geology. Basic knowledge in mining ores and coal deposits will be useful for his teaching and research activities in mining geology, in both undergraduate and post-graduate programmes.

2. Subcontracts  
Not applicable

3. Training Provisions

- |  |                         |                       |
|--|-------------------------|-----------------------|
| (a) Fellowship for advanced academic training in geology, to be utilized by speaking tutorial assistant  | Any English-<br>country | Sept.1974 22 m/months |
| (b) Fellowships for advanced academic training in geology, to be utilized by speaking tutorial assistant | Any English-<br>country | Sept.1974 22 m/months |

		Starting	
		Date	Cost \$
4.	<u>UNDP-Provided Supplies and Equipment</u>	<u>Location</u>	
A.	<u>Expendable Equipment</u>		
	Nil.		
B.	<u>Non-expendable Equipment</u>		
	(a) Project vehicle(four-wheel drive)	Dar es Salaam July 1974	\$ 7,500
	(b) Geochemical Laboratory -		
	analytical instruments	Dar es Salaam Aprill1975	\$ 5,000
	- sample preparation	Dar es Salaam April 75	\$ 1,000
	(c) Geology Laboratory		
	- analytical instruments	Dar es Salaam July 1974	\$23,000
	- sample preparation	Dar es Salaam July 1974	\$ 1,000
	(d) Field Equipment	Dar es Salaam Sept 1974	\$ 3,000
	(e) Camping Equipment	Dar es Salaam April 75	\$ 3,000
	(f) Reference books	Dar es Salaam from July 1974	\$ 1,000
5.	<u>Miscellaneous</u>	<u>Cost</u>	
	(a) Reporting costs	\$ 1,000	
	(b) Sundry	\$ 1,000	
C.	<u>Description of Government Inputs</u>		
1.	<u>Pre-requisite activities</u>		
	Not applicable.		
2.	<u>Assignment of National Staff</u>		
	(a) The University has appointed an expatriate Professor of Geology to be in charge of the Department of Geology at the University.		
	(b) The University will assign two Lecturers in geology to serve as counterparts to the experts.		
	(c) Two tutorial assistants will be appointed to work closely with the experts and the counterparts. They will subsequently be awarded fellowships for post-graduate training at an overseas institution.		
	(d) The University's secretarial and clerical services will be made available to the project.		
	(e) The University will also provide the continuous services of a driver for the project vehicle.		



3. University-Provided Supplies and Equipment

- (a) Adequate office, teaching and laboratory accommodation will be made available to the project, initially within the existing buildings of the Faculty of Science, the Engineering Faculty and the Bureau of Resource Assessment and Land Use Planning. At a later stage special accommodation will be built for the Department of Geology, comprising staff offices and laboratories.
- (b) The experts will be provided with hard furnished living accommodation by the University of Dar es Salaam, which will be rented to them at current economic rates.
- (c) The project will be able to make full use of the laboratory facilities, workshops, library and library technical services of the University.
- (d) The University will provide the necessary expendable equipment and supplies for the operation of the project.
- (e) The University will provide for the running of the project vehicle and for the maintenance and operation of project equipment.

WORK PLAN - BAR CHART

	1974 A M J J A S O N D	1975 J F M A M J J A S O N D	1976 J F M A M J J A S O N D	1977 J F M A M J J
Assignment of Experts		Expert in Mineralogy and Petrology		
		Expert in Mineral Deposits and Exploration Methods		
Assignment of Government		Professor of Geology		
Counterpart Personnel		Lecturer in Geology		
		Lecturer in Geology		
		Tutorial Assistant		
		Tutorial Assistant		
		Clerical, Secretarial and Driver		
Training Schedule		Tutorial Assistant		
		Tutorial Assistant		
Delivery of Major		Project Vehicle (July 1974)		
Items of Equipment		Laboratory Equipment (July 1974 - April 1975)		
		Surveying Equipment (September 1974)		
		Camping Equipment (April 1975)		
Availability of				
Supplies and Equipment				
Training Courses		Post-graduate Training		
		1st Year Geology	Repeat 1st Year Geology	
			2nd Year Geology	3rd Year Geology
				Repeat 1st Year Geology
				Repeat 2nd Year Geology



PROJECT BUDGET COVERING UNDP CONTRIBUTION  
(in US Dollars)

Country: United Republic of Tanzania  
Project No: URT/72/003/A/01/13  
Title: Geology Training and Research

		<u>T O T A L</u>		<u>1 9 7 4</u>		<u>1 9 7 5</u>		<u>1 9 7 6</u>		<u>1 9 7 7</u>	
		m/m	\$	m/m	\$	m/m	\$	m/m	\$	m/m	\$
10	PROJECT PERSONNEL										
11	Experts										
11-01	Expert in Petrology and Mineralogy	36	90,000	7	17,500	12	30,000	12	30,000	5	12,500
11-02	Expert in Mineral Deposits and Methods of Exploration	36	90,000	7	17,500	12	30,000	12	30,000	5	12,500
19	Component Total	<u>72</u>	<u>180,000</u>	<u>14</u>	<u>35,000</u>	<u>24</u>	<u>60,000</u>	<u>24</u>	<u>60,000</u>	<u>10</u>	<u>25,000</u>
30	TRAINING										
31	Fellowships										
31-01	Postgraduate Geology Training	22	10,900	4	2,300	12	5,400	6	3,200	-	-
31-02	Postgraduate Geology Training	22	10,900	4	2,300	12	5,400	6	3,200	-	-
39	Component Total	<u>44</u>	<u>21,800</u>	<u>8</u>	<u>4,600</u>	<u>24</u>	<u>10,800</u>	<u>12</u>	<u>6,400</u>	<u>-</u>	<u>-</u>
40	EQUIPMENT										
41	Expendable Equipment				-		-		-		-
42	Non-expendable Equipment		44,500		35,500		9,000		-		-
43	Premises		-		-		-		-		-
49	Component Total		<u>44,500</u>		<u>35,500</u>		<u>9,000</u>		<u>-</u>		<u>-</u>
50	MISCELLANEOUS										
52	Reporting Costs		1,000		-		-		-		1,000
53	Sundry		1,000		300		300		300		100
54	Direct Costs		-		-		-		-		-
59	Component Total		<u>2,000</u>		<u>300</u>		<u>300</u>		<u>300</u>		<u>1,100</u>
99	GRAND TOTAL		<u>248,300</u>		<u>75,400</u>		<u>80,100</u>		<u>66,700</u>		<u>26,100</u>

.... 17 ....

PROJECT BUDGET COVERING GOVERNMENT CONTRIBUTION IN KIND  
(in Tanzania Shillings)

Country: United Republic of Tanzania  
Project No: URT/72/003/A/01/13  
Title: Geology Training and Research

		<u>T O T A L</u>		<u>1 9 7 4</u>		<u>1 9 7 5</u>		<u>1 9 7 6</u>		<u>1 9 7 7</u>	
		m/m	Shs	m/m	Shs	m/m	Shs	m/m	Shs	m/m	Shs
10	<u>PROJECT PERSONNEL</u>										
	Professor of Geology	36	278,400	7	54,130	12	92,800	12	92,800	5	38,570
	Lecturer in Geology	36	175,080	7	32,820	12	57,480	12	59,590	5	25,190
	Lecturer in Geology	36	175,080	7	32,820	12	57,480	12	59,590	5	25,190
	Tutorial Assistant	36	54,305	7	10,125	12	17,660	12	18,320	5	8,200
	Tutorial Assistant	36	54,305	7	10,125	12	17,660	12	18,320	5	8,200
	Senior Technician	29	57,400	-	-	12	26,900	12	28,200	5	12,300
	Technician Grade I	36	54,960	7	10,300	12	18,050	12	18,700	5	7,910
	Technician Grade II	17	14,770	-	-	-	-	12	10,270	5	4,500
	Secretary	36	42,890	7	8,070	12	14,100	12	14,570	5	6,150
	Copy Typist Grade I	29	15,870	-	-	12	6,210	12	6,700	5	2,960
	Messenger	29	7,900	-	-	12	3,170	12	3,300	5	1,430
	Cleaner	36	9,910	7	1,850	12	3,250	12	3,380	5	1,430
	Driver	36	13,260	7	2,460	12	4,340	12	4,530	5	1,930
19	Component Total	428	964,130	63	162,700	144	319,100	156	338,270	65	144,060
40	<u>EQUIPMENT</u>										
41	Expendable Equipment		29,800		13,800		6,000		6,000		4,000
42	Non-expendable Equipment		205,000		84,000		50,000		50,000		21,000
43	Premises		1,510,000		-		450,000		997,000		63,000
49	Component Total		1,744,800		97,800		506,000		1,053,000		88,000
50	<u>MISCELLANEOUS</u>										
51	Operation and Maintenance of Equipment		48,000		9,300		16,000		16,000		6,700
53	Sundry		249,000		48,400		83,000		83,000		34,600
59	Component Total		297,000		57,700		99,000		99,000		41,300
99	GRAND TOTAL		<u>3,005,930</u>		<u>318,200</u>		<u>924,100</u>		<u>1,490,270</u>		<u>273,360</u>



## ORGANIZATION OF THE PROJECT

1. Pending finalization of the new consolidated Standard Agreement with Governments, the following standard text is to be appended to all project documents.

### General responsibilities

2. The Government, the UNDP and the Executing Agency shall jointly be responsible for the execution of the project and the realization of its objectives as described in Part II of this Project Document.

3. The Government shall provide to the project the national project personnel, training facilities, land, buildings, equipment and other required services and facilities. It will designate the Government Co-operating Agency named in the cover page of this document, which will hereinafter be referred to as the "Co-operating Agency" and which will be directly responsible for the implementation of the Government's contribution to the project.

4. The UNDP undertakes to complement and supplement the Government participation and will provide through the Executing Agency the required expert services, training, equipment and other services within the funds available to the project.

5. Upon commencement of the project the Executing Agency may be requested to assume primary responsibility for project execution. However, that primary responsibility shall be exercised in consultation and in agreement with the Co-operating Agency. Arrangements to this effect shall be stipulated in the project Work Plan as well as for the transfer of this responsibility to the Government or to an entity designated by the Government during the execution of the project.

6. Part of the Government's participation may take the form of a cash contribution to UNDP. In such cases, the Executing Agency will provide the related services and facilities and will account annually to the UNDP and to the Government for the expenditure incurred.

7. The Government shall provide to the project the services, equipment and facilities in the quantities and at the times specified in the Work Plan. Budgetary provision - either in kind or in cash - for the Government's participation so specified shall be set forth in the Project Budgets.

/...

8. The Co-operating Agency shall in consultation with the Executing Agency assign a director for the project on a full-time basis. He shall carry out such responsibilities in the project as are assigned to him by the Co-operating Agency.
9. The estimated cost of items included in the Government contribution, as detailed in the Project Budget, shall be based on the best information available at the time of drafting this project proposal. It is understood that price fluctuations during the period of execution of the project may necessitate an adjustment of said contribution in monetary terms; the latter shall at all times be determined by the value of the services, equipment and facilities required for the proper execution of the project.
10. Within the given number of man-months of personnel services described in the Work Plan minor adjustments of individual assignments of project personnel provided by the Government may be made by the Government in consultation with the Executing Agency, if this is found to be in the best interests of the project.
11. The Government shall continue to pay the local salaries and appropriate allowances of national project personnel during the period of their absence from the project while on UNDP fellowships.
12. The Government shall defray any customs duties and other charges related to the clearance of project equipment, its transportation, handling, storage and related expenses within the country. It shall be responsible for safe custody of the equipment, its installation and maintenance, insurance, and replacement if necessary, after delivery to the project site.
13. The Government shall make available to the project - subject to existing security provisions - any published and unpublished reports, maps, records and other data which are considered necessary to the implementation of the project.
14. The Government shall assist all project personnel in finding suitable housing accommodation at reasonable rents.
15. The services and facilities specified in the Work Plan which are to be provided to the project by the Government by means of a contribution in cash shall be set forth in the Project Budget. Payment of this

/....



amount shall be made in local currency to the UNDP in accordance with the Schedule of Payments by the Government.

16. Payment of the above-mentioned contribution to the UNDP on or before the dates specified in the Schedule of payments by the Government is a prerequisite to commencement or continuation of project operations.

Participation of the UNDP and of the Executing Agency

17. The UNDP shall provide to the project through the Executing Agency the services, equipment and facilities described in the Work Plan.

Budgetary provision for the UNDP contribution as specified shall be set forth in the Project Budget.

18. The Executing Agency shall consult with the Government on the candidature of the Project Manager<sup>1/</sup> who, under the direction of the Executing Agency, will be responsible in the country for the Executing Agency's participation in the project. The Project Manager shall supervise the experts and other agency personnel assigned to the project, and the on-the-job training of national project personnel. He shall be responsible for the management of all equipment provided to the project from UNDP funds.

19. The Executing Agency, in consultation with the Government, shall assign international staff and other personnel to the project as specified in the Work Plan, select candidates for fellowships and determine standards for the training of national project personnel.

20. Fellowships shall be administered in accordance with the fellowships regulations of the Executing Agency.

21. The Executing Agency may, in agreement with the Government and UNDP, execute part or all of the project by subcontract. The selection of subcontractors shall be made, after consultation with Government, in accordance with the Executing Agency's procedures.

22. All material, equipment and supplies which are purchased from UNDP resources will be used exclusively for the execution of the project, and will remain the property of the UNDP in whose name it will be held by the Executing Agency. Equipment supplied by the UNDP shall be marked

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<sup>1/</sup> May also be designated Team leader or Chief Technical Adviser, as appropriate.

with the insignia of the UNDP and of the Executing Agency.

23. Arrangements may be made, if necessary, for a temporary transfer of custody of equipment to local authorities during the lifetime of the project, without prejudice to the final transfer.

24. Prior to completion of UNDP assistance to the project, the Government, the UNDP and the Executing Agency shall consult as to the disposition of all project equipment provided by the UNDP. Title to such equipment shall normally be transferred to the Government, or to an entity nominated by the Government, when it is required for continued operation of the project or for activities following directly therefrom. The UNDP may, however, at its discretion, retain title to part or all of such equipment.

25. At an agreed time after the completion of UNDP assistance to the project, the Government and the UNDP, and if necessary the Executing Agency, shall review the activities continuing from or consequent upon the project with a view to evaluating its results.

#### Facilities, privileges and immunities

##### UNDP and Executing Agency personnel

26. In accordance with the Agreement concluded by UNDP and the Government concerning the provision of assistance, the personnel of UNDP and other United Nations organizations associated with the project, shall be accorded facilities, privileges and immunities specified in the said Agreement.

##### Subcontractors and their personnel

27. The Executing Agency's contractors and their personnel (except Government nationals employed locally) shall:

(a) Be immune from legal process in respect of all acts performed by them in their official capacity in the execution of the project;

(b) Be immune from national service obligations;

(c) Be immune together with their spouses and relatives dependent on them from immigration restrictions;

(d) Be accorded the privileges of bringing into the country reasonable amounts of foreign currency for the purposes of the project or for personal use of such personnel, and of withdrawing any such amounts brought into the country, or, in accordance with the relevant foreign exchange regulations, such amounts as may be earned therein by such personnel in the execution of the project;

/...



(e) Be accorded together with their spouses and relatives dependent on them the same repatriation facilities in the event of international crises as diplomatic envoys.

28. All personnel of the Executing Agency's contractors shall enjoy inviolability for all papers and documents relating to the project.

29. The Government shall either exempt from, or bear the cost of any taxes, duties, fees or levies which it may impose on any foreign firm or organization which may be retained by the Executing Agency and on the foreign personnel of any such firm or organization in respect of:

(a) The salaries or wages earned by such personnel in the execution of the project;

(b) Any equipment, materials and supplies brought into the country for the purposes of the project or which, after having been brought into the country, may be subsequently withdrawn therefrom;

(c) Any substantial quantities of equipment, materials and supplies obtained locally for the execution of the project, such as, for example, petrol and spare parts for the operation and maintenance of equipment mentioned under (b) above, with the provision that the types and approximate quantities to be exempted and relevant procedures to be followed shall be agreed upon with the Government and, as appropriate, recorded in the Work Plan; and

(d) As in the case of concessions currently granted to UNDP and Executing Agency's personnel, any property brought, including one privately owned automobile per employee, by the firm or organization or its personnel for their personal use or consumption or which after having been brought into the country, may subsequently be withdrawn therefrom upon departure of such personnel.

30. The privileges and immunities to which such firm or organization and its personnel may be entitled, referred to in the paragraphs above, may be waived by the Executing Agency where, in its opinion or in the opinion of the UNDP, the immunity would impede the course of justice and can be waived without prejudice to the successful completion of the project or to the interest of the UNDP or the Executing Agency.

31. The Executing Agency shall provide the Government through the Resident Representative with the list of personnel to whom the privileges and immunities enumerated above shall apply.



ORIGINAL DIRECT

RECORDS CONTROL

APR 25 1974

JSC/ae

Mr. Igor D. Radovic, Chief  
PRPS, Africa Branch/OTC

17 April 1974

Vladimir Baum, Director  
Resources and Transport Division, ESA

TE 210 (2)  
UNESCO

Howard Brand, Chief  
Geology and Mining Section, RTD

TANZANIA (URT/72/003): Geology Training and Research

1. The Project Document has been appraised and all in all appears to represent a sound programme.
2. While mention is made of practical field training, one could wish that it was spelled out in greater detail because this is a key element in providing the type of technical manpower which is most needed in so many developing countries.
3. The Project represents a "chicken or egg" situation. On the one hand, training a relatively large number of geologists in a country which has only one mine of importance offers very real possibilities that many graduates will be faced with unemployment, under-employment or emigration. On the other hand, without trained earth scientists it will be very difficult, indeed, to find new mines.



Mr. Kenneth Watts, Deputy Director  
Africa Branch, OTC

9 April 1974

TE 210 (2) UNESCO

Tse-chun Chang, Director  
Public Administration Division

Proposed Conference of Librarians of African  
Institutes of Administration and Management

This Division in principle supports the idea of convening the Conference of librarians of African Institutes of Administration and Management considering the important role of cooperation and coordination among the African libraries and documentation centres in fostering professional development of librarians of public administration institutes and schools.

It is recommended that information about the forthcoming conference be sent to CAFRAD which, to our knowledge, has been involved in preparing "Thesaurus of Administrative Information Descriptors" dealing with the main aspects of administrative sciences and related topics.



UNITED NATIONS  
DEVELOPMENT PROGRAMME



Ref: 12/4/74  
PROGRAMME DES NATIONS UNIES  
POUR LE DEVELOPPEMENT

RECORDS CONTROL  
APR 12 1974

OFFICE OF THE RESIDENT REPRESENTATIVE

P. O. BOX 7184  
KAMPALA, UGANDA

TELEPHONE: 57151

REFERENCE: UGA/73/010

CABLES: UNDEVPRO KAMPALA  
TELEX 61255.

BULK ENCLOSURE  
FILED SEPARATELY

TE 210 (2) UNESCO

4 April 1974

Dear Mr. Watts,

.....  
Please find enclosed one copy each of the project documents  
in respect of UGA/73/010, Assistance to Makerere University, Faculty  
of Science, and UGA/73/009, Assistance to Makerere University,  
Faculty of Agriculture and Forestry, for your information.

Yours sincerely,

A.I. Harkins

A.I. Harkins  
Assistant Resident Representative

Mr. Kenneth Watts  
Deputy Director, Africa Branch  
United Nations  
New York