

DESA

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

16 OCT 1973 - 25 MAR 1974

PLEASE RETAIN
ORIGINAL ORDER

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ORIGINAL DIRECT RECORDS CONTROL

MAR 26 1974

Y. Wade

Cleared: Mr. Zelleke

TE 210 (2) UNESCO

VIA POUCH

25 March 1974


Dear Mr. Jeffrey-Coker,

Attached for your review please find copies of the project document and of the project summary from the Government of Uganda for UNDP assistance to the National Curriculum Development Centre (UGA/73/004).

The document was prepared by officials of the Government concerned with the establishment of the Centre in co-operation with the UNESCO mission who visited Uganda to appraise the project.

We should be grateful to receive your comments on the proposed project, to provide the basis of the appraisal which we must send to the Resident Representative and to the UNDP.

Yours sincerely,


Kenneth Watts
Deputy Director
Africa Branch
Office of Technical Co-operation

Mr. J.B. Jeffrey-Coker
Chief, Technical Assistance and
Programme Co-ordination Office
Economic Commission for Africa
P.O. Box 3001
Addis Ababa, Ethiopia

ORIGINAL DIRECT

RECORDS CONTROL

MAR 26 1974

Y. Wade
Cleared: Mr. Zelleke
Mr. S. Vassiliou, Assistant Director-in-Charge
Development Planning Advisory Services, CDPSP

25 March 1974

TE 210 (2) UNESCO

Kenneth Watts, Deputy Director
Africa Branch, OTC

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

.....
Attached for your review please find copies of the project document and of the project summary from the Government of Uganda relative to the above-mentioned Centre.

The document was prepared by officials of the Government concerned with the establishment of the Centre in co-operation with the UNESCO mission who visited Uganda to appraise the project.

We should be grateful to receive your comments on the proposed project, to provide the basis of the appraisal of the project which we must send to the Resident Representative and to the UNDP.

ORIGINAL DIRECT

RECORDS CONTROL

MAR 22 1974

Y. Wade

Cleared: Mr. Zelleke

TE 210 (2) UNESCO

21 March 1974

VIA POUCH

Dear Mr. Jeffrey-Coker,

..... Attached for your review please find copy of a Proposal
..... for a Conference of Librarians of African Institutes of Administration
and Management from the Government of Ghana, together with copy
of a self-explanatory covering letter from the Resident Representative
dated 8 March 1974.

In view of the intention of the Government to convene the
proposed conference in July of this year, we should be grateful
to receive your comments at your earliest possible convenience.

Yours sincerely,



Kenneth Watts
Deputy Director
Africa Branch
Office of Technical Co-operation

Mr. J.B. Jeffrey-Coker
Chief, Technical Assistance and
Programme Co-ordination Office
Economic Commission for Africa
P.O. Box 3001
Addis Ababa, Ethiopia

ORIGINAL DIRECT

Y. Wade
Cleared: Mr. Zelleke

Mr. Tse-chun Chang, Director
Public Administration Division

RECORDS CONTROL
MAR 22 1974

21 March 1974

TE 210 (2) UNESCO

Kenneth Watts, Deputy Director
Africa Branch, OTC

Proposed Conference of Librarians of African
Institutes of Administration and Management

.....
.....

Please find attached copy of a self-explanatory letter from
the Resident Representative in Ghana together with copy of a
proposal for the above conference.

In view of the Government's intention to convene the
conference in July of this year, we should appreciate receiving
your comments on this proposal at your earliest convenience.

KW

SUR ATTACHE

អង្គការសហប្រជាជាតិ

UNITED NATIONS



NATIONS UNIES

PROGRAMME DES NATIONS UNIES POUR LE DÉVELOPPEMENT

TÉLÉPHONE : 2-3174
ADRESSE TÉL. : UNDEVPRO

OFFICE OF TECHNICAL COOPERATION
Human Resources Section
Asia and Mid-East Branch

64, VITHAI OGNHA MEN
B.P. - 541 - PHNOM-PENH, REPUBLIQUE KHMER

REF.: KMR/72/OLI
N° 225

21 MAR 1974

Phnom-Penh, 13 March 1974

TE 210(2) UNESCO

Dear Mr. Van der Heide,

Subject: Khmer Republic - Assistance to the preparation of Education Reform - KMR/72/OLI.

In accordance with OFM/IV page VD 1 of chapter IV of the operational and financial manual of UNDP, I enclose herewith for your attention one copy of the project document and the project summary for the above-noted project.

Yours sincerely,

Fernand Scheller
Acting Resident Representative

Mr. W. Van der Heide,
Deputy Director a.i.
for Asia and the Far East
Office of Technical Cooperation
United Nations, New York

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Resent 2 July 1974
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OFFICIAL CORRESPONDENCE
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25 MAR 1974
RECORDS CONTROL, ROOM 2074

S.R.
cc DPAS
for comments
ref on Planning
...
project
25 Mar 1974

RECEIVED IN RECORDS CONTROL
19 MAR 1974
ACTION TO:
MR. V.D. Heide
Schugringue
13 Mar 1974
B.R. N° 104
ON DAY MONTH YR
TO:

PROGRAMME DES NATIONS UNIES POUR LE DEVELOPPEMENT

FRES URGENT

Projet du Gouvernement de
la République Khmère

Titre : Assistance à la préparation de la réforme de l'éducation

Numéro : KMR/72/011/E/01/13

Durée : Trois ans et trois mois

Secteur : Education (15)

Sous-secteur : Développement et plani-
fication de l'éduca-
tion (1510)

Organisme Co-
opérateur du
Gouvernement : Ministère du Plan
et Ministère de
l'Education

Organisation
chargée de
l'exécution : UNESCO en association
avec BIT et FAO

Date de
soumission : 01 FEB 1974

Date de mise
en route : 1er Avril 1974

Contribution du
Gouvernement : 17.920.000 Riels
(monnaie locale)

Contribution
du PNUD : 518.600 \$
(dollars US)

Approuvé :

Date :



CHAN-SUN

au nom du Gouvernement (signature)

01 FEB 1974

au nom de l'organisation chargée
de l'exécution (signature)

au nom du PNUD (signature)

I. ORIGINE ET RENSEIGNEMENTS COMPLEMENTAIRES

A. Justification du projet

Depuis son indépendance le pays a fait un effort national considérable pour développer son système d'éducation. Il a bénéficié également de l'assistance des pays amis et des organismes internationaux. Néanmoins, les résultats acquis - assez spectaculaire sur le plan quantitatif - se sont avérés qualitativement peu satisfaisants et mal adaptés aux réalités du pays. Le système n'a pas tenu compte du fait que le pays est de vocation primordiallement agricole (plus de 80% de la population vivent dans le monde rural). L'éducation n'a pas été ruralisée. La formation professionnelle a été également négligée. C'est ainsi que l'éducation n'était et n'est toujours pas la préparation adéquate pour un emploi. Les perturbations de la guerre ont aggravé la situation, mais une fois la guerre finie, il se présentera une chance unique d'appliquer une réforme authentique et profonde de l'éducation. Le projet a pour but d'aider le pays dans cette voie et assurer dès maintenant une bonne préparation pour ce départ.

En 1971 et en 1972 plusieurs colloques ont été organisés par les responsables de l'Education Nationale à tous les niveaux (enseignement primaire, enseignement secondaire, enseignement supérieur et technique). Dans tous les comptes rendus des débats, on retrouve une prise de conscience de la nécessité et de la volonté de changer les méthodes et les programmes actuels pour atteindre une meilleure adaptation de l'éducation et de la formation au développement du pays. De février à avril 1973 une mission conjointe UNESCO/BIT 1/ a visité le pays et fait des recommandations pour une réforme du système d'éducation. Ces recommandations sont soutenues par tous les ministères concernés et servent comme base pour ce document de projet. Etant donné l'urgence de la situation et les délais déjà accumulés, il paraît nécessaire de démarrer dès maintenant le grand projet de trois ans et demi qui devrait être néanmoins considéré comme une deuxième phase préparatoire prolongée.

B. Cadre institutionnel

Avant même l'arrivée des experts, le Gouvernement créera une commission technique composée de membres de différents Ministères (Education, Agriculture, Industrie, Travail, Développement communautaire, Plan) en vue d'étudier la restructuration du système d'éducation en se basant sur le rapport de la mission.

Dès l'arrivée des experts, sera également créé une commission de coordination et d'évaluation de la formation technique et professionnelle composée de représentants des départements ministériels, de la Chambre de Commerce et de dirigeants d'entreprises. L'Office National de Planification de l'Education (ONPE) déjà établi par le Ministère de l'Education continue également son travail dans le domaine de l'éducation formelle. Le Ministère du Plan assurera la coordination de ces deux organismes. Les experts seront appelés à contribuer aux travaux de ces commissions. Toutefois le succès de la réforme ne dépend pas moins de l'élargissement du cadre, actuellement étroit, du Ministère de l'Education.

1/ Rapport: Projet de Restructuration du système d'éducation, par B. Duvieusart et R. Ughetto

C. Dispositions concernant les activités consécutives prévues par le Gouvernement.

Quand le projet actuel approchera de la fin vers 1976, une grande partie de la recherche, du travail de base et de la conception aura été faite. La réforme sera amorcée et la législation pertinente sera préparée, approuvée et mise en application. Néanmoins, il est peu réaliste d'espérer que la réforme aura été déjà véritablement mise en exécution. C'est pour cela que le Gouvernement s'engage à créer un organisme chargé de l'application de la réforme et qui prendra la relève du travail de conception accompli par le projet. Cet organisme sera animé et dirigé par les Khmers eux-mêmes.

D. Autres activités connexes

Le bureau régional de l'UNESCO à Bangkok prêtera des services de consultants dans plusieurs domaines (financement de l'éducation, programme d'enseignement supérieur, divers). L'UNICEF fournira, dans la mesure du possible, certains matériels scolaires modèles (livres, matériel audiovisuel). Dans les domaines de l'enseignement des langues, les experts bilatéraux français et anglais sur place pourront être associés au projet.

Le projet sera exécuté en étroite coopération avec les quatre autres projets du PNUD dont les domaines d'intervention sont liés au domaine de l'éducation. Il s'agit des projets suivants :

- Projet de formation professionnelle industrielle (KMR/68/003) où les experts s'emploient à aider à la formation des ouvriers qualifiés dans diverses branches de l'industrie.

- Projet de formation professionnelle rurale (KMR/70/006) qui aide à la création de centres pilotes ruraux où seront formés des travailleurs ruraux.

- Projet de planification des ressources humaines (KMR/72/017), rattaché au Ministère du Plan, dont l'expert établira tous les besoins en main d'oeuvre tels qu'ils pourront être dégagés du plan de reconstruction et de développement du Gouvernement.

- Projet de main d'oeuvre et emploi, rattaché au Ministère du Travail, dans lequel sera affecté un expert pour aider le gouvernement à organiser le service de l'emploi et le bureau du placement des travailleurs.

Appel sera fait également au Centre asiatique d'innovations de l'éducation en vue du développement (ACEID) pour aider à organiser sur place un ou plusieurs séminaires de courte durée à l'intention du personnel clé de l'éducation.

De l'assistance sera au besoin recherchée auprès du Fonds des Nations Unies pour les activités en matière de population (UNFPA).

E. Assistance future du PNUD

Bien qu'aucune assistance supplémentaire n'est envisagée avant 1976, le PNUD pourrait après cette date contribuer au développement du futur Institut National de l'Education par des services d'experts pour des tâches précises et hautement spécialisées. Par contre, les travaux susceptibles d'être accomplis par les spécialistes et fonctionnaires Khmers en vue de l'application de la réforme, seront effectués entièrement par eux à partir de 1976/1977.

II. OBJECTIFS DU PROJET

Le projet figure à la section C 1, paragraphe 64, page 21 du document de programmation par pays concernant la République Khmère (1972-1976), approuvé par le Conseil d'Administration en juin 1972.

A. Objectifs à long terme

Le projet a pour but d'aider le Gouvernement à préparer une réforme en profondeur du système d'éducation. Pour y parvenir il est envisagé d'introduire au niveau primaire et secondaire plus d'enseignement pratique et plus d'activités correspondant aux besoins du secteur rural. Quant au niveau supérieur, y compris le secteur technique, il est envisagé d'adapter le système pour le lier plus étroitement aux débouchés. L'objectif primordial à long terme du projet est donc d'aider à l'établissement d'un système d'éducation partant des réalités du pays et visant au développement économique et social du pays. Il est bien entendu, par la philosophie même de la réforme, que ce nouveau système devrait être conçu et exécuté principalement par les responsables du pays eux-mêmes, faute de quoi le projet sera voué à l'échec malgré l'effort des experts.

B. Objectifs immédiats

- 1) Identification des besoins d'éducation par rapport aux besoins des ressources humaines nécessaires pour la mise en oeuvre du plan de reconstruction.
- 2) Définition claire et quantification des objectifs d'éducation.
- 3) Etablissement d'un plan global de restructuration du système d'éducation en vue de l'emploi et des besoins du monde rural.
- 4) Etablissement d'un plan détaillé des besoins de financement à court, moyen et long terme, avec indication des sources de financement existantes et futures.
- 5) Etablissement des programmes d'études réformés
 - a) en primaire
 - b) en secondaire général
 - c) en supérieur
 - d) en technique et professionnel
- 6) Formation du personnel national clé sur place et à l'étranger
- 7) Identification des besoins en matériel didactique modernisé.

- 8) Etablissement d'un plan d'éducation à court terme en vue de sa mise en oeuvre immédiate.

III. PLAN D'EXECUTION

<u>Objec- tifs</u>	<u>Activité du projet</u>	<u>Lieu</u>	<u>Date de mise en route et durée envisagée</u>
N° 1 a)	Examen et analyse des statistiques et textes législatifs relatif à l'éducation et la main d'oeuvre dans divers secteurs de l'économie, en particulier l'agriculture et l'industrie.	Phnom-Penh	1/4/74 - 1/6/74
N° 2 b)	Formulation d'un schéma directeur des objectifs d'éducation	Phnom-Penh	1/8/74 - 1/10/74
N° 2 c)	Distribution et discussion extensive de ce schéma avec les responsables du pays intéressés à la réforme.	Phnom-Penh	1/10/74 - 15/11/74
N° 4 d)	Rédaction du plan et financement compte tenu - des sources nationales - d'aide extérieure	Phnom-Penh	1/9/74 - 1/11/74
N° 3 e)	Rédaction d'un plan global de restructuration, tenant compte - des recommandations de la mission UNESCO/BIT - du schéma directeur des objectifs - du plan de financement	Phnom-Penh	1/11/74 - 1/2/75
N° 3 f)	Préparation de l'approbation du plan global de restructuration par les autorités les plus élevées du pays.	Phnom-Penh	1/2/75 - 1/3/75
N° 3 g)	Diffusion du plan global de restructuration et campagne de sensibilisation à la réforme auprès des responsables et auprès du grand public par la radio, la télévision et la presse	Phnom-Penh	1/3/75 - 1/9/75

<u>Objec-</u> <u>tifs</u>	<u>Activités du projet</u>	<u>Lieu</u>	<u>Date de mise en route</u> <u>et durée envisagée</u>
N° 8 h)	Rédaction, approbation et diffusion du plan d'urgence d'éducation à court terme en vue de son application à partir de septembre 1974 (l'année scolaire 1974/1975)	Phnom-Penh	1/4/74 - 1/7/74
N° 5 i)	Préparation d'un programme d'études réformé et ruralisé pour l'enseignement primaire	Phnom-Penh	1/12/74 - 1/6/77 activité continue
N° 5 j)	Préparation d'un programme d'études réformé et orienté vers l'emploi pour l'enseignement secondaire général	Phnom-Penh	1/4/75 - 31/3/76
N° 5 k)	Préparation d'un programme d'études réformé, pratique et adapté au développement du pays pour l'enseignement supérieur	Phnom-Penh	1/4/75 - 31/7/75
N° 5 l)	Préparation d'un programme de formation technique, professionnel et rural. Cette activité devra être menée de concert avec le projet KMR/68/003, formation professionnelle industrielle et le projet KMR/70/006, formation rurale	Phnom-Penh	1/6/75 - 31/3/77
N° 7 m)	Elaboration et mise à jour continue de la liste en matériel didactique avec coût estimatif et présentée en trois groupes - matériel disponible sur place - matériel à acheter à l'étranger - matériel à fabriquer localement spécifiquement selon les besoins de la réforme	Phnom-Penh	1/3/75 - 1/6/77 activité continue
N° 5 n) et 6	Création au sein de l'Office national de Planification de l'Education (ONPE) d'un centre d'étude, d'évaluation, de contrôle et de coordination des programmes. Ce centre formera une partie de fonctionnaires khmers qui sont appelés à animer plus tard l'Institut National d'Education (INE).	Phnom-Penh	1/7/75 - 1/6/77 activité continue

<u>Objec-</u> <u>tifs</u>	<u>Activités du projet</u>	<u>Lieu</u>	<u>Date de mise en route</u> <u>et durée envisagée</u>
N° 5 o) et 6	Introduction auprès d'ONPE d'une cellule de travail qui s'occupe exclusivement de la recherche, de la collecte et de l'analyse des statistiques relatives à l'éducation	Phnom-Penh	1/7/75 - 1/6/77 activité continue
N° 8 p)	Evaluation et révision du plan d'urgence après deux ans d'application.	Phnom-Penh	1/1/77 - 1/3/77
N° 6 q)	<u>Formation sur place</u> Cours de formation pour le personnel national chargé de la planification des statistiques et du développement des programmes primaires et secondaires (cours animés par le personnel khmer assisté de fonctionnaires du Bureau de l'UNESCO à Bangkok et du Centre asiatique d'innovations de l'éducation en vue du développement (ACEID)	Phnom-Penh	Novembre 1974, la première série à terminer avant mi-1975.
N° 6 r)	Formation continue du personnel national dans les domaines suivants (en collaboration avec l'ACEID) - Développement des programmes d'enseignement primaires et secondaires, test sur place - Publication et diffusion des programmes, de manuels et de matériel didactique	Phnom-Penh	Février 1975 continue
N° 6 s)	Formation pédagogique et recyclage de personnel enseignant conformément au plan de restructuration	Phnom-Penh	Février 1975 continue
N° 6 t)	Formation du personnel national en matière de programme d'éducation formelle et non formelle technique et professionnelle : élaboration, test, publication et diffusion, recyclages (en collaboration avec l'ACEID).	Phnom-Penh	Février 1975 continue
N° 6 u)	<u>Formation à l'étranger</u> Bourse internationale pour étude à l'IIPE Paris de 4 fonctionnaires à désigner par le Gouvernement	Phnom-Penh	10 mois chacune, septembre 1972, 1973, 1974, 1975.

<u>Objec-</u> <u>tifs</u>	<u>Activités du projet</u>	<u>Lieu</u>	<u>Date de mise en route</u> <u>et durée envisagée</u>
N° 6 v)	Visite d'étude et d'observation dans divers pays d'Asie et stage au Bureau régional du BIT et de l'UNESCO à Bangkok	Bangkok	En 1974, date à préciser
w)	Evaluation des activités d'assistance au titre du projet et identification de projets susceptibles d'être financés par le PNUD et les autres sources d'assistance dans le futur.	Phnom-Penh	Juillet 1977, à terminer avant avril 1977
x)	Evaluation des activités du projet et de l'assistance apportée au projet par le personnel des Bureaux régionaux du BIT, de la FAO et de l'UNESCO à Bangkok.	Bangkok	Juillet 1977, à terminer avant avril 1977
y)	Rapport final de l'équipe des experts du projet	Phnom-Penh	avril 1977
z)	Transfert des responsabilités au personnel khmer		Mai 1977

B. Description des apports du PNUD

1) Affectation de personnel international

a) Experts

i) Planification de l'éducation (UNESCO)

Cet expert sera le chef d'équipe. Il sera, conjointement avec le codirecteur national, responsable du projet. Il devra avoir une grande expérience du management dans les circonstances particulièrement difficiles.

Outre ses fonctions de chef d'équipe, il sera appelé à synchroniser les travaux de différents spécialistes et à rédiger le plan global de restructuration du système de l'éducation. Il devrait être parfaitement familiarisé avec la pensée moderne dans le domaine des réformes de l'éducation. Il devrait avoir un grade supérieur en économie et de préférence également en éducation. Une expérience dans le domaine de statistiques de l'éducation est indispensable.

Date d'affectation: le 1er Avril 1974 - Durée du poste : 39 mois

ii) Programme d'enseignement primaire (UNESCO)

L'expert devrait être titulaire d'un diplôme universitaire dans le domaine de l'éducation. Il aura pour mission d'aider le Gouvernement à mieux définir les objectifs de formation des différents cycles de l'enseignement général, compte tenu

de l'orientation de la réforme. Sa deuxième tâche sera de rédiger le programme d'enseignement primaire et aider, avec l'assistance d'un expert en enseignement secondaire, à la rédaction du programme d'enseignement secondaire. Puisqu'un des objectifs principaux de la réforme consiste à donner à chaque sortie des différents niveaux une valeur en soi il collaborera étroitement avec les experts en programme d'enseignement rural et professionnel.

Date d'affectation : 1er Juillet 1974 - Durée du poste : 36 mois

iii) Programme de l'enseignement secondaire (UNESCO)

L'expert devrait être spécialiste du programme d'études secondaires, avec l'expérience de l'enseignement. Il assistera l'expert en programme d'enseignement primaire dans l'établissement du programme d'enseignement secondaire adapté au programme primaire réformé et au programme de formation technique et professionnel réorganisé.

Date d'affectation : 1er Avril 1975 - Durée du poste : 12 mois

iv) Programme d'enseignement technique rural (UNESCO/FAO)

L'expert devrait avoir un grade supérieur en agriculture avec spécialisation en éducation rurale. Une expérience dans l'enseignement (niveau moyen) l'établissement et l'évaluation des programmes est essentielle. Il aura non seulement pour mission de rédiger le programme dans le domaine "enseignement rural" et de veiller à ce que les programmes d'enseignement général soient suffisamment ruralisés, deuxième idée maîtresse de la réforme, mais il doit bien connaître les domaines du développement communautaire, de l'éducation de base, et de la formation fonctionnelle des adultes en milieu rural, être au courant des questions d'écoles primaires communautaires et des expériences de ruralisation de l'enseignement primaire.

En effet, ce spécialiste devra travailler à la fois sur les besoins de formation des adultes ruraux et aider l'expert en "curriculum développement" dans la définition des objectifs de l'enseignement primaire complémentaire. Dans ces deux domaines, il devra continuer l'inventaire des besoins et des réalisations, travailler en contact direct avec les responsables de l'Agriculture, du Développement Communautaire, de la Jeunesse et des Sports, des Banques de Développement Rural, des Coopératives, de la Santé, de la Formation professionnelle rurale, voir, s'il existe, des chances sérieuses de coordination des activités de ces organismes, et en inférer les besoins de formation en milieu rural.

L'expert sera aidé dans ses tâches par le projet KMR/70/006 (formation rurale) qui est déjà opérationnel.

Date d'affectation : 1er Juillet 1974 - Durée de la mission: 24 mois

v) Programme de formation technique professionnelle

L'expert devrait avoir un grade universitaire et une bonne expérience pratique dans plusieurs branches industrielles. Il est essentiel qu'il ait déjà enseigné (niveau moyen). Une expérience en établissement et évaluation des programmes est également utile. La tâche principale de l'expert sera de rédiger le programme "enseignement professionnel".

Les experts déjà mis en place dans les projets de formation professionnelle industrielle (KMR/68/003) et de planification des ressources humaines (KMR/72/017)

aideront cet expert dans l'établissement de son programme en relation avec celui du primaire et du secondaire. C'est à eux qu'incombe la tâche de concevoir un organisme de conception, de coordination et d'évaluation pour la formation et de veiller à ce que tous les plans et programmes futurs soient orientés vers l'emploi, pièce maîtresse de la réforme.

Date d'affectation : 1er Avril 1975 - Durée du poste : 24 mois

b) Consultants

Un nombre total de 22 mois/hommes sera financé par le projet. En plus, le bureau régional de l'UNESCO à Bangkok enverra à ses frais les consultants en financement de l'éducation et autres domaines.

Il n'est pas encore possible de préciser toutes les tâches des consultants, mais cinq d'entre eux devraient se consacrer aux domaines suivants, les autres pouvant être recrutés suivant les besoins :

1) Méthodes actives (UNESCO)

Non seulement méthodologue, le consultant devra connaître les techniques de formation mentale et gestuelle, et également celle de l'enseignement préscolaire. Il sera particulièrement chargé à l'aspect "formation humaine et développement de la personnalité", dans l'enseignement général; mais il pourra aider les autres spécialistes dans leurs domaines respectifs. Une expérience de l'animation de jeunes serait particulièrement souhaitée.

Date d'affectation ; 1er juillet 1974 - Durée de la Mission : 2 mois et demi.

i) Formation formelle et introduction de la technologie (UNESCO)

Le consultant devrait être spécialiste de la formation technique et professionnelle (formelle) - avec expérience dans l'introduction de la technologie du dessin dans toutes les classes de 1er et 2ème cycle secondaire général - expérience de la formation des formateurs.

Date d'affectation : 1er Avril 1975 - Durée de la mission : 2 mois et demi

iii) Apprentissage et formation-production (BIT)

Le consultant devrait être spécialiste des méthodes modernes d'apprentissage - législation - organisation - programmes - formation et perfectionnement de formateurs animateurs (conseillers d'apprentissage) ayant des connaissances dans le domaine de la formation - production et de l'animation de la jeunesse.

Date d'affectation : 1er Juillet 1974 - Durée de la mission : 2 mois et demi

iv) Enseignement des sciences (UNESCO)

Le consultant serait chargé, en collaboration avec l'expert en programme du primaire/secondaire, de préciser les objectifs de la formation scientifique dans l'enseignement primaire, secondaire général. Deux aspects de cet enseignement doivent être envisagés : l'acquisition d'une culture scientifique permettant une meilleure réponse aux problèmes que la jeune et l'adulte rencontreront dans leurs milieux travail, et d'autre part le développement mental et humain que la science peut apporter.

Date d'affectation : 1er Octobre 1974 - Durée de la mission : 2 mois et demi

v) Programme d'enseignement supérieur (UNESCO)

Le consultant devrait être spécialiste du programme d'études supérieures avec expérience de l'enseignement. Il travaillera avec l'aide des experts en programme d'enseignement primaire et secondaire dans l'élaboration des programmes et dans les orientations des branches d'études vers les emplois et les recherches adaptées aux réalités et ressources nationales. Il aidera les responsables nationaux à réorganiser la gestion des Universités et des Facultés.

Date d'affectation : 1er avril 1975 - Durée de la mission : 4 mois

Fourniture de services sous-traités

Sans objet pour ce projet

3) Dispositions concernant la formation

Il est prévu au total : 4 bourses d'études de 10 mois, 30 mois-hommes de stages, 3 voyages d'études de 4 mois et 5 séminaires de 1 mois.

Bourses d'études

Etude à l'Institut International de Planification de l'Educati n (IIPE) à Paris

- | | |
|-----------------------|------------------------|
| - 1 bourse de 10 mois | Septembre 72 - Juin 73 |
| - 1 bourse de 10 mois | Septembre 73 - Juin 74 |
| - 1 bourse de 10 mois | Septembre 74 - Juin 75 |
| - 1 bourse de 10 mois | Septembre 75 - Juin 76 |

Formation de groupe

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| - 3 voyages d'études seront organisés dans plusieurs pays d'Asie pour permettre aux participants d'y observer les résultats des réformes de l'éducation. | en 1974, 1975 et 1976 (4 mois-hommes pour chaque voyage). |
| - 5 séminaires et 13 journées d'études seront organisés sur place pour un mois chacun pour réunir les idées, collecter diverses informations, sensibiliser et former les responsables locaux sur le programme. | (date à déterminer) |

Formation en cours d'emploi

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| - Stage en équipe au BIT à Bangkok pour un total de 4 mois-hommes en 1975 et 2 mois-hommes en 1976. | (date précise à déterminer) |
| - Stage en équipe au bureau régional de l'Unesco à Bangkok pour un total de 20 mois-hommes, dont 8 en 1974, 8 en 1975 et 4 en 1976. | (date précise à déterminer) |

4) Apports du PNUD en fournitures et matériel

Matériel durable

	Date de livraison
1 voiture	Avril 1974
1 voiture	Juin 1974
2 machines à écrire électrique (à clavier français)	Mai 1974
1 machine à calculer (manuelle)	Juin 1974
1 machine à stencil électronique	Juin 1974
1 machine à ronéoter (électrique et manuelle)	Mai 1974
1 machine à photocopier	Mai 1974
1 omniscope (overhead projector)	Juin 1974
1 epidiascope	Juin 1974
1 projecteur de vues fixes accouplé d'un magnétophone	Septembr 1974

Matériel courant

Fournitures de bureau sur demande

C. Description des apports du Gouvernement

1. Activités préalables

Dès maintenant et avant même de l'arrivée des experts, le Gouvernement s'engage à :

a) Préparer les locaux et autres facilités matérielles nécessaires à l'installation des experts du projet et prévoir les services de secrétariat suffisant en plus de l'appui administratif fourni par le PNUD ainsi que les moyens de transport supplémentaire pour le déplacement du personnel du projet pendant les heures de travail.

b) Créer une commission interministérielle technique pour étudier les recommandations de la réforme (voir I-B cadre institutionnel);

c) En collaboration avec le Bureau Régional de l'UNESCO à Bangkok, réunir toute la documentation statistique existante concernant l'éducation, l'agriculture, l'industrie et le travail; réunir le plus d'information possible sur l'enseignement privé;

d) Réunir tous les textes législatifs et réglementaires existants sur l'éducation et sur les diverses réformes à date.

2) Affectation de personnel national

a) Le Directeur Général de l'Education sera le Codirecteur du projet.

Durée de l'affectation du projet : 1er Avril 1974 - 30 Juin 1977.

b) Deux homologues sont prévus pour le chef de projet (planification d'éducation). Un devra avoir dès le début les qualifications nécessaires pour remplir pleinement son rôle. Le second, plus jeune, mais d'une bonne formation supérieure (études supérieures en économie) sera formé partiellement auprès du projet.

Durée de l'affectation au projet : 1er Avril 1974 - 30 Juin 1977

- c) Huit homologues sont prévus pour les autres experts du projet :
- 2 Homologues de l'expert en programme d'enseignement primaire.
Dates d'affectation : 1 Juillet 1974 - 30 Juin 1977
 - 2 Homologues de l'expert en programme d'enseignement secondaire
Dates d'affectation : 1er Avril 1975 - 31 Mars 1976
 - 2 Homologues de l'expert en programme d'enseignement technique rural
Dates d'affectation : 1er Juillet 1974 - 30 Juin 1976
 - 2 Homologues de l'expert en programme de formation technique professionnelle.
Dates d'affectation : 1er Avril 1975 - 31 Mars 1977

Les homologues s'engagent à se consacrer exclusivement à leurs tâches. Le Gouvernement à son tour s'engage à payer aux homologues un salaire suffisamment élevé pour qu'ils puissent exercer leurs fonctions sans besoin d'une activité supplémentaire.

d) Les directeurs des institutions d'éducation, les chefs d'entreprise, les autorités locales et les responsables des ministères, autres que ceux du Ministère de l'Education, seront pleinement associés au projet ainsi que les hauts fonctionnaires du Ministère de l'Education.

e) Les services nécessaires de secrétariat, de bureau et autres, y compris les chauffeurs, seront fournis à l'arrivée du premier expert.

3) Apports du Gouvernement en fourniture et matériel

- a) Les services du projet seront installés dans le bâtiment de la Direction Générale de l'Education et de l'Office National de Planification de l'Education.
Des bureaux/^{seront} mis à la disposition du projet à partir du 1er Avril 1974
- b) Deux machines à écrire et des fournitures de bureau en quantité nécessaire seront fournies au projet dès son démarrage.
- c) Le Gouvernement fournira également des bons de carburant pour les voitures fournies au projet par le PNUD.

PLAN D' EXECUTION - REPRESENTATION GRAPHIQUE

Activités	1972	1973	1974	1975	1976	1977
Obligations préalables ou activités préparatoires du Gouvernement (législation locaux etc...)						
Affectation d'experts internationaux :						
- Planificateur d'éducation, chef de projet.						
- Formation en vue de l'emploi						
- Programme d'enseignement primaire						
- Programme d'enseignement secondaire						
- Programme d'enseignement technique rural						
- Programme de formation technique professionnelle						
- Consultant méthode active						
- Consultant introduction de la technologie						
- Consultant apprentissage et formation production						
- Consultant enseignement des sciences						
- Consultant enseignement supérieur						
Affectation de personnel de contrepartie du Gouvernement						
- Co-directeur de projet						
- 2 Homologues de l'expert en planification de l'éducation						
- 2 Homologues de l'expert en programme d'enseignement primaire						
- Homologue de l'expert en programme d'enseignement secondaire						
- Homologue de l'expert en programme d'enseignement technique rural						
- Homologue de l'expert en formation technique professionnelle						

Activités	1972	1973	1974	1975	1976	1977
Plan de formation						
- Planification de l'éducation						
- Planification de l'éducation						
- Planification de l'éducation						
- Planification de l'éducation						
- Voyage d'études et d'observations dans divers pays d'Asie						
- Stage au Bit à Bangkok						
- Stage au Bureau Régional de l'UNESCO à Bangkok						
- Séminaires et journée d'études						
Livraison des principaux articles de matériel FNUL				x 1 voiture x 1 voiture x 2 machines à écrire électrique x 1 machine à calculer x 1 machine à stencil électronique x 1 machine à ronéoter x 1 machine à photocopier x 1 omniscope (overhead projector) x 1 Epidiascope x 1 projecteur de vues fixes accouplé d'un		
Disponibilité en fournitures et matériel à la charge du Gouvernement						
Fournitures d'articles divers				Selon demande		

Budget du projet concernant la contribution du PNUD
(en dollars des E.U.)

Pays : République Khmère
N° du projet : KMR/72/011/E/01/13
Titre : Assistance à la préparation de la réforme de l'éducation

		Total	1972	1973	1974	1975	1976	1977					
		m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$		
10.	<u>PERSONNEL DU PROJET</u>												
11	<u>Experts</u>												
11-01	Planification d'éducation, chef de projet	40½	101.250	1½	3.750	9	22.500	12	30.000	12	30.000	6	15.000
11-02	Formation en vue de l'emploi	1½	3.750	1½	3.750	-	-	-	-	-	-	-	-
11-03	Consultant Financement de l'éducation	0	-	-	-	-	-	-	-	-	-	-	-
11-04	Consultant programme d'enseignement supérieur	4	10.000	-	-	-	4	10.000	-	-	-	-	-
11-05	Consultant programme d'enseignement primaire/secondaire	0	-	-	-	-	-	-	-	-	-	-	-
11-06	Consultant programme d'enseign. techniq. rural	0	-	-	-	-	-	-	-	-	-	-	-
11-07	Consultant programme d'enseignement technique professionnel	0	-	-	-	-	-	-	-	-	-	-	-
11-08	Expert enseign. primaire	36	90.000	-	-	6	15.000	12	30.000	12	30.000	6	15.000
11-09	Expert enseign. technique rural <i>secondaire</i>	12	30.000	-	-	-	-	9	22.500	3	7.500	-	-
11-10	Expert enseignement technique rural	24	60.000	-	-	6	15.000	12	30.000	6	15.000	-	-
11-11	Expert formation technique professionnelle	24	60.000	-	-	-	-	9	22.500	12	30.000	3	7.500
11-12	Consultant méthodes actives	2½	6.250	-	-	2½	6.250	-	-	-	-	-	-
11-13	Consultant introduction de la technologie	2½	6.250	-	-	-	-	2½	6.250	-	-	-	-

Budget du projet concernant la contribution du PNUD
(en dollars des E.U.)

Pays : République Khmère
N° du projet : KMR/72/011/E/O., '13
Titre : Assistance à la préparation de la réforme de l'éducation

	Total		1972		1973		1974		1975		1976		1977	
	m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$
11-14 Consultant formation-production	2½	6.250					2½	6.250						
11-15 Consultant enseignement des sciences	2½	6.250					2½	6.250						
11-99 Total partiel	152	380.000			3	7.500	28½	71.250	60½	151.250	45	112.500	15	37.500
13 Personnel d'appui adm.		19.500						4.500		6.000		6.000		3.000
19 Total pour l'élément		<u>399.500</u>				<u>7.500</u>		<u>75.750</u>		<u>157.250</u>		<u>118.500</u>		<u>40.500</u>
30. <u>FORMATION</u>														
31 <u>Bourses</u>														
31-01 Planification de l'éduc.	10	5.500	3½	3.373	6½	2.127	-	-	-	-	-	-	-	-
31-02 Planific. de l'éducation	10	7.800		-	4	3.720	6	4.080		-		-		-
31-03 Planific. de l'éducation	10	7.800		-		-	4	3.720	6	4.080		-		-
31-04 Planific. de l'éducation	10	7.800		-		-		-	4	3.720	6	4.080		-
31-99 Total partiel	40	28.900	3½	3.373	10½	5.847	10	7.800	10	7.800	6	4.080		
32 Formation de groupes		19.000		-		-		5.000		7.000		7.000		
33 Formation en cours d'emploi		30.000		-		-		12.000		12.000		6.000		
39 Total pour l'élément		<u>77.900</u>		<u>3.373</u>		<u>5.847</u>		<u>24.800</u>		<u>26.800</u>		<u>17.080</u>		
40. <u>MATERIEL</u>														
41 Matériel courant		10.000		-		-		2.000		5.000		2.000		1.000
42 Matériel durable		15.000						15.000		-		-		-
49 Total pour l'élément		<u>25.000</u>						<u>17.000</u>		<u>5.000</u>		<u>2.000</u>		<u>1.000</u>

Budget du projet concernant la contribution du PNUD
(en dollars des E.U.)

Pays : République Khmère
N° du projet : KMR/72/011/E/01/13
Titre : Assistance à la préparation de la réforme de l'éducation

	Total		1972		1973		1974		1975		1976		1977	
	m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$	m/h	\$
50. <u>DIVERS</u>														
51 Utilisation et entretien du matériel		9.000					2.000		3.000		3.000		1.000	
52 Frais d'établissement des rapports		1.500											1.500	
53 Autres dépenses		5.700					1.200		2.000		2.000		500	
59 Total pour l'élément		<u>16.200</u>					<u>3.200</u>		<u>5.000</u>		<u>3.000</u>		<u>3.000</u>	
99 <u>TOTAL GENERAL</u>		<u>518.600</u> =====					<u>120.750</u> =====		<u>194.050</u> =====		<u>142.580</u> =====		<u>44.500</u> =====	

Budget du projet relatif à la contribution de contrepartie du Gouvernement en nature
(exprimée en monnaie locale)

Pays : République Khmère
N° du projet : KMR/72/011/E/01/13
Titre : Assistance à la préparation de la réforme de l'éducation

		Total		1974		1975		1976		1977	
		mois	Riels	mois	Riels	mois	Riels	mois	Riels	mois	Riels
10	<u>PERSONNEL DU PROJET</u>										
	Directeur général de l'éducation,										
	Co-directeur de projet	39	1.170.000	9	270.000	12	360.000	12	360.000	6	180.000
	Homologues, planification de l'éducation (2)	78	1.560.000	18	360.000	24	480.000	24	480.000	12	240.000
	Homologues programme d'enseignement primaire (2)	72	1.440.000	12	240.000	24	480.000	24	480.000	12	240.000
	Homologue programme d'enseignement secondaire (2)	12	240.000		-	9	180.000	3	60.000		-
	Homologue programme d'enseignement technique rural (2)	48	960.000	12	240.000	24	480.000	12	240.000		-
	Homologue programme de formation technique professionnelle (2)	48	960.000		-	18	360.000	24	480.000	6	120.000
	<u>Personnel d'appui administratif</u>										
	Chef administratif	39	585.000	9	135.000	12	180.000	12	180.000	6	90.000
	Sécrétaires (2)	78	780.000	18	180.000	24	240.000	24	240.000	12	120.000
	Chauffeur	39	390.000	9	90.000	12	120.000	12	120.000	6	60.000
19	Total pour l'élément		<u>8.085.000</u>		<u>1.515.000</u>		<u>2.880.000</u>		<u>2.640.000</u>		<u>1.050.000</u>
30	<u>FORMATION</u>										
31	Bourses - entretien des stagiaires		520.000		200.000		200.000		120.000		
39	Total pour l'élément		<u>520.000</u>		<u>200.000</u>		<u>200.000</u>		<u>120.000</u>		
99	<u>TOTAL GENERAL</u>		<u>8.605.000</u>		<u>1.715.000</u>		<u>3.080.000</u>		<u>2.760.000</u>		<u>1.050.000</u>
			=====		=====		=====		=====		=====

Budget du projet relatif à la contribution de contrepartie du gouvernement en espèces
(en monnaie locale)

Fays : République Khmère
N° du projet : KMR/72/011/E/01/13
Titre : Assistance à la préparation de la réforme de l'éducation

	Total		1974		1975		1976		1977	
	m/h	riels	m/h	riels	m/h	riels	m/h	riels	m/h	riels
10 <u>PERSONNEL DU PROJET</u>										
Indemnités pour homologues	297	4.455.000	51	765.000	111	1.665.000	99	1.485.000	36	540.000
<u>Indemnités pour personnel administratif</u>										
Chef administratif	39	585.000	9	135.000	12	180.000	12	180.000	6	90.000
Sécrétaires (2)	78	780.000	18	180.000	24	240.000	24	240.000	12	120.000
Chauffeur	39	195.000	9	45.000	12	60.000	12	60.000	6	30.000
19 Total pour l'élément		<u>6.015.000</u>		<u>1.125.000</u>		<u>2.145.000</u>		<u>1.965.000</u>		<u>780.000</u>
40 <u>MATERIEL</u>										
41 Matériel courant		350.000		100.000		100.000		100.000		50.000
42 Matériel durable		1.600.000		500.000		500.000		500.000		100.000
49 Total pour l'élément		<u>1.950.000</u>		<u>600.000</u>		<u>600.000</u>		<u>600.000</u>		<u>150.000</u>
50 <u>DIVERS</u>										
51 Utilisation et entretien du matériel		1.000.000		300.000		300.000		300.000		100.000
52 Autres dépenses		350.000		100.000		100.000		100.000		50.000
		<u>1.350.000</u>		<u>400.000</u>		<u>400.000</u>		<u>400.000</u>		<u>150.000</u>
99 <u>TOTAL GENERAL</u>		<u>9.315.000</u> =====		<u>2.125.000</u> =====		<u>3.145.000</u> =====		<u>2.965.000</u> =====		<u>1.080.000</u> =====

ORGANISATION DU PROJET

1. En attendant que soit définitivement mis au point le nouveau texte unifié de l'Accord type avec les gouvernements, le texte uniforme ci-après devra être incorporé dans chaque cas au document relatif au projet.

Responsabilités générales

2. Le Gouvernement, le PNUD et l'organisation chargée de l'exécution sont solidairement responsables de l'exécution du projet et de la réalisation de ses objectifs tels qu'ils sont décrits dans la deuxième partie du présent Document relatif au projet.

3. Le Gouvernement fournira le personnel national affecté au projet, les moyens de formation, les terrains, les bâtiments, le matériel et autres services et facilités nécessaires à l'exécution du projet. Il désignera l'Organisme coopérateur mentionné sur la page de couverture du présent document, ci-après dénommé "Organisme coopérateur", qui sera directement responsable de l'utilisation de la contribution du Gouvernement au projet.

4. Le PNUD s'engage à compléter la participation du Gouvernement et fournira par l'intermédiaire de l'Organisation chargée de l'exécution les services d'experts, la formation, le matériel et les autres services nécessaires, dans la limite des fonds disponibles pour l'exécution du projet.

5. A la mise en route du projet, il pourra être demandé à l'Organisation chargée de l'exécution d'assumer la responsabilité principale de l'exécution du projet. Toutefois, elle s'acquittera de cette responsabilité en consultation et en accord avec l'Organisme coopérateur. Des arrangements à cet effet figureront expressément dans le Plan d'exécution, ainsi que des arrangements relatifs au transfert de cette responsabilité au Gouvernement ou à un organisme désigné par lui pendant l'exécution du projet.

6. Une partie de la participation du Gouvernement peut revêtir la forme d'une contribution en espèces versée au PNUD. En pareils cas, l'Organisation chargée de l'exécution fournira les services et facilités correspondants et rendra compte chaque année au PNUD et au Gouvernement des dépenses engagées.

Participation du Gouvernement

7. Le Gouvernement fournira les services, le matériel et les facilités nécessaires au projet dans les quantités et aux dates spécifiées dans le Plan d'exécution. Les détails de la participation du Gouvernement - qui peut revêtir la forme d'une contribution en nature ou en espèces - seront spécifiés dans les Budgets des projets.

8. L'Organisme coopérateur nommera, en consultation avec l'Organisation chargée de l'exécution, un directeur du projet qui sera affecté à plein temps au projet. Le directeur assumera, en ce qui concerne l'exécution du projet, les responsabilités qui lui seront confiées par l'Organisme coopérateur.

9. L'estimation des éléments compris dans la contribution du Gouvernement, dont le détail figure dans le Budget du projet, sera fondée sur les renseignements les plus sûrs dont on dispose au moment de l'élaboration de la présente proposition relative au projet. Il est entendu que les fluctuations de prix survenant au cours de l'exécution du projet peuvent nécessiter un ajustement du montant nominal de ladite contribution, lequel doit toujours être déterminé d'après la valeur des services, du matériel et des facilités nécessaires à la bonne exécution du projet.

10. A condition de respecter le nombre total de mois-hommes de services de personnel indiqué dans le Plan d'exécution, le Gouvernement peut, en consultation avec l'Organisation chargée de l'exécution, opérer des ajustements mineurs entre les postes, s'il s'avère que ces modifications sont dans l'intérêt du projet.

11. Le Gouvernement continuera de payer la rémunération en monnaie locale et les indemnités appropriées aux membres du personnel national affecté au projet qui reçoivent une bourse du PNUD pendant la période où ils sont appelés à s'absenter du lieu du projet pour recevoir une formation.

12. Le Gouvernement prendra à sa charge tous les droits de douane et autres droits perçus sur le matériel importé pour les besoins du projet; les frais de transport, de manutention, d'entreposage et les frais connexes dans le pays. Il sera responsable de l'entreposage du matériel en lieu sûr, de son installation et de son entretien, de son assurance et le cas échéant de son remplacement après livraison au lieu d'exécution du projet.

13. Sous réserve des règlements en vigueur en matière de sécurité, le Gouvernement donnera accès à tous les rapports, cartes, dossiers et autres éléments d'information, publiés ou non qui sont considérés comme nécessaires à l'exécution du projet.

14. Le Gouvernement aidera tous les agents engagés au titre du projet à trouver des logements adéquats à des prix raisonnables.

15. Les services et facilités spécifiés dans le Plan d'exécution qui doivent être fournis aux fins du projet par le Gouvernement au moyen d'une contribution en espèces seront énoncés dans le budget du projet. Le montant de cette contribution sera versé en monnaie locale au PNUD conformément au plan de paiement du Gouvernement.

16. Le versement au PNUD de la contribution mentionnée ci-dessus aux dates prévues dans le plan de paiement du Gouvernement ou antérieurement à ces dates est une condition préalable à la mise en route ou à la poursuite des opérations du projet.

Participation du PNUD et de l'Organisation chargée de l'exécution

17. Le PNUD fournira aux fins du projet, par l'intermédiaire de l'Organisation chargée de l'exécution, les services, le matériel et les facilités décrits dans le Plan d'exécution. Les détails de la contribution du PNUD seront spécifiés dans le budget du projet.

18. L'organisation chargée de l'exécution engagera des consultations avec le Gouvernement, au sujet de la candidature du directeur de projet 1/ qui sera responsable dans le pays, sous la direction de l'Organisation chargée de l'exécution, de la participation de cette dernière au projet. Le directeur du projet exercera un contrôle sur les experts et autres membres du personnel de l'Organisation affectés au projet, et supervisera la formation en cours d'emploi du personnel national affecté au projet. Il sera responsable de la gestion de tout le matériel fourni au projet sur les fonds du PNUD.
19. L'Organisation chargée de l'exécution, en consultation avec le Gouvernement, affectera au projet du personnel international et autre, comme il est spécifié dans le Plan d'exécution, choisira les boursiers et fixera les normes applicables à la formation du personnel national affecté au projet.
20. Les bourses seront administrées selon les règles instituées en la matière par l'Organisation chargée de l'exécution.
21. L'Organisation chargée de l'exécution peut, en accord avec le Gouvernement et le PNUD, confier une partie ou la totalité des opérations du projet à des sous-traitants. Les sous-traitants seront choisis, après consultation avec le Gouvernement, conformément aux procédures de l'Organisation chargée de l'exécution.
22. Tout le matériel, l'équipement et les fournitures qui sont achetés à l'aide des fonds du PNUD seront utilisés exclusivement aux fins de l'exécution du projet, et demeureront la propriété du PNUD au nom duquel ils seront détenus par l'Organisation chargée de l'exécution. Le matériel fourni par le PNUD portera l'emblème du PNUD et celui de l'Organisation chargée de l'exécution.
23. Le cas échéant, il peut être conclu des arrangements en vue du transfert temporaire de la garde du matériel aux autorités locales pendant la durée du projet, sans préjudice du transfert définitif.
24. Avant la cessation de l'assistance du PNUD au projet, le Gouvernement, le PNUD et l'Organisation chargée de l'exécution se consulteront pour décider du sort de tout le matériel fourni par le PNUD pour l'exécution du projet. Le titre de propriété de ce matériel sera normalement transféré au Gouvernement, ou à un organisme désigné par lui, lorsque ce matériel sera indispensable pour poursuivre l'exécution du projet ou pour les activités qui en découlent directement. Toutefois, le PNUD peut, à sa discrétion, conserver la propriété d'une partie ou de totalité de ce matériel.
25. A une date convenue après la cessation de l'assistance du PNUD au projet, le Gouvernement et le PNUD, et si cela est nécessaire l'Organisation chargée de l'exécution, passeront en revue les activités entreprises pour continuer le projet ou découlant du projet, en vue d'évaluer ses résultats.

1/ Qui pourra aussi être désigné sous le nom de responsable de groupe ou de Conseiller technique principal ainsi qu'il conviendra.

Facilités, privilèges et immunités

Personnel du PNUD et de l'Organisation chargée de l'exécution

26. Conformément à l'Accord conclu entre le PNUD et le Gouvernement en ce qui concerne la fourniture d'assistance, le personnel du PNUD et des autres organisations du système des Nations Unies associées au projet bénéficieront des facilités, privilèges et immunités spécifiés dans ledit Accord.

Sous-traitants et leur personnel

27. Les sous-traitants de l'Organisation chargée de l'exécution et leur personnel (à l'exception des ressortissants du pays bénéficiaire employés sur le plan local):

- (a) Bénéficieront de l'immunité de juridiction pour tous les actes accomplis dans leurs fonctions officielles pour l'exécution du projet;
- (b) Seront exemptés des obligations du service national;
- (c) Ne seront pas soumis aux restrictions relatives à l'immigration, non plus que leurs conjoints et leurs parents qui sont à leur charge;
- (d) Pourront introduire dans le pays des sommes en monnaie étrangère d'un montant raisonnable pour les besoins du projet ou pour leur usage personnel et sortir toutes sommes introduites dans le pays ou, conformément à la réglementation applicable en matière de change, les sommes qu'ils pourraient y gagner au cours de l'exécution du projet;
- (e) Bénéficieront, ainsi que leurs conjoints et leurs parents qui sont à leur charge, des mêmes facilités de rapatriement que les envoyés diplomatiques en cas de crise internationale.

28. Tout le personnel des sous-traitants de l'Organisation chargée de l'exécution jouira de l'inviolabilité de tous papiers et documents relatifs au projet.

29. Le Gouvernement accordera à toute société ou organisation étrangère qui pourrait être employée par l'Organisation chargée de l'exécution, ainsi qu'au personnel d'une telle société ou organisation, l'exonération ou le remboursement de tous droits, taxes ou prélèvements qu'il pourrait percevoir sur:

- (a) Les traitements ou salaires gagnés par ce personnel au cours de l'exécution du projet;
- (b) Tout le matériel et les fournitures importés dans le pays aux fins de l'exécution du projet ou qui, après avoir été importés, peuvent ensuite en être retirés; et

- (c) Toutes quantités importantes de matériel et de fournitures acquises sur le marché local aux fins de l'exécution du projet tel que, par exemple, l'essence et les pièces de rechange nécessaires au fonctionnement et à l'entretien du matériel mentionné à l'alinéa (b) ci-dessus, étant entendu que les catégories et les quantités approximatives de biens qui doivent être exemptés de droits ainsi que les formalités à respecter feront l'objet d'un accord avec le Gouvernement et seront indiquées, le cas échéant, dans le Plan d'exécution; et
- (d) Comme dans le cas des concessions accordées au même moment au personnel du PNUD et de l'Organisation chargée de l'exécution, tous biens importés, y compris une automobile par employé, par la société ou l'organisation, ou par son personnel, pour leur consommation ou leur usage privé, ou qui, après avoir été importés dans le pays, peuvent ensuite en être retirés lors du départ de ce personnel.

30. L'Organisation chargée de l'exécution peut renoncer aux privilèges et immunités auxquels ces sociétés et organisations, ainsi que leur personnel, peuvent avoir droit, et qui sont énoncés dans les paragraphes précédents, lorsqu'à son avis, ou de l'avis du PNUD, l'immunité gênerait le cours de la justice et qu'il peut y être renoncé sans porter préjudice à la bonne exécution du projet ou aux intérêts du PNUD ou de l'Organisation chargée de l'exécution.

31. L'Organisation chargée de l'exécution fournira au Gouvernement, par l'intermédiaire du Représentant résident, la liste du personnel auquel s'appliquent les privilèges et immunités énoncés ci-dessus.

RECORDS CONTROL

MAR 22 1974

Mr. Zellelu ✓

Mrs. Wade

Please let us
consult PAD
and ECA on
this. 19/3/74

UNITED



NATIONS

DEVELOPMENT PROGRAMME

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

TE 210 (2) UNESCO

Cable: UNDEVPRO ACCRA

el: 66851/55

Letter No.

Ref. 300 SEM/UNESCO

8 March 1974

Dear Mr. Jimenez,

Proposed Conference of Librarians of African
Institutes of Administration and Management

....

The Government's co-ordinating authority has passed on to me the attached document prepared by the Ghana Institute of Management and Public Administration in connection with the above-mentioned programme which Government intends to convene in July this year.

The purpose of the conference is to discuss the peculiar problems facing libraries and documentation centres in the institutes of administration and management which have been established in many African countries in the last decade.

The document gives articulated information on the venue of the conference, the theme, consultancy services, number of prospective participating countries, including the estimated over-all expenditure.

In forwarding the document to this office, the Government co-ordinating authority requested that I should explore the possibility of obtaining assistance from UNESCO under its Participation Programme to finance the organization of the conference.

It is evident from the series of letters (copies) received from you recently, ref. RMO/6/113, all issued in the month of February, that applications for financial assistance from the 1973/1974 Participation Programme, have already been considered.

.../2

Mr. Manuel Jimenez
Director
Bureau of Relations with Member States
and International Organizations and
Programmes
UNESCO
Paris
France.



UNITED NATIONS DEVELOPMENT PROGRAMME

- 2 -

I have, therefore, taken the liberty to sound the Ghanaian authorities, as to the lateness of their request and the impracticability of securing UNESCO's assistance for the convening of the conference during the current year. However, for a possible financial assistance in the subsequent years, I am transmitting the request to you to review and, at your earliest convenience advise me whether UNESCO could, in principle, offer the required assistance either fully or partially in the foreseeable future.

Yours sincerely,


Gregorio Feliciano
Resident Representative

- cc: Mr. E.T. Lomotey
Secretary
Ghana National Commission for UNESCO
Ministry of Education
P.O. Box 2739
Accra.
- " Mr. M. Doo Kingue
UNDP, New York.
- " Mr. Kenneth Watts ✓
Office of Technical Cooperation
New York.

PROPOSAL FOR A CONFERENCE OF LIBRARIANS
OF AFRICAN INSTITUTES OF ADMINISTRATION AND MANAGEMENT
HOLDING AT THE GHANA INSTITUTE OF MANAGEMENT & PUBLIC
ADMINISTRATION, GREENHILL, ACHIMOTA, - JULY 1974

INTRODUCTION & PURPOSE OF CONFERENCE

1. During a tour of some West African countries sometime in 1970/71, the proposer of this conference had the opportunity of meeting the Librarians of the various Institutes of Administration in these countries.

Matters which came up for discussion throughout this tour were, almost invariably, the peculiar problems facing our libraries in the new but fast growing discipline of Public Administration in particular, and Management in general.

The role of administration in developing countries nowadays has changed radically. Its functions have become more onerous, variegated and wide. An administrator in Africa has not only to be development-minded but also has to perform the role of a change agent to motivate, lead and overcome the resistance and inertia of people. In order to fill the centuries old gap of economic development and to keep pace with the advancements in other parts of the world, administration in developing countries has to meet special challenges of rapid economic development for raising the standards of life of the people.

With this changed import of Administration, it therefore necessarily follows that the organisation of knowledge in respect of this discipline requires some local touch, and hence the need for a well-formulated, up-to-date, internationalised, special classification scheme for the disciplines of Administration and Management.

Other problems discussed were Exchange of materials; Inter-library loans; and Library Co-operation in general. For instance, why should institutes in Africa have to purchase each other's publications, when foreign exchange is hard to come by in our continent? Why not institute a more effective and formal way of exchanging, and even acquiring, each other's materials?

The consensus arising out of these discussions was that the best approach towards the solution of the problems was to explore the possibilities of arranging a conference of Librarians and other documentalists of the Institutes in Africa to consider the problems raised.

Ideas on the convening of such a conference have now crystallised and the Librarian of the Institute of Administration, University of Ife, Ibadan, Mr. Dickson O. Agidee, F.L.A., has agreed to join as co-convenor of the proposed conference.

2. NAME OF CONFERENCE

The proposed conference would be known as "CONFERENCE OF LIBRARIANS OF AFRICAN INSTITUTES OF ADMINISTRATION AND MANAGEMENT", thus it would cover all Institutes/Schools/Organisations with recognisable libraries or documentation services, within the disciplines of administration and management.

3. THEME OF CONFERENCE

The theme proposed for the conference would be "CO-OPERATION AND COLLABORATION". This is intended to underline the spirit with which the conference is being proposed.

4. VENUE OF CONFERENCE

The venue proposed for the conference is Ghana. This is because it was thought that as the initiative for the conference emanated from Ghana, perhaps it would only be proper that the Ghana Institute of Management & Public Administration should host it.

Consideration also had to be given to the facilities available for such a conference, and the Ghana Institute of Management & Public Administration, Greenhill, is suitably equipped in this respect. The Institute has been the venue for many International conferences and seminars. There are excellent residential facilities which can conveniently accommodate eighty people, half of this number in self-contained apartments. There is also a very large dining hall which can seat about 200. A modern Auditorium-cum-Conference Hall is also available for use. There are audio-visual facilities like a "six-way microphone mixer", a 16 mm. film sound projector, public address system and tape recorder, also available for use. Although there are no facilities for simultaneous bi-lingual translation as such, nonetheless, we could lay on the facilities of the Institute of Languages & Translators in the City, if this should become necessary.

5. DATE OF CONFERENCE

Considering the fact that most institutions would still be on vacation up to the end of September, it was thought that the first week of July 1974 would be more convenient to both the host institution and to the Librarians as well. Moreover most of the returns of the questionnaire received from would-be participants showed a definite preference for the long vacation period. It therefore appears that

the period chosen would be acceptable to a majority of the Institutes interested in the conference.

However, should a sponsor find the date too close for its convenience, an alternative date could be suggested. The above-given date, therefore, is only tentative. Two days have been allowed as travelling days, i.e. arrivals and departures, leaving six days as the actual working days.

6. FORM OF CONFERENCE

The proposed conference would follow the pattern of a Working Conference, using the syndicate method whereby after a general discussion of a background paper on the subject the conference would break into study groups or syndicates for a more detailed study. Each group would then present its report to the general session for discussion and adoption. It is believed that this method would afford participants the maximum opportunity for full participation and thereby enable the conference to come out with something concrete.

7. PROBLEMS FOR DISCUSSION & EXPECTED BENEFITS

The benefits that could be derived from such a conference are immense. Apart from the normal social and professional intercourse that such a conference would provide, it is anticipated that some concrete solutions would be found for the various problems as listed hereunder:

(i) Classification System:

Majority of libraries of Institutes in Africa use either the Library of Congress or Dewey Decimal Classification schemes.

These are all general schemes for general library collections. They are therefore necessarily limited in their treatment of the disciplines of Administration and Management, and therefore their application to a special library of these disciplines especially in Africa, are often unsatisfactory. For instance, consider the congregation at "H" and "J" Classes of the Library of Congress, or the "300" and "600" schedules of the Dewey Decimal Classification.

The scope of Administration in the African context is wider than what the general schemes provide for. A Special Scheme for Administration and Management would take into account the developments in the disciplines and enable the latest subject headings relevant to Administration in Africa to be included. For example, under "Local Government" certain headings common to Africa like "Native Authorities", "District Councils", "Local Councils", "Regional Councils", "Basic Rates", "Indirect Rule", etc. etc. are not properly taken care of by the existing general classification schemes.

An earlier scheme for Public Administration prepared by Sophia Glidden in 1942, which is now a bit outdated, could form the basis for the discussion of the problem.

It would be impossible for such a conference to draw up a complete scheme of classification system for the discipline within the six days or so that we would be meeting. The idea here, therefore, is that a lead should be made towards solving this problem. After consideration of all the factors and

problems involved in the project, agreement should be reached on the major features and form of the scheme. A committee would then be appointed to continue with the project. A draft report of the committee would then be circularised to all participants of the conference for their comments.

(ii) Library Co-operative Systems:

"One head does not go into conference" goes a Chanaian Akan proverb, literally translated. At such a conference, ideas and views on library co-operative schemes would come up for consideration.

The proposal here is for a formal, organised way of effecting the following means of co-operation among the libraries of the participating Institutes. Specifically, the following schemes would be discussed:

a) Exchange of Materials

Most libraries of our Institutes may be well stocked in published foreign materials, but we know that they are woefully empty of African materials in the subject. This could be a sad situation when one considers the relevance of the materials stocked. For instance, "Case studies" are vital training materials in Administration & Management. But to be more meaningful and useful for our purposes it is important that they be based on our own, that is African setting. The research units of most Institutes compile such materials from new local sources which could also be useful to other Institutes. Other materials which could be acquired under this scheme are occasional papers,

Research memoranda, Government publications, Reprint Series,
etc.

A "Clearing house" for the exchange of publications should be named, and the proposal is to adopt CAFRAD for this purpose. Alternatively, the continent could be broken up into four sectors - North, South, East & West - with an adopted "Clearing house" for each sector for the operation.

b) Inter-Library Loans:

No library can be self sufficient and the very poor nature of our continent is such that the budgets of most libraries of Institutes are only minimal and therefore cannot support a near-sufficient stocking. With some formal organisation, a scheme could be devised whereby each could borrow others' materials by post. For such a scheme to work a union catalogue or list of holdings would have to be prepared and this would require the co-operation of all Institutes in this field.

At the conference, the infrastructure required for instituting a scheme which would enable participating libraries to borrow materials from each other would be laid. Consideration would also be given to what types of library materials could come under this item. For instance, should inter-library loan involve such vital training materials as films & filmstrips, recorded discs and tapes etc.

c) Official Documents: Their Acquisition, Cataloguing and Bibliographical Control

It is a fact that most Government Departments in Africa responsible for official government documents and other publications hardly acknowledge requests/orders for copies of their publications from other African countries. The conference would have to examine ways and means of solving this acquisition problem.

Frequent changes in the designations of government departments, bureaux etc., especially in Africa, also pose many cataloguing problems. A consideration tending towards the evolvement of some unified and/or standardised system of cataloguing would be desired.

(iii) AN "ASSOCIATION OF LIBRARIANS OF INSTITUTES OF ADMINISTRATION & MANAGEMENT IN AFRICA"

To ensure that all the points reached at the conference are adhered to and/or implemented, it is vital that a formal "Association" be launched. A constitution would be drawn up, an Executive Committee elected, and the "Association" formally inaugurated on the last day of the conference. The idea would be to refer all unfinished business to this committee for follow-up action, and also see to the implementation of the other decisions or resolutions of the conference.

9.

PARTICIPATING INSTITUTES

In March this year about 60 Institutes of Administration and Management, Ecole National d'Administration, throughout Africa were

circularised with copies of a questionnaire to find out what their reaction would be to such a proposal.

It has now emerged that about 30 of these Institutes are not developed enough to have an organised library or a Librarian. There are therefore only about 30 Institutes which have well organised libraries and therefore could meaningfully participate in this Conference.

So far 16 out of these 30 Institutes have indicated their interest and support for the Conference, and the returns of the others are expected. The list of Institutes invited is attached as appendix "B". Those asterisked are those Institutes which have so far indicated their desire to participate in the conference. It will be noted from the list that almost all the 16 institutes are from the English-speaking African countries. Even though we would wish this conference to involve both French & English areas of Africa, if their interest cannot be sustained, then we would limit it to only the English-speaking states.

10.

SPECIALIST/TECHNICAL ADVISERS

As a working conference, it may be necessary to invite a couple of experts/specialists in the various problem areas that would be considered. It is therefore proposed to invite at least two experts in the area of Classification; Acquisition, cataloguing and bibliographical control, of official documents; and Library Co-operation, from either Europe or U.S.A. to read papers and also act as technical advisers to the Conference. Local experts may also be invited to help.

The names of such experts from whom a selection could be made are:

- (1) Mr. J.E. Linford, F.L.A., British National Bibliography, London.
- (2) Prof. Lancour, Director, School of Library Science, University of Pittsburgh.
- (3) Librarian of I.I.A.S., Brussels.
- (4) Librarian of R.I.P.A., London.
- (5) Mr. S.A. Afre, F.L.A., Chief Cataloguer, University of Cape Coast.
- (6) Director of USBE, Washington, D.C.

11. ESTIMATED COST OF CONFERENCE

The fact that the conference would be held at the premises of an Institute of Administration with full catering facilities means that one could expect some special consideration in rates. In fact the rates quoted for this conference have been one of the lowest in the Institute. The estimates quoted here are based on the assumption that representatives of 30 Institutes would be participating.

i. Boarding & Lodging:

An all-inclusive rate of twenty-five U.S. dollars (\$US 25.00) is being charged for each delegate per day. This would cover three "high table" meals per day (i.e. Breakfast, Lunch and Supper), mid-morning and afternoon coffee with biscuits, and a self-contained room with private bath and toilet facilities.

ii. Transportation:

Participants would visit the main libraries in the City of Accra, e.g. Balme Library, University of Ghana, Legon; Research Library on African Affairs; The Business & Commercial Library of the Ghana Library Board; The Economic Library of

the Government; The Library of the Volta River Authority in Accra; The Central Reference Library of the C. S. I. R., etc.

Visits to other places of interest, proposed for the delegates would include Ghana's Hydro-electric power Dam of the Volta River Authority at Akosombo, about 70 miles away from Accra, where they will have the opportunity of seeing, not only the rural community life of the country but also, Ghana's largest River, the Volta. A cruise on the artificial lake, the Volta Lake, to "Dodi Island", is also proposed.

iii.. Administrative Expenses:

The Conference Secretariat would require the services of 2 typist/Stenographers throughout the period of the conference. Some stationery and printing would also be required. The question of hiring bi-lingual interpreters/translators may also become necessary.

On the whole, therefore, a total amount of about \$US 23,000.00 would be required for the entire organisation of the conference, made up as follows:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|-------------|
| (1) Return passages for 30 participants
including 2 foreign experts from Europe
& U.S.A. (see Appendix "C" for details) | \$15,400.60 |
| (2) Boarding & Lodging for 30 participants at
\$25.00 per diem for 7 days plus 6%
Service charge | 5,580.00 |
| (3) Transportation (Local and for visits) | 700.00 |
| (4) Administrative Expenses (Typists/Stationery/
Printing/translators etc.) | 1,000.00 |

Total	<u>\$22,680.00</u>
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12.

CONFERENCE PROGRAMME

The following programme is only provisional and therefore subject to changes and/or modifications. Due consideration has been given to the availability of flights both for arrivals and departures. Most of the participating countries could get direct or connecting flights to and from Accra on Sundays. Only a few may have to arrive and/or depart on Saturday. So that Saturday/Sunday would certainly be ideal for travel in this part of Africa, and reception/protocol arrangements would be made to meet and see off delegates at the Airport.

13.

TENTATIVE CONFERENCE PROGRAMME

JULY 1974

SUNDAY

16.0 - 18.30 Arrival & Registration of Delegates

19.30 - 20.30 Supper

FIRST SESSION

MONDAY

9.00 - 10.30 Opening Ceremony

10.30 - 11.00 Coffee break

11.00 - 12.30 Paper: Library Co-operation:

a) Exchange of materials & personnel

b) Inter-library loans

c) Other areas of co-operation

13.00 Lunch

15.00 - 17.30 Syndicate discussion

18.30 - 20.00 Reception

- 15 -

SECOND SESSION

TUESDAY

- 8.30 - 9.30 Plenary session
- 9.30 - 10.30 Paper: Official documents: their Acquisition,
cataloguing, and bibliographical control.
- 10.30 - 11.00 Coffee break
- 11.00 - 12.30 Syndicate discussion
- 13.00 - Lunch
- 15.00 - 17.30 Plenary session
- 20.30 - 22.00 Film Show

WEDNESDAY

- 9.00 - 10.30 Paper: Classification system for Administration
- 10.30 - 11.00 Coffee break
- 11.00 - 12.30 Syndicate discussion
- 13.00 Lunch
- 15.00 - 17.30 Syndicate discussion continues
- 20.30 - 22.00 Cultural Display

FOURTH SESSION

THURSDAY

- 8.30 - 10.30 Plenary session
- 10.30 - 11.00 Coffee break
- 11.00 - 12.00 Paper: Association of Librarians of African
Institutes of Administration: a permanent
body?
- 13.00 Lunch
- 15.00 - 17.00 Syndicate discussion
- 19.30 - 20.30 Dinner
- 21.00 - 22.00 Plenary session

FIFTH SESSION

FRIDAY

9.00 - 10.30 Plenary session for Evaluation/Resolutions, etc.
10.30 - 11.00 Coffee break
11.00 - 12.30 Plenary session continues
13.00 Lunch

CLOSING CEREMONY

18.30 - 20.00 Cocktails
20.00 - 21.00 Conference Dinner

SATURDAY

Visits to places of interest

SUNDAY

Delegates depart after lunch

14.

FINANCIAL SPONSORSHIP

The problem now is to find a sponsor to finance the Conference. Most of the Institutes participating are very poor in finance and therefore cannot meet the cost of participating. The cost of passages alone, as could be verified in the attached Appendix "C" is enough to scare many would-be participants. The fact that most of the Institutes invited have still not returned their questionnaires could be attributed to reservations about their ability to sponsor their representatives. In fact some have even written seeking clarification about the financial implications. Considering the benefits that would come out of this conference, it is considered that any amount spent on it would not be a waste but rather would go a long way towards the improvement of administrative services in Africa, and therefore Africa's development.

It will therefore be appreciated if an organisation or foundation/agency would come to our aid in sponsoring this conference. Specifically, an estimated amount of US 22,680.00 dollars would be required, made up as at page 11.

We very much hope that some help will come our way to make this conference become a reality.

15.

COMMUNICATIONS

All communications in connection with this conference should be addressed to:

MR. E. S. ASIEDU, F.L.A.,
LIBRARIAN,
GHANA INSTITUTE OF MANAGEMENT & PUBLIC ADMINISTRATION,
GREENHILL,
P. O. BOX 50,
ACHIMOTA,
GHANA,
WEST AFRICA.

Cables: GIMPA, Achimota.

Telephone: Accra 77625 (3 lines) Ext. 2.

APPENDIX "C"

RETURN FLIGHT FARES

Cameroun	...	...	211.60
Egypt	...	...	594.40
Ethiopia (2)	...	...	620.40) 620.40)
Ivory Coast	...	...	72.80
Kenya (3)	...	...	620.40) 620.40) 620.40)
Liberia	...	...	162.30
Libya	...	...	561.00
Malawi	...	...	651.30
Morocco (2)	...	...	502.20) 502.20)
Mauritania	...	...	382.00
Nigeria (7)	...	...	497.00
Senegal	...	...	305.00
Somalia	...	...	665.40
Sudan	...	...	502.00
Tanzania	...	...	651.20
Uganda	...	...	608.60
Upper Volta	...	...	190.80
Zaire	...	...	318.00
Zambia	...	...	608.50
			<hr/>
			11,058.30
2 Experts from U.S.A./U.K.			2,942.30
			<hr/>
			14,000.60
Plus 10% possible increase for 1974			1,400.00
			<hr/>
			15,400.60
			<hr/>

APPENDIX "B"

LIST OF INSTITUTES INVITED TO PARTICIPATE

ALGERIA

1. Ecole National d'Administration, Algiers.

CAMEROUN

2. *Institut des Relations Internationales de Cameroun (IRIC),
B.P. 1365, Yaunde.

CHAD

3. Ecole Nationale d'Administration, B.P. 758, Fort Lamy.

CONGO

4. Ecole Superieure d'Administration, B.P. 69, Brazzaville.

DAHOMY

5. Institute of Public & Business Administration, University du
Dahomey, B.P. 526, Cotonou.

EGYPT

6. Documentation Center, Institute of National Planning,
Nasr City, Cairo.
7. Institute of Public Administration, 14, Sharia Ramsis,
P.O. Box 1143, Cairo.

ETHIOPIA

8. Imperial Ethiopian Institute of Public Administration,
P. O. Box 51, Addis Ababa.

GABON

9. Ecole Gabonaise d'Administration, Libreville.

GHANA

10. *Ghana Institute of Management & Public Administration,
Greenhill, P.O. Box 50, Achimota.

* Institutes which have so far indicated their interest in the Conference.

11. *Management Development & Productivity Institute,
P.O. Box 297, Accra.
12. *School of Administration, University of Ghana, P.O. Box 78,
Legon, Accra.

GUINEA

13. Ecole Supérieure d'Administration, Conakry.

IVORY COAST

14. Ecole Nationale d'Administration, 3, Avenue Crosson
Duplessis, Abidjan.

KENYA

15. *East African Staff College, P.O. Box 30005, Nairobi.
16. *Kenya Institute of Administration, P.O. Box 23030, Nairobi.
17. *Institute for Development Studies, University Nairobi,
P.O. Box 30197, Nairobi.

LIBERIA

18. *Institute of Public Administration, Monrovia.

LIBYA

19. *Institute of Public Administration, P.O. Box 358, Tripoli.

MALAGASY

20. Ecole Nationale d'Administration Malagasy, Campus Universitaire,
Ambdnitsama, Tananarive.

MALAWI

21. Institute of Public Administration, P.O. Box 600, Blantyre.

MALI

22. Ecole National d'Administration, Bamako.

MAURITANIA

23. National Administrative and Historical Library, B.P. 77,
Nouakchott.

MOROCCO

24. Ecole Marocaine d'Administration, Rabat.

NIGER

25. Ecole Nationale d'Administration du Niger, B.P. 542, Niamey.
26. Centre de Documentation, Commissariat General au Developpement
Presidence de la Republique, Niamey.

NIGERIA

27. Economic Development Institute, University of Nigeria, Enugu.
28. Federal Administrative Staff College, c/o Federal Ministry
of Establishments, Independence House, Lagos.
29. *Institute of Administration, Ahmadu Bello University,
P.M.B. 1013, Zaria.
30. *Institute of Administration, University of Ife, P.M.B. 5246,
Ibadan.
31. Nigerian Institute of Management, 145 Yakubo Gowan St.,
P.O. Box 2551, Lagos.
32. *Institute of Administration, P.M.B. 1079, Enugu.
33. School of Administration, University of Lagos, Lagos.
34. *Staff Development Centre, P.M.B. 2113, Kaduna.

SENEGAL

35. Ecole National d'Administration du Senegal, B.P. 5209, Dakar.
36. Institut Africaine de Developpement Economique et du Plannification,
Rue 18 Juin, Dakar.
37. Institut d'Etudes Administrative Africaine, University de
Dakar, Dakar.

SIERRA LEONE

38. Civil Service Training College, Tower Hill, Freetown.

SOMALIA

39. Institute of Public Administration, Mogadishio, Somalia.
40. Secretariat Library, Hargeisa.

SUDAN

41. *Institute of Public Administration, P.O. Box 1492, Khartoum.

SWAZILAND

42. Staff Training Institute, P.O. Box 494, Mbabane.

TANZANIA

43. Institute of Public Administration, P.O. Box 35091,
Dar es Salaam.

TOGO

44. Ecole Nationale d'Administration, B.P. 64, Lome.

TUNISIA

45. Ecole Nationale d'Administration, 24 Ave. Docteur Calmette,
Tunis.

UGANDA

46. Institute of Public Administration, P.O. Box 20131, Lugogo,
Kampala.

47. Cabinet Office Library, P.O. Box 5, Entebbe.

UPPER VOLTA

48. *Ecole Nationale d'Administration, B.P. 278, Ougadougou.

ZAIRE

49. Ecole Nationale de Droit et d'Administration, Depeche Speciale,
Kinshasa.

ZAMBIA

50. National Institute of Public Administration, P.O. Box 1990,
Lusaka.

51. Staff Training College, Lusaka.

INTERNATIONAL INSTITUTIONS

52. *African Centre for Training & Research in Development (CAFRAD),
31, Rue de Grenada, B.P. 310, Tangier, Morocco.
53. African Development Bank, Abidjan, Ivory Coast.
54. AAPAM (African Association for Public Administration &
Management), Box 30005, Nairobi, Kenya.
55. O. A. U., Addis Ababa, Ethiopia.
56. U.N. Economic Commission for Africa, Box 3001, Addis Ababa,
Ethiopia.

OFFICE OF TECHNICAL CO-OPERATION
Human Resources Section
Asia and Mid-East Branch

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RECORDS CONTROL

MAR 26 1974

5 FEB 1974

TE 210 (2) UNESCO

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UNATIONS NEWYORK

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ACTION
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FILE NO.
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SUBCONTRACTED TO THEM STOPWILL SEND YU SOONEST PROJECT
REVISION FOR CREATION COOPERATIVE EXPERT AND CLITERACY
ADV ISER
SUCCAR UNDEV PRO

CCLL: NO.0010 7

*cc. Feb.
4 Feb.*

*Offender
JMS
5/2/74*

c. Mr Wen 13/2

ENCLOSURE ATTACHED

P4E 28/2/74

UNITED NATIONS
DEVELOPMENT PROGRAMME

RECORDS CONTROL
MAR 26 1974



PROGRAMME DES NATIONS UNIES
POUR LE DEVELOPPEMENT

OFFICE OF THE RESIDENT REPRESENTATIVE

P. O. BOX 7184
KAMPALA, UGANDA

TELEPHONE: 5715
REFERENCE: UGA/73/004

CABLES: UNDEVPRO KAMPALA
TELEX 61255

Action taken
PA
J.W.
Wade
11/3/74

15 February 1974

25. FEB. 1974

TE 210 (2) UNESCO

Dear Mr. Doo Kingue,

Subject: UGA/73/004 National Curriculum Development Centre

.... Please find enclosed five copies of the project document in
.... respect of UNDP/UNESCO assistance to the above mentioned Centre.
A copy of the Ministry of Education's letter No.C9/1.II dated
14 February 1974 transmitting the request is also attached. The
Ministry of Planning and Economic Development have also informed
us that they are agreeable to the contents of the project document.

The document was prepared, in close co-operation by officials
of the Uganda Government concerned with the establishment of the
National Curriculum Development Centre, the UNESCO Mission who visited
Uganda to appraise the project and to help in its drafting, and our
office.

The Government attach top priority to this project and are
anxious that it should commence as soon as possible. We are sending
10 copies of the project document to UNESCO assuming that you will
ask UNESCO to execute the project. Your early approval to the request
will be appreciated.

Yours sincerely,

for QSH
Walter Holzhausen
Resident Representative a.i.

Mr. M. Doo Kingue
Assistant Administrator and Director
Regional Bureau for Africa
UNDP New York

c.c. Mr. M. Jimenez
Director, Bureau of Relations with International
Organizations and Programmes
UNESCO, Paris

c.c. Kenneth Watts, UN/OTC New York

c.c. UNICEF, New York

UNITED NATIONS DEVELOPMENT PROGRAMME

Project of the Government of

UGANDA

Title: National Curriculum Development Centre

Number: UGA/73/004

Duration: Two years
and six months

Sector: Education

Subsector: Development and Planning of Education

Government Co-operating
Agency: National Curriculum
Development Centre

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

Date of submission:

Starting Date: 1 July 1974

Government Contribution: 5,447,230
UG. shillings

UNDP Contribution: 279,500
US. Dollars

Approved: _____
on behalf of the Government
(signature)

Date: _____

Approved: _____
on behalf of the Executing Agency
(signature)

Date: _____

Approved: _____
on behalf of UNDP
(signature)

Date: _____

1. BACKGROUND AND SUPPORTING INFORMATION

1. Justification for the Project

It is the policy of the Government of Uganda to reorientate its educational system with the following concerns in mind:

- (i) to ensure that education prepares for life and employment, thereby diminishing the numbers of unemployed school-leavers;
- (ii) to achieve the necessary balance between the academic, the vocational and the cultural context of education, so as to develop harmoniously the whole personality;
- (iii) to expand the pre-school education as a means of improving the quality of school education;
- (iv) to reduce, through increased quality, the unit cost of education per pupil, so as to make it possible:
 - (a) to extend basic education to the greatest possible number of children; and
 - (b) to extend basic informal education to those who have not been given access to, or who have dropped out from, the school system.
- (v) to achieve equality of educational opportunities.

For this purpose, a thorough revision of the curriculum appeared necessary, and a National Curriculum Development Centre was established by Decree No.7 of March 1973.

A new building to house the Centre is being built at Kyambogo. Meanwhile, adequate provisional premises are provided at the Ministry of Education, Kampala. A Ugandan Director was appointed in June 1973 as the professional and administrative head of the Centre.

2. Institutional Framework

The National Curriculum Development Centre, an autonomous institution, will carry out such activities as required to prepare and produce curricula and curriculum materials reflecting the Government's educational policy aims. It will service both the Ministry of Education and the Ministry of Culture and Community Development. It will co-operate and absorb some of the on-going activities of the Institute of Education at Makerere University, and co-operate closely with teacher training colleges in the country, and will liaise with similar activities being undertaken in Nairobi and Dar-es-salaam and with the East African Examination Council. It will co-ordinate the various activities in the field of curriculum, such as the Mamutamba Rural Education project, the Buloba Language Unit, the Science Education project for Africa (SEPA), the SSP Biology, SSP Chemistry and SSP Physics which have been initiated in isolation to one another.

The Centre has a Governing Council and an Academic Steering Board whose composition, powers and responsibilities, as outlined in the Decree establishing the Centre, reflect the interests and co-operation of all concerned.

Subject panels and horizontal commissions on various aspects of education, pre-school, primary education, secondary education, higher education, teacher education, youth and adult education, and educational planning will be set up.

3. Provision for Government Follow-up

The Centre has been established as a permanent institution with a recurrent yearly budget amounting to the equivalent of about US\$100,000 from the Government.

4. Other related activities

A feasibility study in the use of Television in expanding and improving education will be carried out with the assistance of UNESCO. The feasibility mission will take place in February/March 1974.

Subject to the technical approval of UNESCO, UNICEF will provide printing equipment and paper and audio-visual aids for the Curriculum Development Centre.

5. Future UNDP assistance

The Government is likely to request further UNDP/UNESCO assistance for a second phase of duration of four to six years, in order to consolidate and expand the activities undertaken and results achieved during the first phase. In this second phase, growing emphasis will be placed on studies and research related to the various aspects of curriculum development, and to the formulation of a methodology for the continuous testing, evaluation and revision of curricula. Provision will be made for the systematic training of counterparts.

II. OBJECTIVES OF THE PROJECT

The project is included in the Uganda Country Programme and is described and identified on page 54 of the Annual Review Document of the Uganda Country Programme Proposals for 1972-1976 dated 15 October 1973.

A. Long-range objectives

The long-range objectives of the project are as follows:

- (a) to engage in continuous studies and activities for ensuring greater relevance of the curriculum to the development of the country, through a proper balance between the Academic, Vocational and Cultural components of education;
- (b) while devising education for development and making it community-centred to respond to the needs and abilities of the individual;
- (c) to reduce the number of unemployed school-leavers;
- (d) to contribute to the development of educational opportunities through non-formal education;
- (e) to make the economic investment in education more productive.

B. Immediate objectives

The immediate objectives of the Centre will be:

- (a) to develop a methodology for curriculum development and evaluation corresponding to the aims, requirements and conditions of education in Uganda, and taking into account relevant international experience;
- (b) to prepare curricula and curriculum materials reflecting the aims of Ugandan education through the use of the above methodology;

- (c) to produce a wide range of curriculum materials in an economic form through the use of offset reproduction equipment;
- (d) to conduct seminars and workshops for familiarising the teachers with problems related to the revision of curricula and teaching new curricula.

In the first phase, priority will be given to curricula in mathematics, science, and technical education so as to correct the existing imbalance which favours academic subjects in relation to scientific, technical and agricultural education.

The Centre will look at curriculum development as part of a continuous process involving pre-school, primary, secondary and post-secondary education.

One fundamental function of the NCDC will be to inspire and lead the implementation of reform of the primary school education system. It will engage in research, experimentation and production of syllabi and appropriate textbooks in support of a curriculum which will have relevance to Ugandan conditions and way of life. It will seek to reorient education, formal and non-formal, from the child/subject centred to the child/community centred. It will explore ways in which opportunity for a basic education may be brought to a higher proportion of the child population.

Towards these ends the Centre will adopt and pursue the objectives of the Namutamba Project, and use the proven best features of that Project in a continuing effort towards the ultimate goal of the community school.

Tasks and responsibilities of the UNESCO Experts

In the light of the guidance provided by the Director in relation to the Government's educational policy, the UNESCO team assigned to the project will be requested:

- (i) to assist in the formulation of an appropriate curriculum development methodology aimed at providing a well-balanced educational curriculum;
- (ii) to prepare curricula and curriculum materials in their respective subjects, including materials required for non-formal education;
- (iii) to assist in the preparation and organization of workshops and seminars for teachers;
- (iv) to participate in the testing and evaluation of curricula and curriculum materials, and to assist in the development of an evaluation methodology.

III. WORK PLAN

A. Description of the project activities

Preparatory activities

- | | | |
|--------------------------------------------------------------------------------------------------------------|---------|------------|
| 1. Departmental budget prepared by the Government | Kampala | July 1973 |
| 2. Inaugural Curriculum Conference | Kampala | Aug. 1973 |
| 3. Preparation of terms of service and standing orders | Kampala | Sept. 1973 |
| 4. Location of office accommodation in the Ministry of Education until the new administrative block is ready | Kampala | Feb. 1974 |

Immediate project activities

- | | | |
|------------------------------------------------------------------------|---------|---------------|
| 1. Appointment of a Chief Technical Adviser | Paris | Oct. 1974 |
| 2. Appointment of a Specialist in Technical Education | Paris | Oct. 1974 |
| 3. Appointment of a Specialist in Mathematics Education | Paris | Oct. 1974 |
| 4. Appointment of a Specialist in Science Education | Paris | Oct. 1974 |
| 5. Familiarisation of UNESCO staff with schools and colleges in Uganda | Uganda | Oct/Nov. 1974 |
| 6. Appointment of counterparts to UNESCO experts | Kampala | Dec. 1974 |

Continuing activities

The UNDP/UNESCO experts will assist in the following activities:

7. Formulation of curriculum development, testing and evaluation methodology	Kampala	Oct. 1974-Sept. 1976
8. Study of existing programmes	Kampala	Oct. 1974-Apr. 1975
9. Preparation and editing of curriculum materials for testing and evaluation	Kampala	Apr. 1975-Apr. 1976
10. Testing materials	Kyambogo	May-Aug. 1976
11. Evaluation of materials	-do-	Sept-Oct. 1976
12. Editing in light of testing and evaluation	-do-	Nov. 1976
13. In-service course for teachers and tutors on new materials	-do-	Dec. 1976

B. Description of UNDP Inputs

1. Assignment of Chief Technical Adviser

The expert should have a good university degree and extensive experience in the field of education including, if possible, teaching experience at different levels and in different types of education. The expert should have been involved in curriculum reforms and innovations and be familiar with the problems of curriculum evaluation. He should have a broad interdisciplinary approach to education.

2½ years

2. Assignment of Specialist in
Mathematics Education

The expert should have post-graduate qualifications in mathematics and extensive teaching experience at various levels. He should be fully conversant with the traditional teaching of mathematics as well as with modern mathematics. He should also demonstrate creative writing ability or the ability to establish programmes of study.

2½ years

3. Assignment of Specialist in
Technical Education

Good general technical qualifications at university level or equivalent. He should have extensive teaching experience in technical education and be able to develop programmes of studies covering both technology and general education and technical education curricula. He should have been involved in or be aware of curriculum development or innovations. Industrial experience an advantage.

2½ years

4. Assignment of Specialist in
Science Education

Good university degree in science post-graduate qualifications. Extensive teaching experience at different levels required. Experience in Science Curriculum Development or Science teaching innovations.

2½ years

The expert will assist in developing natural science for primary and secondary schools in collaboration with his national counterpart by the science subject panels at primary and secondary levels, taking into account and synthesizing the experience acquired in the Namutamba Rural Science Project, the Science Education Programme for Africa (SEPA) and the School Science Project (SSP). He will organize writing workshops for teachers and conduct in-service courses.

2. Provision of sub-contractual Services

None

3. Training Provision

No fellowships are envisaged under UNDP contribution during stage one.

C. Description of Government Inputs

The Centre receives an annual grant from the Treasury which covers its recurrent budget. Initially it will also receive a block grant for the construction of its Headquarters.

Assignment of National staff

The following national staff have already been appointed:

- Director
- Senior Publications Editor
- Senior Language Specialist
- Primary Science Specialist
- Language Specialist

Arrangements are in hand to recruit all the other staff specified in the Project Budget covering Government Contribution in kind.

Government-provided supplies and equipment

The Government is making available office space in the Ministry of Education prior to the completion of the new Headquarters at Kyambogo.

Non-expendable equipment

UNDP-provided equipment

No equipment is requested from UNDP at this stage.

PROJECT BUDGET COVERING UNDP CONTRIBUTION

(in US dollars)

Country: Uganda

Project No. UGA/73/004

Title: National Curriculum Development Centre

10.	<u>Project Personnel</u>	<u>Total</u>		<u>1974</u>		<u>1975</u>		<u>1976</u>	
		m/m	\$	m/m	\$	m/m	\$	m/m	\$
11	<u>Experts</u>								
11-01	Chief Technical Adviser	27	67,500	3	7,500	12	30,000	12	30,000
02	Specialist in Mathematics Education	27	67,500	3	7,500	12	30,000	12	30,000
03	Specialist in Technical Education	27	67,500	3	7,500	12	30,000	12	30,000
04	Specialist in Science Education	27	67,500	3	7,500	12	30,000	12	30,000
16-12	Mission costs		<u>2,500</u>		<u>2,500</u>				
19.	Component Total	<u>108</u>	<u>272,500</u>	<u>12</u>	<u>32,500</u>	<u>48</u>	<u>120,000</u>	<u>48</u>	<u>120,000</u>
50.	<u>Miscellaneous Component</u>								
52	Reporting costs		5,000						5,000
53	Sundry		<u>2,000</u>		<u>500</u>		<u>500</u>		<u>1,000</u>
59.	Component Total		<u>7,000</u>		<u>500</u>		<u>500</u>		<u>6,000</u>
99.	GRAND TOTAL		<u>279,500</u>		<u>33,000</u>		<u>120,500</u>		<u>126,000</u>

PROJECT BUDGET COVERING GOVERNMENT CONTRIBUTION IN KINE

(in Uganda shillings)

Country: Uganda

Project No. UCA/73/904

Title: National Curriculum Development Centre

10.	<u>Project Personnel</u>	<u>Total</u>		<u>1974</u>		<u>1975</u>		<u>1976</u>	
		m/m	shs.	m/m	shs.	m/m	shs.	m/m	shs.
	Director	36	189,000	12	63,000	12	63,000	12	63,000
	Deputy Director	12	56,500		-		-	12	56,500
	Senior Specialists	166	678,020	22	88,920	60	246,300	84	342,800
	Specialists	316	291,600	64	22,200	108	369,000	144	500,400
	Administrative Officer	12	29,880		-		-	12	29,880
	Senior Executive Officer	36	69,390	12	22,460	12	23,130	12	23,800
	Executive Officer	36	37,350	12	12,000	12	12,450	12	12,900
	<u>Support Personnel</u>								
	Personal Secretary	36	69,390	12	22,460	12	23,130	12	23,800
	Shorthand Typists	156	161,400	48	48,000	48	49,800	60	63,600
	Copy Typists	156	112,240	48	33,120	48	34,680	60	44,400
	Receptionist	36	18,540	12	5,940	12	6,180	12	6,420
	Clerks	72	36,600	12	5,940	24	12,360	36	18,300
	Drivers	108	53,910	36	16,380	36	17,970	36	19,560
	Messengers	156	51,360	48	15,360	48	15,840	60	20,160
19.	Component Total	<u>1,334</u>	<u>2,455,180</u>	<u>338</u>	<u>355,780</u>	<u>432</u>	<u>873,840</u>	<u>564</u>	<u>1,225,560</u>
40.	<u>Equipment</u>								
41	Expendable equipment		240,000		80,000		80,000		80,000
42	Non-Expendable equipment		320,000		70,000		50,000		200,000
43	Premises		<u>1,056,000</u>		<u>216,000</u>		<u>384,000</u>		<u>456,000</u>
49.	Component Total		<u>1,616,000</u>		<u>366,000</u>		<u>514,000</u>		<u>736,000</u>

(cont'd)

		<u>Total</u>	<u>1974</u>	<u>1975</u>	<u>1976</u>
		m/m shs.	m/m shs.	m/m shs.	m/m shs.
50.	<u>Miscellaneous Component</u>				
51	Operational and Maintenance of equipment	105,000	30,000	35,000	40,000
52	Sundry	<u>1,271,050</u>	<u>403,600</u>	<u>430,900</u>	<u>436,550</u>
59.	Component Total	<u>1,376,050</u>	<u>433,600</u>	<u>465,900</u>	<u>476,550</u>
99.	<u>GRAND TOTAL</u>	<u>5,447,230</u>	<u>1,155,380</u>	<u>1,853,740</u>	<u>2,438,110</u>

ANNEX 1

ORGANIZATION OF THE PROJECT

General responsibilities

1. 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.
2. 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 contribution to the project.
3. 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.
4. 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.
5. 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.

Participation of the Government

6. The Government shall provide to the project the services, equipment and facilities in the quantities and 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.
7. 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.
8. The estimated cost of items included in the Government contribution as detailed in the project Budget, shall be 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.
9. 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.
10. 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.
11. 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.

12. The Government shall make available to the project - subject to existing security provision - any published and unpublished reports, maps, records and other data which are considered necessary to the implementation of the project.
13. The Government shall assist all project personnel in finding suitable accommodation at reasonable rents.
14. 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.
15. 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

16. 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.
17. The Executing Agency shall consult with the Government on the candidature of the project Manager^{1/} 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.
18. 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.

^{1/} May also be designated Teamleader or Chief Technical Adviser as appropriate.

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

20. 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 the Government, in accordance with the Executing Agency's procedures.

21. All materials, 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 with the insignia of the UNDP and of the Executing Agency.

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

23. 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.

24. 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

25. 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

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

29. The privileges and immunities to which such firm or organization and its personnel may be entitled, referred to in the paragraph above, may be waived by the Executing Agency, where, in its opinion or 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.

30. 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.

February 1974

UNITED NATIONS DEVELOPMENT PROGRAMME

Project Summary*, Government of
UGANDA

Project Title: National Curriculum Development Centre

Number: UGA/73/004

Date of submission: February 1974

Sector: Education

Subsector: Development and
Planning of Education

Proposed starting date for
full project operations: 1 July 1974

Proposed duration: Two years
and six months

Government Co-operating
Agency:

National Curriculum Development Centre

Amount requested from UNDP:

US\$ 279,500

Proposed Government counterpart contribution in kind

Ug.shs.5,447,230

Total

US\$ 1,045,635

*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

1. Background

1. The Ugandan educational authorities intend to reorientate the educational system with five main objectives in mind:
 - (i) ensuring that education prepares students for life and employment;
 - (ii) achieves a balance between the various types of education so as to develop harmoniously the whole personality of the individual;
 - (iii) to expand pre-school education;
 - (iv) where possible to reduce the cost of education per pupil while extending basic education to the greatest possible number of children, and to extend basic informal education to those who may not have had the opportunity, or who have become drop-outs from the school system;
 - (v) to achieve equality of educational opportunities.
2. Therefore a thorough review of the curriculum in use is necessary and a National Curriculum Development Centre was established by Decree in March 1973. The building to house the Centre is being built on the outskirts of Kampala.
3. This Centre, which an autonomous institution, will be required to prepare and produce curricula and curriculum materials reflecting the Government's educational aims. It will absorb some of the on-going activities of the Institute of Education at Makerere University, and co-operate closely with teacher training colleges in the country, and liaise with similar activities being undertaken in the other East African countries, and it will co-ordinate the work of other establishments in Uganda already engaged in curriculum development.

4. The use of television in expanding and improving education will be undertaken with the assistance of UNESCO.

II. The project

5. The project is included in the Uganda Country Programme and is described and identified on page 54 of the Annual Review Document of the Uganda Country Programme Proposals for 1972-1976 dated 15 October 1973.

6. The Centre will engage in continuous studies in respect of relevance of curriculum to the development of the country through a proper balance between the Academic, Vocational and Cultural components of education. The project hopes to reduce the number of unemployed school-leavers, and contribute to the development of educational opportunities through informal education.

7. The project will develop a methodology for the curriculum development and be involved in continuous evaluation of results with a view to updating and making corrections as revealed, in respect of curriculum involving pre-school, primary, secondary and post-secondary education. It will take into account relevant international experience in these activities. It will conduct seminars and workshops with a view to familiarising teachers with problems related to the revision of curricula and the teaching of new curricula.

III. Financial Data

A. Contribution requested from UNDP

1.	<u>Project personnel</u>	m/m	US\$.
	<u>Experts</u>		
	Chief Technical Adviser	27	67,500
	Specialist in Mathematics Education	27	67,500
	Specialist in Technical Education	27	67,500
	Specialist in Science Education	27	67,500
	Mission costs	—	<u>2,500</u>
	Component Total	<u>108</u>	<u>272,500</u>

2. Miscellaneous Component

Reporting costs	5,000
Sundry	<u>2,000</u>
Component Total	<u>7,000</u>

GRAND TOTAL US\$.279,500

B. Proposed Government counterpart contribution in kind

1.	<u>Project personnel</u>	m/m	UG.shs
	Director	36	189,000
	Deputy Director	12	56,500
	Senior Specialist	166	678,020
	Specialists	316	891,600
	Administrative Officer	12	29,880
	Senior Executive Officer	36	69,390
	Executive Officer	36	37,350
	<u>Support personnel</u>		
	Personal Secretary	36	69,390
	Shorthand Typists	156	161,400
	Copy Typists	156	112,240
	Receptionist	36	18,540
	Clerks	72	36,600
	Drivers	108	53,910
	Messengers	156	<u>51,360</u>
	Component Total	<u>1,334</u>	<u>2,455,180</u>

2.	<u>Equipment</u>	
	Expendable equipment	240,000
	Non-expendable equipment	320,000
	Premises	<u>1,056,000</u>
	Component Total	<u>1,616,000</u>
3.	<u>Miscellaneous Component</u>	
	Operational and Maintenance of equipment	105,000
	Sundry	<u>1,271,050</u>
	Component Total	<u>1,376,050</u>
	GRAND TOTAL	<u>UG.shs.5,447,230</u>

N. Nekrassoff-Ceccatto
Cleared in draft: G. Bernard
Cleared : N.V. Gleboff
cc: Regional Representative

ORIGINAL DIRECT

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

18 January 1974

TE 210 (2) UNESCO

Bahgat El-Tawil, Acting Director
Office of Technical Co-operation

EL SALVADOR - Faculty of Engineering - University
of El Salvador - ELS-71/512/C/01/13

We refer to the request addressed to us by the Regional Representative a.i., Mr. K.G. Singh, for evaluation of the above-mentioned project. In this connection we wish to inform you that we note from the Summary submitted to us that the project is included in the Country Programme presented by the Government of El Salvador for the period 1973-1977 and that it fits into the priority attached by the Government to the educational sector. We are pleased, therefore, to give it our support.

ORIGINAL DIRECT

Drafted: Y. Wade
Cleared by: Mr. Zelleke

TE 210 (2) UNESCO

RECORDS CONTROL

JAN 16 1974

VIA POUCH

15 January 1974

Dear Mr. Jeffrey-Coker,

.....
Attached for your review please find copy of the Project
Document from the Government of Tanzania for UNDP assistance in
.....
"Functional Literacy Curriculum, Programmes and Materials
Development " (URT/72/025), together with copy of a self-
explanatory covering letter from the Resident Representative
to Mr. Doo Kingué dated 29 December 1973.

I would much appreciate receiving your comments on the
proposed project, if possible by 4 February 1974, to provide
the basis of the appraisal of the project which we must send
to the Resident Representative.

Yours sincerely,

Kenneth Watts
Deputy Director
Africa Branch
Office of Technical Co-operation

Mr. J.B. Jeffrey-Coker
Chief, Technical Assistance and
Programmes Co-ordination Office
Economic Commission for Africa
P.O. Box 3001
Addis Ababa, Ethiopia

ORIGINAL DIRECT

RECORDS CONTROL

Y. Wade

Cleared by: Mr. Zelleke

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

15 January 1974

TE 210 (2) UNESCO

Kenneth Watts, Deputy Director
Africa Branch, OTC

TANZANIA - Functional Literacy Curriculum,
Programmes and Materials Development (URT/72/025)

..... Please find attached copy of a self-explanatory letter from
..... The Resident Representative in Tanzania dated 29 December 1973
..... together with copy of the Project Document for the above-
mentioned project.

We should be grateful to receive your comments concerning
the proposed project, on or before 4 February 1974, to provide
the basis of the appraisal which we must send to the Resident
Representative.

UNITED NATIONS
DEVELOPMENT PROGRAMME



PROGRAMA DE LAS NACIONES
UNIDAS PARA EL DESARROLLO

OFFICE OF THE RESIDENT REPRESENTATIVE

CABLES: "UNDEVPRO" GEORGETOWN

TELEPHONE: 63048

P.O. BOX 726

REFERENCE: RLA/73/044/1-65



42 BRICKDAM
GEORGETOWN
GUYANA

14 January 1974

REC. 25/1/74

TE 31/1/74

TE 210 (2) UNESCO

Dear Mr. Jimenez,

.....

I enclose herewith ten copies of the revised Project Document for a Multi-Media Project for the Use of Communication in Development of the Smaller Caribbean Territories (RLA/73/044), and look forward to receiving your comments.

Yours sincerely,

JAIME BALCAZAR - ARANIBAR

Jaime Balcazar-Aranibar
Officer-in-Charge

Mr. Manuel Jimenez
Director
Bureau of Relations with Member States
and International Organisations and Programmes
UNESCO
PARIS, France

c.c. Mr. J. Rapoport, UNOTC, New York ✓

UNITED NATIONS DEVELOPMENT PROGRAMME

Project of
THE COMMONWEALTH CARIBBEAN COMMUNITY

Title: A Multi-Media Project for the Use of Communication in
Development of the Smaller Caribbean Territories

Number: RLA/73/044

Duration: Three Years

Sector: Education

Executing Agency: United Nations Educational,
Scientific and Cultural
Organisation

Sub-Sector: Educational Mass Media
and Audio-Visual

Regional Cooperating Agency:

The Caribbean Community Secretariat

Date of Submission: 1 August 1973

Starting Date: 1 March 1974

Government Equivalent of
Contribution: US\$750,000

UNDP Contribution: US\$511,000

Approved: _____
on behalf of the Regional
Cooperating Agency
(signature)

Date: _____

Approved: _____
on behalf of Executing Agency
(signature)

Date: _____

Approved: _____
on behalf of UNDP
(signature)

Date: _____

PROPOSAL FOR A MULTI-MEDIA PROJECT
FOR THE USE OF COMMUNICATION IN DEVELOPMENT
OF THE SMALLER CARIBBEAN TERRITORIES

"The Communications media (must) become instruments for identifying issues that need a mention in our society, articulating genuine social concerns, particularly of the underprivileged in society, aggregating claims on decision-making and feeding back the demand for executive action. This would turn the communication process upside down so that it becomes participatory at all levels, and executive action would become responsive rather than initiative."

--- Prime Minister Michael Manley of
Jamaica
16 July 1973, Kingston, Jamaica.

Section 1: BACKGROUND AND SUPPORTING INFORMATION

Justification for the Project

1. The Windward and Leeward Islands include some of the smallest and least developed countries and typify the problems faced by island developing countries throughout the world. These emerging states of Antigua, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia and St. Vincent share common limitations to economic growth - dense population and high rate of population increase, vulnerable export agriculture and heavy dependence upon consumer imports.

2. In addition to these problems, in recent years there has been a polarisation among divergent groups in the communities (disenchantment and alienation of youth and militant trade unions) resulting from increasing unemployment which, for the region, averages about 22% of the labour force, increasing bias against local consumer products, and a drift from agriculture which heightens urban-rural division. This project proposes to use large infusions of a new communication medium - video cassette tapes - recording and reproducing

citizen expression on society's problems at every social level and aimed at restoring or developing rational dialogue.

3. Parallel to development of the above problems has come the strong Caribbean urge toward self-determination. With the independence of the Bahamas in 1973 followed by the independence plans of Grenada in 1974, other independence movements are gaining momentum coupled with the development of the Commonwealth Caribbean Community. These movements imply the need for increasing self-reliance in solving problems. Regional integration increases the need for finding the answers to problems within the region rather than relying on external aid.

4. The Secretary-General of the Caribbean Community Secretariat, in a recent report on the region titled: "From CARIFTA to Caribbean Community" after examining the social and economic problems of the region concludes:

"What is striking is not so much the objective paucity of the resource base of the region as the lack of awareness of people of the region of their own resources and their own potentialities for creativity and innovation. In the last analysis, the most powerful legacy of economic colonialism in the region has been the creation of a dependent mendicant mentality towards development on the part of the people of the region. Such dependent attitudes are to be found among persons in the national private sector, the public sector, the trade union movement and among the unemployed. They have never been aware that by a combination of individual, national and regional efforts they can earn their own way in the world." (Page 15, para. 3).

5. Significant changes in the described situation are traditionally instigated through major and sustained capital inputs aimed at the development of manufacturing, service industries and diversification of agriculture. In addition to the reservations which Mr. Demas has about the effectiveness

of major capital inputs, he strongly feels that the generation of major self-help initiatives is the more serious and effective solution to the problem. However, this solution is faced with obstacles of which social inertia is the most serious. The project here proposed is specifically designed to reduce this barrier to development.

6. The role which communication plays in development is now widely accepted, usually, however, within the context of countries whose options are less restricted than those of the Caribbean. This project is based on the use of communication, not as an adjunct to development projects alone, or as means of orienting decision makers. It is a proposal to use communications as the main generative force in a major change of social attitudes and as a catalyst in the process of development.

7. This use of communication as an initiative force in social change has been proposed by government leaders themselves. In a speech on 16 July 1973, before a group of mass media administrators, Prime Minister Michael Manley of Jamaica enunciated a concept of the role of the mass media in the Caribbean. He urged that they should become ".... instruments for identifying issues that need attention in our society, articulating genuine social concerns (particularly of the under-privileged in society), aggregating claims on decision making, and feeding back the demand for executive action. This would turn the communications process upside down so that it becomes participatory at all levels, and executive action would become responsive rather than initiative."

8. General Rationale of the Project

8.1 At present the mass media in the countries concerned consist mainly of information and entertainment, structured and presented as a public service, sponsored by government and/or advertising of consumer goods. This system has the double disadvantage that media content is structured largely without direct information from the media consumers as to their wants or

interests, and, because of the nature of the advertising sponsorship, its message may be genuinely dysfunctional in social and economic terms.

8.2 In one study of "modernisation" by Everett Rogers, peasants in Colombia were asked about the sources of their information concerning new farming methods. Though a large sample of farmers was included and though they cited many sources of development information, not one mentioned the mass media as sources of information at any stage. This represents an indictment of the means by which media content is determined.

8.3 Rogers also cites a list of attitudes which have been found to exist among workers in developing societies in every part of the world. The list includes: (a) mutual distrust in interpersonal relations; (b) dependence on and hostility toward government; (c) lack of innovativeness; (d) fatalism; (e) limited aspiration; (f) unwillingness to defer gratification; and (g) a limited view of the world. These attitudes are crucial in determining response of the individual to the development message. Any communication process must be concerned with attitude change.

8.4 According to the CARIFTA/CARICOM Secretary-General, development, the full employment in the Caribbean can be achieved only through "a change of values which shifts the emphasis from the imitation of the consumption patterns of the developed countries to an ethos of hard work and thrift and to an orientation towards agriculture and rural development". In other words the "demonstration effect coming from the advanced Western countries must influence West Indian attitudes to production and work rather than to consumption."

8.5 Instead, therefore, of the West Indian peoples being influenced to imitate the productive attitudes which resulted in the building up of the Western economies, they are influenced to imitate the consumption habits of these countries which have spent years in developing their productive potential.

8.6 In developing countries where production facilities, trained personnel and means of reception are relatively limited, the media are part of the privilege of power and therefore by their very nature and consequent unsuitability, promote constantly these counter-productive attitudes and values.

8.7 A project initiated by the Canadian National Film Board in cooperation with Memorial University on Fogo Island, Newfoundland, demonstrated that film and videotape can be used with great effect to involve citizens in solving their own social and economic problems. The project was also successful in changing attitudes of rural citizens toward previously unacceptable solutions to their problems and in attracting the attention of remote government officials to the needs of the community.

8.8 Citizens of a developing country have the right to participate in the economic choices which will have long-term effects on the quality of life they enjoy. It becomes increasingly apparent that industrialization is not an unqualified boon. The decision maker's concept of progress may not correspond to the choice that would be made by the common man if he had access to all relevant information. This project proposes allowing him a voice in the councils which determine what his way of life shall be.

9. Relation to Previous UNDP/UNESCO Communication Project

9.1 This project is the outgrowth of the experience and knowledge gained through the UNDP/UNESCO Caribbean Communication project begun in 1972. Though much project effort was expended on the larger countries of the Caribbean, training seminars were also held in Dominica, St. Kitts-Nevis, St. Lucia, The Bahamas, Grenada, and Montserrat. It was during these visits that the need became apparent for a new approach to meeting the information needs of these societies.

9.2 When this present proposal was discussed by officials at the Eighth Heads of Government Conference in April of 1973, (see further details below)

it met with enthusiastic response, but with the specific proviso that UNDP/UNESCO should still continue to assist the larger countries. This project document therefore lists the parallel activities which will be carried out based upon continuing obligations and needs incurred or identified in the course of the existing project. This proposal incorporates in its objectives and activities the work being carried on by the UNESCO/UNDP Caribbean Mass Communication project during 1972 and 1973.

Institutional Framework

10. As a Regional Caribbean project, the programme will have the continuing co-operation of the Caribbean Community Secretariat, Ministries responsible for Planning, Departments of Agriculture, the proposed Agricultural Advisory Development Service, Radio and Television stations and newspapers and the Caribbean Broadcasting Union, and of the individual governments of the Lesser Developed Countries of the Eastern Caribbean. The project proposal was considered in detail by the Heads of Government Conference on 11 April 1973. The conference working group included representatives from the major Caribbean countries as well as representatives from the governments of Antigua, Belize, Dominica, Grenada, Montserrat, St. Kitts-Nevis, St. Lucia and St. Vincent. An extract from the official conference report (Appendix III to REP.24/73/HGO page 31) sets forth the official proposal of the Governments concerned:

"The Committee recommends endorsement of the project by the Heads of Government, and that the Secretariat make the final approach to the United Nations Development Programme (on behalf of the Commonwealth Caribbean Governments.)"

Final action by the combined Heads of Government was that it: "Endorsed the UNDP/UNESCO Mass Communications Project, and Agreed that the Commonwealth Caribbean Regional Secretariat should make the final approaches to the UNDP (with regard to the proposed project for the Leeward and Windward Islands)."

11.1 A desire to cooperate in the development of the project rationale has been expressed by Sir Philip Sherlock, Secretary-General of the Association of Caribbean Universities and Research Institutes. He proposes that statistical and sociological data gathered by the LDC Communication Project be made available to the Caribbean universities since such material is almost non-existent. He further agreed that the Caribbean universities should devise some scheme for making available relevant university research findings in such form that they could be directly put to use by ordinary citizens of the region. The "new media" of the project would be used for dissemination.

11.2 Specific cooperation from sociologists at the University of the West Indies and the University of Guyana will be solicited in identifying the cultural obstacles to development and in devising means to ensure that the real needs and attitudes of the LDC citizens are expressed. It is expected that university students in the social disciplines will constitute a useful source of personnel for staffing some aspects of the project.

12. The Inter-American Foundation is a non-profit corporation set up by action of the U.S. Congress "to support development activities designed to achieve conditions in the Western Hemisphere under which all men will be afforded the opportunity to develop their potential and to seek through gainful and productive work the fulfilment of their aspirations." This Foundation has expressed keen interest in the social change implications of the Multi-media project with the expectation of participating in funding as indicated later in this proposal.

Provisions for Government Follow-up

13. The processes developed in this project will demonstrate their value to the respective Governments to the extent that they will be incorporated as an integral part of the Government's information capabilities. By the end of the project, the national personnel involved and the equipment used may be

made available, fully operational, to the Governments to continue as a part of the communication system.

14. Other Related Activities

14.1 The project proposal presented to the UNDP in Agricultural Development, which has been included in the country programme of the islands, is heavily dependent upon a communication component. It is anticipated that this project will work closely with the Regional Research Centre (UWI) which operates on an annual budget of about US\$900,000 but which has problems in dissemination of information, particularly in the smaller territories. The Agricultural Development project proposes making professional agricultural help available to the more remote territories and the Multi-Media Communications Project for the LDC's offers a potential vehicle. In addition, the Multi-Media project should provide the Agricultural Development project with invaluable insight into the attitudes of the persons to be reached.

14.2 It is anticipated that close liaison between the Agricultural Development project and the Multi-Media Communication project will be maintained by frequent conferences for the purposes of ensuring that:-

- a) Relevant information on farmer attitudes can be used in disseminating agricultural information.
- b) The agricultural specialist is available as information input for solving local problems.
- c) The video component of the communication project be exploited to the full in developing credible information sources and as an agricultural teaching tool.
- d) Government agricultural personnel as well as members of the project be assisted in using the facilities of the Multi-Media project in achieving development goals.

14.3 Communication training and studies at the university level are planned to begin at the UWI (Mona) in Jamaica in October 1974. This programme, planned in co-operation with the University by experts of the existing (1972-73) project, will have financial support, to the extent of approximately \$1.5 million, from the Freidrich Ebert Stiftung (FES) of the Federal Republic of Germany which will provide all equipment and experts necessary for a multi-media centre to be called the Caribbean Media Centre. CAMEC will be the centre of production for educational programmes for sub-regional distribution. A member of the UNDP/UNESCO project team is presently a member of the CAMEC Steering Committee, and the advisor in communication education to the Pro-Vice-Chancellor of the University. Graduate students and media professionals from the lesser-developed countries - as well as the more-developed countries of the Caribbean sub-region - will receive training which is directly relevant to the objectives of the communication project.

14.4 A high-powered communication satellite (CTS) is scheduled to be launched for domestic use by the Department of Communication of Canada in 1975. Negotiations have already been opened by the UNDP/UNESCO communication team and the Caribbean Community Secretariat for a portion of this satellite's facilities to be made available to the Caribbean. Experimental projects proposed include Caribbean-wide agricultural information, testing of the satellite's telecommunication capacity under tropical conditions and an educational exchange programme. The 1974-77 communication project of UNDP/UNESCO is expected to participate in the satellite experiments and to benefit from its achievements in programming and research.

14.5 The Canadian International Development Agency (CIDA) and USAID are presently considering proposals to contribute both expert services and consultants particularly in engineering and research aspects of the project. Assumptions of a favourable response are reflected in the minimum UNDP input in these two areas of the project.

14.6 Many of the time-consuming but less professionally-exacting needs of the project could be met by volunteer assistance. With government approval services of such organisations as UN Volunteers, CUSO, Peace Corps and VSO will be sought for this work.

14.7 This communication project is both directly and indirectly related to all on-going and planned development projects in the Caribbean; in that providing more and better channels of communication between decision-makers and the people of countries concerned, and between the people themselves, it can accelerate the development process. The project will also, to the extent of its resources, provide direct assistance to individual projects in planning and executing their communication-support activities. The 1972-73 project has already organised and directed the regional production of a motion picture and a series of newspaper supplements to promote the objectives of the Caribbean Community.

14.8 Substantial support for this project is expected from the Inter-American Foundation. The Foundation has invited a proposal that they should participate, along with UNDP, in the funding of the project. Such a proposal is under review by the Inter-American Foundation. Preliminary indications are that the Foundation can be expected to support Caribbean personnel engaged in work on the project and to supply the audio, graphic and video equipment needed. The proposed IAF contribution is spelled out in detail in Appendix A of this document.

"(The people) have come to realise (because of these films and videotapes) that the Government is not going to give us anything. We're going to have to jump in and do some of ourselves."

---Fogo Islander (Newfoundland) who was commenting on the NFB/Memorial University project using film and videotape for community development.

Section II: OBJECTIVES OF THE PROJECT

A. Long-Range Objectives

The long-range objectives of this project are to develop and use modern communication techniques as an integral part of a country's social, political and economic development. Involving the population in the development process is not, therefore, a matter of superimposing upon the people an authoritative plan for development, but rather of providing entirely new channels of communication where media are the instruments of expression and discussion on a full-time basis, helping to release the productive and imaginative potential of the communities.

B. Immediate Objectives

The immediate objectives of the project are:

(1) To reduce apathy and irresponsibility by giving the citizen a sense of direct participation in solving the problems of the society.

(2) To assist the Caribbean Community Secretariat in achieving its objectives for social and economic integration of the region, by providing credible channels for transmission of development-related information.

(3) To promote the opportunity for both individual and institutional engagement in continuing dialogue on problems of importance to regional development.

(4) To promote improved information flow among countries of the Caribbean by assisting in the development and establishment of the Caribbean News Agency.

(5) To continue to assist in the development of communications education for all personnel concerned with the handling of information both by means of in-service training and through the establishment of the Communications training centre at the University of the West Indies.

(6) To continue to advise governments on problems of communication and, in particular, in the formation of national communications policies.

(7) To ensure that the region has an opportunity to take advantage of new communication technology which will genuinely serve its development goals.

(8) To provide communication support for a programme of Agricultural Development, specifically in the smaller territories.

(9) To provide sociological data by the use of videotape, as an input for training at the University of the West Indies.

(10) To achieve a model for the socially constructive use of new media which will be applicable in other developing societies.

Section III: WORK PLAN

A. Description of Project Activities, their Location and Timing

Phase I. The following preparatory activities will be undertaken by the continuing regional communication project personnel in consultation with the governments in the territories concerned.

<u>Preparatory activities</u>	<u>Location</u>	<u>Proposed duration and starting date</u>
(a) Selection of the country in which pilot/demonstration phase will be carried out.	To be determined	February 1974
(b) Study of infrastructure and technical resources of selected country.	- do -	March 1974
(c) Selection of key national personnel for pilot/demonstration phase.	- do -	March-April 1974
(d) Study of available channels and conversations with mass media on dissemination of pilot/demonstration results to all participating countries.	Windwards and Leewards	February-March 1974

Phase 2. The basic means of instigating, recording and ratifying decision-making will be the video-cassette recorder and the light-weight vidicon camera with portable community viewing system. The pilot/demonstration unit will involve introducing this equipment into several small homogeneous communities on a single island. Interaction between these communities will be developed and recorded. This will be followed by general introduction of the process throughout the island.

<u>Project Activities</u>	<u>Location</u>	<u>Proposed duration and starting date</u>
(a) Ordering and receipt of IAF training equipment.	CARICOM Secretariat Georgetown, Guyana	March 1974 through March 1975
(b) Study of socio-economic status related to development attitudes and information. This base-line study will be undertaken with cooperation of the Caribbean Community Secretariat and the University of the West Indies.	Windwards and Leewards	April to June 1974
(c) Training course for national personnel in communication process and use of equipment.	Pilot/ Demonstration country	June 1974
(d) Appointment of bilateral expert in community video use.	Canada	June 1974
(e) Operation, monitoring and continued evaluation of pilot/ demonstration phase of project.	Pilot/ Demonstration country	June to December 1974
(f) Workshop for experts, national and international consultants and counterpart personnel to assess pilot/demonstration phase and plan multi-island phase.	Pilot/ Demonstration country	January 1975

Phase 3. The multi-island phase of the project involves transferrring the procedures developed in the pilot/demonstration phase of the exercise to the other islands of the Windward and Leeward group. It includes the replication on the other islands of the work done in the demonstration island and the use of inter-island channels for transmitting development information. Inter-island channels include radio and a pictorial 4-page tabloid newspaper supplement.

<u>Project Activities</u>	<u>Location</u>	<u>Proposed duration and starting date</u>
(a) Training courses for national personnel for multi-island phase	Windward and Leeward Islands	February and March 1975
(b) Development of print and radio links for inter-island movement of project information.	- do -	April & May 1975
(c) Operation, monitoring and continued evaluation of multi-island phase of project.	- do -	May 1975 to August 1976
(d) Mid-project review.	- do -	June 1975
(e) Further operations with inspection/examination by multi-island government group and UWI representatives.	- do -	October 1975 to August 1976
(f) Phasing out of bilateral and volunteer personnel	- do -	August to September 1976
(g) Final measurement of information and attitude change related to project.	- do -	September to October 1976
(h) Transfer of administration of the project procedures to national governmental personnel. It is assumed that the project will so have demonstrated the value of the communication channels set up that the essentials will be incorporated by governments into their own information systems.	- do -	October-November 1976
(i) Disposition of equipment and termination of the project.	- do -	December 1976

Phase 4. At the same time the above activities are in progress, certain continuing communication activities will be carried out by project personnel. The Eighth Conference of Commonwealth Caribbean Heads of Government (April 1973) specifically urged that activities in the LDC's should "not lead to a situation in which the communication needs of the MDC's

would no longer be dealt with by the project". The following portions of the Work Plan deal with activities which are significant, both to the LDC's and to the communication systems of the larger islands and the region.

<u>Project Activities</u>	<u>Location</u>	<u>Proposed duration and starting date</u>
(a) Continuing advisory services to the University of the West Indies bi-laterally supported Communications Education Programme.	Jamaica	January 1974 to December 1976
(i) Consulting with University authorities on design and structure of building, equipment inventory and ordering.		
(ii) Consultation on employment of personnel.		
(iii) Consultation on curriculum design and admission policies.		
(iv) Participation in extra-mural inservice training	Barbados and Trinidad	- do -
(b) Preparation and mounting of seminars, workshops and training courses for governments of the region, mass media, and communications institutions. (Training courses structured after training needs identified).	The region	January 1974 to December 1976
(c) Communication assistance to UNDP, other UN agencies, and regional institutions:	The region	January 1974 to December 1976
(i) Agricultural Advisory and Development Service (FAO) - relevant information on farmer attitudes to be measured in LDC's and integrated with dissemination of agriculture information.		

<u>Project Activities</u>	<u>Location</u>	<u>Proposed duration and starting date</u>
- use of audio visual tools and aids and new media, as a means of expanding the effectiveness of the service.		
(ii) Caribbean Industrial and Research Institute (UNIDO) - assistance in improving communications links with manufacturers, small businesses, government agencies and the general public.	Trinidad	January 1974 - December 1976
(iii) Association of Caribbean Universities - development of mechanisms for identifying, popularising and disseminating development information.	The Region	- do -
(iv) Pilot project on Women's Education (UNESCO) - gathering basic social data, training of technicians and conducting of seminars for personnel in communications-based education scheme.	Tobago	January to December 1974
(v) Caribbean Publishers' & Broadcasters' Assoc. and Caribbean Broadcasting Union - assistance in developing training modes, implementing in-service training.	The Region	January 1974 to December 1976
(vi) Planning and organisation of co-productions among regional newspapers, radio and television stations in order to achieve increased flow of development biased information, and training of media production personnel.		
(a) films on development	The Region	May 1974
(b) series of newspaper supplements	- do -	- do -
(c) series of radio programmes	- do -	- do -

<u>Project Activities</u>	<u>Location</u>	<u>Proposed duration and starting date</u>
(d) Assistance to Governments		January 1974
- In response to continuing requests by governments of the region, the project will provide advice on all aspects of communications, and particularly in the formulation of relevant communications policies.	The Region	March 1974 to December 1974
(e) Continuing co-ordination of development of Caribbean News Agency		
(i) Regional survey of CANA income potential	The Region	February 1974-March 1974
(ii) Preparation and presentation of final CANA report	Barbados	May 1974
(iii) Training of news agency staff at Headquarters in Barbados, and stringers and correspondents in the field.	Barbados and the Region	March to July 1974
(iv) Appointment of News Agency Adviser	Barbados	June 1974
(f) Communications Technology Satellite	The Region	January 1974 to July 1975
- Participation in the planning, organisation and execution of a bilateral project to test the feasibility of a Communications Satellite in the Caribbean.		

B. DESCRIPTION OF UNDP INPUTS

1. Assignment of International Staff

Communication Experts

Project Co-ordinator : Must be familiar with social and political structures of the Caribbean, must have a comprehensive knowledge of the functioning of the media of communication and must be sensitive to the personal and political interests which the project may intersect.

His responsibility will be to develop and supervise as a functioning group, the Experts, Consultants and Regional Specialists engaged in the project. He is the project's primary political contact.

Research Design Specialist: Will be responsible for ensuring that the design of the project takes into consideration what has been learnt from other projects of similar nature done elsewhere and that the social measurements done will ensure proper evaluation of the project's impact on development attitudes and information. He will also be concerned with indoctrination of project personnel and co-ordination of liaison with U.W.I. scholars.

Video Production Specialist: Will be concerned with developing and teaching appropriate use of the video-tape recording equipment. Will deal with techniques for maximizing both the relevance of development information and its pictorial impact. Will supervise recordings and tape editing throughout the project.

Broadcast Engineer: Will assume responsibility for setting up, testing, maintaining and maximising use of all project electronic equipment including cameras, VTR machines, and playback units. Will be concerned with training Maintenance Engineer and Technicians. Will assist LDC stations in up-grading their equipment to meet the transmission needs of this project.

News Agency Adviser: Will function as organising Manager and Chief Administrative Officer for the first year of operation for the Caribbean News Agency. He must be an experienced News Agency Executive - probably on secondment from a major News Agency.

Consultants

Communication Sociologist: Must have specific background in the social dynamics of development. Will participate in creating procedures for gathering and processing information, in-process evaluation of project impact, and indoctrination of project personnel in such factors as group and institutional membership and other factors productive of cognitive rigidity and resistance to change. Needs basic information about Caribbean societies and an informed concern with the social effects of communication.

Video Graphic Specialist: Will be primarily responsible for designing and executing graphics components for the on-going programme of video-tape productions. The aim of this Specialist will be to prevent the recorded materials from losing the teaching and persuasive impact which can be added to professional television by use of excellent graphic devices. He will also work with area television stations to improve their graphic production skills.

Print Graphics Specialist: This Specialist will have a three-month assignment to design and implement the production of an effective tabloid-type picture newspaper supplement. Should also be able to supervise the setting up of a small lithography shop to handle publications.

Print Media Photography: An experienced newspaper photographer is needed to instruct project personnel in the techniques of impact-producing photography. He should demonstrate and instruct personnel of the project and should also conduct seminars for newspaper photographers and picture editors throughout the Caribbean.

News Agency Development: An experienced news agency sales person is needed to develop potential clients for the Caribbean News Agency to render it economically viable. This short-term Consultant should be able, in two or three months, to exploit existing markets for news agency service and create new ones. The economic viability of the Caribbean News Agency hangs upon full exploitation of this potential by a professional.

Regional Consultants Recruited from within the Caribbean

(See Appendix A for contribution of Inter-American Foundation)

2. Training Provisions

The fellowship component provides for a Caribbean-wide Workshop on National Communication Policies. This workshop will pursue the policy implications of the findings of the 1972 Georgetown Communication Workshop and seek to develop specific guidelines for individual national communication policies and to provide for a cooperative regional approach to regional communication problems. Though specific inter-country sessions are planned for the LDC's (see Appendix A) the major training component of the LDC project will occur as experts conduct in-service field training with individual government information personnel.

3. Supplies and Equipment Provided by UNDP

Nil. (Note: Audio, graphics, and video equipment will be provided by grant to the Caribbean Community Secretariat by the Inter-American Foundation. See Appendix A).

C. DESCRIPTION OF GOVERNMENT INPUTS

This project, though regional in impact, is not designed primarily to build a regional institution. It rather seeks to achieve regional objectives by working through and strengthening existing institutions in individual countries. For this reason, government inputs are primarily those of each participant country.

Government contributions include:

<u>Contribution</u>	<u>Contributor</u>
1. Office space, supplies and administrative support for regional headquarters of communication team	Caribbean Community Secretariat
2. Office, editing and production space for co-ordination of country media project.	Individual Windward-Leeward Islands where project is in progress
3. Provision of field-work trainees and transportation of new media equipment and personnel to project communities	Individual Windward-Leeward Islands where project is in progress
4. Government staff to achieve liaison between project and host government	Individual Island
5. Absorption of successful project functions into government employ at the end of project	Individual Island
6. Part-time participation of specialized government personnel such as health, agricultural or family planning personnel	Individual Island
7. In addition to the above, local media will contribute to the project. As some of the media are government-owned, portions of this assistance should be considered a governmental contribution.	

<u>Contribution</u>	<u>Contributor</u>
(i) Production personnel from local radio and newspaper to channel project-related stories through the media.	Local newspaper and radio stations
(ii) Distribution facilities for development phototabloid	Local newspapers
(iii) Air time for dissemination of prepared digests of local opinion formation groups	Local Radio Stations

No attempt has been made, at this point, to assign monetary values to the individual governmental contributions, but a rough evaluation of \$750,000 has been made of the total governmental contribution over the three-year period.

Project Budget Covering UNDP Contribution
(in US Dollars)

REGION: Commonwealth Caribbean Community

Project No: RLA/73/044

Title: A Multi-Media Project for the Use of Communication in Development of the Smaller Caribbean Territories

		<u>TOTAL</u>		<u>1974</u>		<u>1975</u>		<u>1976</u>	
		m/m	\$	m/m	\$	m/m	\$	m/m	\$
10.	<u>PROJECT PERSONNEL</u>								
11	<u>Experts</u>								
	<u>Communication Experts</u>								
11-01	Project Coordinator	1/36	90,000	1/12	30,000	1/12	30,000	1/12	30,000
02	Research Design	1/36	90,000	1/12	30,000	1/12	30,000	1/12	30,000
03	Video Production	1/36	90,000	1/12	30,000	1/12	30,000	1/12	30,000
04	Maintenance Engineer	1/24	60,000	1/6	15,000	1/12	30,000	1/6	15,000
05	News Agency Adviser	1/12	30,000	1/9	22,500	1/3	7,500		-
	<u>Consultants</u>								
06	Communication Sociologist	1/12	30,000	1/6	15,000	1/6	15,000		-
07	Video Graphics Specialist	1/12	30,000	1/6	15,000	1/6	15,000		-
08	Print Media Photography	1/6	15,000	1/3	7,500	1/3	7,500		-
09	Print Graphics	1/3	7,500	1/3	7,500		-		-
10	News Agency Development	1/3	7,500	1/3	7,500		-		-
11-99	Sub-total		450,000		180,000		165,000		105,000
13	Administrative Support Personnel		6,000		2,000		2,000		2,000
19	Component total		6,000		2,000		2,000		2,000
20	SUB-CONTRACT		-		-		-		-

	<u>TOTAL</u>		<u>1974</u>		<u>1975</u>		<u>1976</u>	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
30. <u>TRAINING</u>								
32 Communication Policy & Planning (Workshop)		25,500		8,500		8,500		8,500
39 Component Total		25,500		8,500		8,500		8,500
50. <u>MISCELLANEOUS</u>								
52 Reporting Costs		5,000		500		500		4,000
53 Sundry		12,000		5,000		3,500		3,500
54 UNDP Direct Costs		12,500		2,500		7,500		2,500
59 Component Total		29,500		8,000		11,500		10,000
99. <u>GRAND TOTAL</u>		511,000		198,500		187,000		125,500

Appendix A

Contribution by the Inter-American Foundation

to the

Caribbean Community Secretariat

for support of

A Multi-Media Project for the Use of Communication in Development of the Smaller Caribbean Territories

Supplementing UNDP fund totalling \$511,000 (US) and in-kind government contributions of \$750,000, the Inter-American Foundation will assume responsibility for three categories of inputs--support of Caribbean regional experts, some communication costs, and cost of equipment and supplies. Break-down of these categories is as follows:

1. Personnel

Regional Caribbean experts and counterpart will be funded by the Inter-American Foundation as follows:

Caribbean Sociologist This professional, probably drawn from the University of the West Indies, will serve as consultant in ensuring that the project recognized the basic social dynamics of the particular society in which work is being done. He will assist in identifying viable social groupings and will participate in structuring the pre-and-post measurements of attitude.

Agricultural and Economic Consultants These part-time personnel will be used on an as-needed access basis to participate in solution of specific local problems. In addition to technical expertise, they must possess the ability to make personable presentations in terms understandable by the uneducated citizen.

Broadcast Engineer This Caribbean technical assistant must have both operation and maintenance skill with audio and video equipment. He will understudy the expatriate maintenance engineer and take over total technical responsibility from him in the final phase of the project.

Press Technician This person needs broad skills in graphic arts, including the ability to handle photo-copy reproduction, cold-type setting, pasteup, and off-set presswork. He will have complete production charge of the photo-tabloid supplement which is produced for inter-island circulation with local papers.

2. Travel and Communication Costs

To ensure inter-island transmission of viable ideas, two things are essential. It will be necessary to have a mid-project conference between government-media people who have been involved and those who will be involved. The Foundation will provide travel and per diem costs for such a session. In addition, the operation costs for an inter-island tabloid newspaper will include (in addition to salaries and equipment otherwise provided for) expendable supplies and transportation for both personnel and print and tape materials.

3. Supplies and Equipment

The following specific items of equipment, or their equivalent, will be provided for the project:

30 Porta-Pack Video Tape Recorder (VTR) machines	\$30,000.
2 Vehicles with VTR Record-Playback-Editing facilities @ \$21,000	42,000.
2 Vehicles - playback only	10,000.
1 Maintenance vehicle	5,000.
1 Tape-Film Editing Centre and maintenance workshop	34,000.
Printing Equipment: Litho copy preparation equipment and press	24,000.
Cine Equipment	5,000.
Television Monitors - for playback (30 @ \$200)	6,000.
Still photographic equipment	1,000.
Radio Broadcast augmentation equipment	<u>50,000.</u>
TOTAL	<u>\$207,000.</u>

Basic portable equipment for video-tape recording and playback is the key element in the project. The vehicles are designed to make possible setting up of both group recording and group playback sessions for up to 100 persons. In addition there is limited cine equipment for developing a permanent film record of the project. The print media equipment will make possible Caribbean-wide dissemination of results of the project as well as continuing weekly support through newspaper supplements. A limited amount of radio equipment for local stations is included to augment the inadequate facilities on several of the small islands. It is planned that the equipment listed will be adequate to operate the full programme of the project in three islands simultaneously. Careful scheduling will make possible adequate coverage of all the Windward/Leeward Islands within the project period.

Tape, film and paper supplies for the communications planned are included in the supply budget.

Project Budget Covering Inter-American Foundation Contribution

(In U.S. Dollars)

Title: A Multi-Media Project for the Use of Communication in
Development of the Smaller Caribbean Territories

	TOTAL		1974		1975		1976	
	m/m	\$	m/m	\$	m/m	\$	m/m	\$
<u>REGIONAL CONSULTANTS</u>								
Caribbean Sociologist	1/9	16,200	1/3	5,400	1/3	5,400	1/3	5,400
Agricultural/Economic Cons.	3/18	32,400	1/6	10,800	1/6	10,800	1/6	10,800
Broadcast Engineering	1/36	64,800	1/12	21,600	1/12	21,600	1/12	21,600
Press Technology	1/36	64,800	1/12	21,600	1/12	21,600	1/12	21,600
Sub-total	49	<u>178,200</u>	33	<u>59,400</u>	33	<u>59,400</u>	33	<u>59,400</u>
<u>TRAVEL AND COMMUNICATIONS</u>								
Fellowships								
Communication Policy & Planning (Study Tour) - Regional		6,600		2,200		2,200		2,200
International Communication Information Exchange		16,800		5,600		5,600		5,600
Sub-total		<u>23,400</u>		<u>7,800</u>		<u>7,800</u>		<u>7,800</u>
<u>EQUIPMENT</u>								
Expendable equipment		30,000		10,000		10,000		10,000
Non-expendable equipment		207,000		207,000		-		-
Premises		-		-		-		-
Component Total		<u>237,000</u>		<u>217,000</u>		<u>10,000</u>		<u>10,000</u>
<u>MISCELLANEOUS</u>								
Operation & maintenance of equipment		<u>15,000</u>		<u>5,000</u>		<u>5,000</u>		<u>5,000</u>
GRAND TOTAL		<u>453,600</u>		<u>289,200</u>		<u>82,200</u>		<u>82,200</u>

SUMMARY
UNITED NATIONS DEVELOPMENT PROGRAMME
Project for
THE CARIBBEAN COMMUNITY^{1/}

Title: A MULTI-MEDIA PROJECT FOR THE USE OF COMMUNICATION IN THE
DEVELOPMENT OF THE SMALLER CARIBBEAN TERRITORIES

Number: RLA/73/044

Date of Submission: 1 August 1973

Sector: Education
Sub-Sector: Educational Mass Media
and Audio-Visual

Executing Agency: United Nations
Educational
Scientific and
Cultural
Organization

Proposed Government Cooperating Agencies: Caribbean Community
Secretariat, Ministries of
Information and Agriculture,
and government media of
Windward/Leeward Islands.

Amount requested from the UNDP: US \$511,000.

Proposed government counterpart
contribution: US\$ 750,000 (Equivalent)

Proposed contribution from
Inter-American Foundation: US\$453,600.

1. Background

1. The Windward and Leeward Islands of the Caribbean share a variety of problems: polarization among social groups, unemployment, urban-rural divisions, resistance to innovation, alienation of the young, and a tendency to look for solutions from outside the society. Particularly in view of the current drives toward political independence throughout the area, it becomes urgent that the full potential of individuals within the society be used in solving Caribbean economic and social problems.

^{1/} Please note that this Document is a Summary of the project as submitted and does not represent the views of the UNDP upon its merits.

2. This project proposes to use modern communication techniques as the main generative force to change social attitudes and as a catalyst in the process of development. Because the commercial and government-owned media of the area are primarily oriented to providing editorially-selected information and entertainment and commercial advertising, their content is often actually dysfunctional for development goals.

3. In order to tap local initiatives and to restore communication flow between decision-makers and the common man, it is necessary that the individual citizen have (a) access to media in which he can discuss his concerns and (b) information on possible solutions to problems and (c) confidence that he can influence the decision making process. Attitude change is then possible.

II. The Project

4. The project is the outgrowth of two years of experience on the part of the UNDP/UNESCO Caribbean Mass Communication team. Focus on the problems of the Lesser Developed Countries has been unanimously endorsed by the Eighth Conference of Commonwealth Heads of Government at Georgetown Guyana, 9 - 13 April 1973.

5. The project will make use of a large infusion of new media-portable-video-tape units used to:

- a. directly record attitudes and problems of individuals;
- b. encourage and record grass-roots discussion by village councils, etc;
- c. transmit such materials to decision makers;
- d. convey information and attitudes from decision makers and experts to concerned citizens;
- e. provide "expert" problem solutions - as from the Agricultural Development Service;
- f. serve as sources for:

3.

- (1) Edited discussion material to be disseminated by radio.
- (2) Edited packages of video material for dissemination by the project throughout the island.
- (3) Edited video units for dissemination to other islands with common problems.

6. Existing media will be augmented as needed to improve information flow:

- a. Some additional facilities will be added to local radio stations;
- b. Regional equipment will be supplied for production of photo-offset tabloid supplements to local newspapers carrying, in human terms, the self-help struggle to solve problems.

7. Pre and post-Project attitude measurements will be undertaken.

8. The long-range goal of the project is to tap the problem-solving potential of the common citizen by using communication to give him an effective voice in his own affairs and the encouragement of self-help initiatives.

9. The immediate goal of the project is to use new communication media to assist in the solution of specific economic, agricultural and social problems and to modify attitudes toward government, social change, and involvement.

III. Financial Data

Contribution requested from the UNDP

		<u>Total</u>	
	m/m	\$	\$
<u>Project Personnel Component</u>			
<u>Communication Experts</u>			
Project Coordinator	36	90,000	
Research Design	36	90,000	
Video Production Specialist	36	90,000	
Broadcast Engineer	24	60,000	
News Agency Adviser	12	30,000	
<u>Consultants</u>			
Communication Sociologist	12	30,000	
Video Graphics Specialist	12	30,000	
Print Media Photographer	6	15,000	
Print Graphics Expert	3	7,500	
News Agency Development Specialist	3	7,500	
Sub-Total	180	450,000	
Administrative Support Personnel	-	6,000	
Component Total	180		456,000
<u>Training Component</u>			
Fellowships:			
(Provided by Inter-American Foundation)			
Group Training:			
Communication Policy Planning		25,500	
(Workshop)			
Component Total			25,500
<u>Equipment Component</u>			
(Provided by Inter-American Foundation)			
<u>Miscellaneous Component</u>			
Maintenance of Equipment (Provided by IAF)			
Reporting Costs		5,000	
Sundry		12,000	
UNDP Direct Costs		12,500	
Component Total			28,500
GRAND TOTAL			511,000

ORIGINAL DIRECT

Drafted: N. Nekrassoff-Ceccatto/lk

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

7 January 1974

TE 210 (2) UNESCO

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

EL SALVADOR - Faculty of Engineering - University of El Salvador
ELS -71/512/C/01/13

-
1. Please find attached one copy of the Project Summary prepared by the Government of El Salvador for the above project request. We regret that no Project Document has been made available to us.
 2. Please note that this project which has been planned for a duration of 2 1/2 years, is included in the draft country programme presented by the Government for the period 1973/1977. The UNESCO has been appointed Executing Agency.
 3. We should appreciate receiving any comments you may have on this request by 18 January 1974.

UNITED NATIONS DEVELOPMENT PROGRAMME

Project Summary*, Government of

EL SALVADOR

Project Title: Faculty of Engineering, University of El Salvador

Number: ELS/71/512/C/01/13

Date of submission: 4 October 1973

Sector: Education

Subsector: University Education

Proposed starting date for
full project operations: 1 Jan./72

Proposed duration: Two years and
six months

Proposed Government Cooperating
Agency: University of El Salvador

Amount requested from the UNDP: US\$320,164

Proposed Government Counterpart
contribution: 2,832.970
(Colones)

I. Background

1. The 1973-77 National Development Plan emphasizes the urgent need to set in motion an accelerated industrial development process as a means to providing more job opportunities and reducing the country's dependence on a few agricultural export crops.

2. The above is particularly important to a country like El Salvador which cannot expand her agricultural frontiers and whose growth prospects are influenced by the existence of a large rural population (60% of the total) largely semi/or unemployed, growing at an annual rate of approximately 3.7%.

3. It is generally recognized that among the various factors which would facilitate the country's industrial take-off, two are particularly important:

* 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.

- a) To establish adequate facilities and adopt modern teaching methods for the training of qualified engineers, in the specialties and in the number required by the national industrial development process.
- b) To carry out systematic research on the adoption and adaptation of technologies compatible with the socio-economic realities of the country which would foster the utilization of national natural resources.

4. To this end, UNDP/UNESCO has been providing technical assistance to the Faculty of Engineering of the National University since 1969. The assistance began with an exploratory project aimed at tackling the most urgent needs of the Faculty in priority areas such as electrical, metallurgical and industrial engineering. It will now continue with this project which will attempt to provide the Government with an integrated solution to the problems mentioned in paragraph 2.

II. The Project

5. The present request represents the first phase of the project identified and described on page 48 of the Country Programme of El Salvador approved by the Governing Council. It is intended to strengthen the training and research activities of the Faculty of Engineering of the National University.
6. The project does not have a significant investment potential although some of its activities could yield data of use in planning and financing the expansion of the industrial sector.
7. The immediate objectives of the project are:
- To establish a programme of applied research in the field of electrical, mechanical, civil and industrial engineering.
 - To train the faculty staff in applying modern methods of teaching and research.
 - To determine, in collaboration with the national authorities in charge of the industrial planning process, the specific needs for qualified engineers from both a qualitative and quantitative point of view.

III. Financial Data

A. <u>Contribution requested from the UNDP</u>		<u>T o t a l</u>	
		m/m	\$
<u>Project Personnel Component</u>			
<u>Experts</u>			
Project Manager		30	75,000
Electric Engineering		18	45,000
Industrial Engineering		18	45,000
Chemical Engineering, Consultant		1	2,500
Consultant in Manpower Needs		3	7,500
Sub-total		70	175,000
Administrative personnel			5,184
Component Total		70	180,184
<u>Equipment Component</u>			
Expendable equipment			1,480
Non-expendable equipment			130,000
Component Total			131,480
<u>Miscellaneous Component</u>			
Reporting Costs			5,000
Sundry			3,500
Component Total			8,500
GRAND TOTAL			320,164

B. <u>Proposed Government Contribution in Kind</u>		<u>T o t a l</u>	
		m/m	Colones
<u>Project Personnel Component</u>			
Dean of Faculty		18	36,000
Chiefs of Civil, Electrical, Mechanical and Industrial Engineering Departments		96	189,600
Professors (47)		862	1,219,840
Instructors (37)		674	364,720
<u>Support Personnel</u>			
Secretarial and Administrative Staff (43)		918	309,510
Laboratory Technicians (4)		129	37,500
Component Total		2697	2,157,170
<u>Equipment Component</u>			
Operations and Maintenance of equipment			133,000
Sundry			57,000
Component Total			190,000
GRAND TOTAL			2,832,970



UNITED NATIONS
DEVELOPMENT PROGRAMME

DAR ES SALAAM, TANZANIA

MATASALAMAT MANSION

Zanaki Street

Reference

URT/72/025

Cable: UNDEVPRO, DAR ES SALAAM

Telex: 41284

POST OFFICE BOX 9182

Telephone: 27411

29 December 1973

Dear Mr. Doo Kingue,

Project URT/72/025 - Functional Literacy Curriculum,
Programmes and Materials Development

Please refer to my cable number 1284 advising you that I expected to be able officially to submit a new revised version of the project document for the above project, by 29 December 1973.

I am pleased to inform you that I have now received signed copies of the new project document from the Government. Enclosed please find five copies of the document for your consideration. By copy of this letter, ten copies of the project document, including four copies which have been signed by the Government, are being sent to UNESCO. Five additional copies of the document are being sent to the United Nations Volunteers organization, in view of the fact that 144 man-months of volunteer services have been included in the project under Programme Reserve financing. Copies of the document are also being sent to the United Nations, ILO, FAO and WHO.

For the most part, this new project document is a reflection of the recommendations and suggestions which were made during meetings held in Paris between UNESCO staff and the late Chief Technical Adviser, Mr. Yuri Vishnyakov, in July 1973. Mr. Vishnyakov advised me that UNDP was also involved in these meetings through two lengthy telephone conversations, during which agreement was reached on most outstanding questions which UNDP and UNESCO had raised in connexion with the earlier version of the project document.

Some of your objections to the earlier version of the document were contained in your cable number 130. As you will note from the new version of the document, appropriate revisions have been made to resolve most of the points raised. Hence, all but two of the fellowships under the project are now scheduled for 1974. Furthermore the two fellowships scheduled for 1975 are for secondary counterparts; the primary counterparts will already have received their fellowship training in 1974. You will note also that most of the equipment under the project is now scheduled for delivery in 1974. With regard to administrative support personnel, the provision has been reduced from \$11,000 to \$6,000; this latter amount will cover the 2½ year assignment of a secretary-clerk, whose services are very much required by the project.

Mr. H. Doo Kingue,
Assistant Administrator and Director,
Regional Bureau for Africa,
UNDP, New York.

BULK ENCLOSURE
FILED SEPARATELY

BULK ENCLOSURE
FILED SEPARATELY

*Refusing
Action taken
JW
15/1/74 TE 210(2) Unesco*

One other very important revision which has been made in the new version of the project document in line with your comments is the inclusion of an assessment of the extent to which the Phase I project accomplished its objectives. In this connexion, we are currently finalizing our Terminal Assessment Report on the Phase I project and I hope to be able to send it to you next week.

One other reservation you expressed in your cable number 130 was with regard to the high cost of non-expendable equipment. You further elaborated on this reservation in your letter of 27 August 1973. You will note from the revised version of the project document that the equipment component has been reduced somewhat, from \$391,000 to \$330,250. The equipment provision which remains is still high, but in my opinion, is absolutely justified. In this connexion, I am in full agreement with the substance of Mr. Jimenez's letter to you, dated 1 October 1973, in which he explained the need for various equipment items. Printing equipment is urgently needed to eliminate one of the major bottlenecks in project operations. The equipment will be used to print primers, teachers' guides and supplementary materials produced by the project; there will thus be no overlapping with the NORAD-supplied equipment which will be used to print rural newspapers. The request for radio equipment is in accordance with one of the most important features of the new project i.e. the use of radio for project support and for motivational and post-literacy follow-up activities. The number of radio sets which have been requested is modest compared to the actual needs. With regard to books required for rural libraries, Mr. Jimenez correctly points out that there is no risk of saturation of the needs in this area within this decade. The organization of rural libraries is probably the most important post-literacy activity which the project will be engaged in. The access of new liberates to reading material often makes the entire difference between literacy retention and relapse into illiteracy. I feel, therefore, that UNDP should give maximum encouragement to the imaginative rural libraries programme which has been planned and organized by the project.

One particularly important consideration in regard to the equipment provision is the fact that it is very closely tied in with the schedule for the implementation of the Work Plan. As a result, any serious delays in the delivery of major items of equipment could have a very adverse effect on the overall implementation of the project. The approved Preparatory Assistance Budget provided for only minimal equipment expenditures. On the other hand, it did provide for the recruitment of all four experts, and the complete project team is expected to be on site early in 1974 as the candidatures for the three remaining posts have already been accepted by the Government. It is therefore imperative that UNESCO be authorized as soon as possible to proceed with the procurement of the major equipment items to ensure that they are delivered early in 1974. I should be grateful therefore if you would cable advance authorization to UNESCO for the procurement of equipment as soon as possible.

.... /3

This new revised version of the project document contains a few changes which have been added at the request of the Government. A considerable amount of valuable project time has been lost as a result of the tragic death of the Chief Technical Adviser, Mr. Vishnyakov, in September this year. Since this time the Educational Radio Specialist has been filling in as acting CTA, but this, of course, has seriously hampered his own radio-based activities. As a consequence, the Government has requested that the assignments of the Chief Technical Adviser and the Educational Radio Specialist be extended by three and six months respectively. Thus the new version of the project document now provides for 27 man-months and 24 man-months respectively for these two posts. The Government has also requested that all the fellowships provided under the project should be of nine months duration; thus the training component has been increased to reflect this change.

My one remaining concern with the project is that its duration may be somewhat too short to achieve the objectives spelled out in the project document. The timetable for their achievement is a tight one and any delays in key aspects such as the arrival of the experts and the delivery of equipment could set the programme back substantially. The Work Plan of the project is tied in closely with the target of the National Literacy Campaign to achieve the complete eradication of illiteracy among adults in Tanzania by the end of 1975. This target is, I believe, over-optimistic if one is aiming at complete eradication by the date although I believe that the major break-through towards it can be achieved by the end of 1975. However, I believe that the project should be approved with its presently proposed duration and that the question of the eventual need for an extension be taken up by the joint review mission scheduled during 1975.

With regard to the adequacy of Government support for this project, I think it is clear that the Government is strongly committed to its implementation. One of the main reasons for the success of the first phase was the very high level of commitment of the Government to the eradication of illiteracy. The fact that the Government has now decided to integrate the work-oriented structures, methods and techniques of the first phase project into the National Literacy Campaign, demonstrates that its support will continue at the same high level during the new project.

One immediate problem which now arises is with respect to one of the Evaluation Specialist fellowships which has been provided under the project (my cable DP 294 refers). The project has over the past few months been arranging a training programme for one of the Evaluation counterparts, Mr. Kalaule, in the United States, in the hope that it could be financed out of project funds. UNESCO has recently cabled me requesting advance authorization to utilize one of the fellowships for Mr. Kalaule; however, as you know I have asked that they refer their request to you as the Preparatory Assistance Budget does not have a Training Component. Their request for the utilization of the fellowship

in this manner has my complete support, as the Evaluation unit of the project is probably in more need of strengthening than any other unit. However, if you agree to grant advance authorization for the utilization of this fellowship, it will be necessary for you to cable your decision to UNESCO immediately, as I understand Mr. Kalaule's training programme is due to commence on 7 January 1974.

I regret that I have not yet had time to produce a project summary for the project; however I hope to be able to send you copies of the project summary in next week's pouch.

I hope that it will now be possible for UNDP to proceed to the early approval of the full-scale project and I look forward to hearing from you soon on this matter.

Yours sincerely,



Lennart Mattsson
Resident Representative

c.c. Mr. Jimenez,
Director,
Bureau of Relations with Member States and International
Organisations and Programmes,
UNESCO, Paris.

Mr. P. Molt,
U. N. Volunteers,
Geneva.

✓ United Nations,
New York. (1 copy)

Mr. Hartmans,
FAO,
Rome. (1 copy)

International Labour Organisation,
Dar es Salaam. (1 Copy)

W. H. O.,
Dar es Salaam (1 copy)

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CARMENKORN +

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REGISTRY FILE COPY

DRAFTER:

FILE No:

Francisco

TE 311/C. C. C. C.

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TE210(2) UNESCO

1973 DEC 1 PM 9:40

UNITED NATIONS

Cleared in draft: G. Bernard

Cleared: N.V. Gleboff

ORIGINAL DIRECT

RECORDS CONTROL

N. Nekrassoff-Ceccatto/lk

28 November 1973

Mr. Gabriel Valdes S., Assistant Administrator
and Director
United Nations Development Programme

TE 210 (2) UNESCO

Bahgat El-Tawil, Acting Director
United Nations Office of Technical Co-operation

PARAGUAY - Teachers' Training - PAR-73/002/A/01/13

1. We have reviewed the project document of the above request prepared by the Government of Paraguay, and wish to offer the following comments:

2. The project, as conceived, seems to fall within the Government's aim of improving its educational system as defined in the Plan de Desarrollo Educativo elaborated for the period 1969-1980. Through this plan, the Government intends to re-establish a system of agencies for training teachers as well as education specialists in order to close the gap created by the malfunctioning of a previous system based only on normal schools. In this frame of work, it will support the new system of teacher training which has been placed under the responsibility of the Instituto Superior de Educación.

3. So far as the improvement of the system is concerned, we find that not only changes in the purely humanistic concept of education should be introduced, but at the same time, modern teaching techniques and educational administration methods should find their way in order to increase the efficiency of the educational system. Therefore, we find that this project will undoubtedly bring a substantial contribution to the educational development process of Paraguay and we are giving it our full support.

UNITED NATIONS

ECONOMIC COMMISSION
FOR AFRICA



NATIONS UNIES

COMMISSION ECONOMIQUE
POUR L'AFRIQUE

P. O. Box 3001 • ADDIS ABABA • ETHIOPIA

CABLE: ECA. ADDIS ABABA

TELEPHONE: 47200

DATE: 13 November 1973

REFERENCE:

RECEIVED IN RECORDS CONTROL

19 NOV 1973

ACTION TO:

1. MR. WATTS

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☐ PUT AWAY

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☐ FORWARD

ON DAY MONTH YR.

TO:

OFFICIAL CORRESPONDENCE

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TE 210(2) UNESCO

Mrs. Wade
J 27/11

Dear Mr. Watts,

This is with reference to your letter TE 210 (2) UNESCO of 31 October 1973 forwarding six summaries of the request from the Government of Nigeria for UNDP (Special Fund) Assistance in the Preparation of Long and Medium-Term Educational Development Plans (NIR/73/006).

I am now forwarding to you a copy of the comments received from our Manpower and Training Section on the above request. A copy of the comments has also been sent to the UNDP Resident Representative.

Yours sincerely,

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.

SIE/ea

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

10 November 1973

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S.I. Edokpayi, Chief
Manpower and Training Section

UNDP(SF) Projects: Preparation of Long and Medium-Term
Education Development Plans for Nigeria (NIR/73/006)

We are already aware that UNESCO currently has in Nigeria a UNDP financed team of specialists and consultants to assist Nigeria with educational planning as part of the country's overall development plan for 1975-80. An ECA expert is serving in the team as Economist/Manpower Specialist. If this mission is the same as the project request on which comment is now invited, it is almost pointless having the comments since the project is already being implemented with UNDP support.

However, we think the Nigerian Government decision to comprehensively review the content, adequacy, effectiveness and direction of its educational system (formal and non-formal) at this stage of her economic and social development and to develop a perspective plan to guide the further development of its educational programmes is a most welcomed and opportune one; it is in accord with the priorities set for the African Strategy for Development during the 1970s with respect to human resources development.

Having regard to the recognized diversities and different levels of development of the various political units of the country and the level of educational achievements, it is particularly important that there should be a concerted effort to chart the future direction of educational development and that guidelines for action be provided through perspective planning.

The immediate objectives set for the project appear to be well conceived and sound as a basis for planning. However, it is doubtful whether the "minimum complex of facilities" could be feasibly maximized to be able to provide access for all children of school-going-age even by 1980. The attention to programming, physical facilities, teachers (and hopefully instructors in non-formal training system) locational pattern in the distribution of facilities and supporting institutional facilities and services is well justified and endorsed. However, it would appear both from the spelling out of the objectives and personnel components of the project that two or three vital inputs seemed to have been over looked or not given sufficient prominence - these are:

- (i) curriculum development and educational research to continually strive to evaluate the relevance and appropriateness of programme contents in relation to the needs of the economy and of changing technology;
- (ii) instructional materials and the local manufacture of laboratory equipment as well as teacher and pupils teaching/learning equipment; and
- (iii) the training or non-formal system in skill preparation and up-grading. It is to be hoped that these will equally be provided for.

In the calculation of personnel components it is not quite clear or explained why some fields of expertise are repeated.

ECA considers the project as one of high priority and accordingly recommends it for UNDP support.

ORIGINAL DIRECT

TE 210 (2) UNESCO

RECORDS CONTROL

NOV 13 1973

SZelleke/ac
c.c. Mr. Doo Kingue, UNDP
Mr. Vassiliou
Mr. John B. Kabore, UNESCO, Paris

9 November 1973

Dear Mr. Kar,

Subject: NIR/73/006 - Preparation of Long and Medium-Term
Educational Plans

Reference is made to your letter of 16 October 1973 transmitting a Project Document and a Project Summary for the abovementioned new large-scale project.

We note the objective of the project is to assist the Government of Nigeria in the preparation of its long and medium-term educational plans. In supporting this project as highly meaningful and worthwhile, we should like to offer the following observations.

It is generally recognized that education has a very crucial role to play in economic development and in the improvement of levels of living. What is not so clear and much more difficult to discern and articulate is the type of education which is relevant. This question of relevancy is intimately associated with the stage of development of a country, the sectoral composition of its economy and above all the objectives of society in both the economic and social spheres. Moreover, the scope of education, i.e. what can or cannot be done at any time, is governed in large measure by the financial and human resources available for education.

Because of resource limitations many developing countries have found it necessary to offer universal education essentially only for the primary grades if at all, with participation at the secondary and higher levels sharply curtailed. The type of education system which is geared to preparing students to go on to higher education and the past emphasis on liberal arts is increasingly being called into question by many developing countries. The facts of life are such that the vast majority of students do not go beyond primary school and the liberal arts emphasis has more often than not given rise to

Mr. S. Kar
Resident Representative
UN Development Programme
P.O. Box 2075
Lagos, Nigeria

discontent among school graduates. This type of educational emphasis has often led to a contempt for manual labour in general and contributed to a vast body of educated unemployed at a time when in developing countries there exist tremendous economic bottlenecks due to a lack of skilled managers, agricultural extension workers and other technically skilled personnel.

The focus of education has also in the past abetted the movement to the cities because it has led to contempt and boredom with life in the countryside. The vast majority of the population which continue to reside in rural areas were provided with an urban type of education in spite of the fact that for some time to come they would continue to live in rural areas. In the past half decade the importance of the agricultural sector has once again been recognised by development economists, and hand in hand is an awareness of the necessity of having farmers informed and able to use modern techniques, and to increasingly become a part of the economic and social mainstream.

We feel that any plans which are drawn up in the sphere of education should take the preceding remarks into account. More specifically we feel that all ministries should be drawn into this project. We believe roundtable discussions in which future manpower requirements could be discussed would be extremely useful in curricula preparation. The objectives of education should clearly be spelled out before such plans are drawn up. We believe it would also be exceedingly useful to have an assessment of the existing educational system before the plans are drawn up so that attention could specifically be focussed on problem areas. Innovative ideas which have been successfully applied in other developing countries should be sought out and examined.

Yours sincerely,



Igor Radovic
Officer-in-Charge
Africa Branch
Office of Technical Co-operation

ORIGINAL DIRECT

RECORDS CONTROL

EF/ent

Mr. Kenneth Watts, Deputy Director
Africa Branch, OTC

9 November 1973

Mr. Simon C. Vassiliou, Asst. Director-in-charge
Development Planning Advisory Services, CDEP

TE 210 (2)
UNESCO

Eustace P. C. Fernando, Special Technical Adviser
Development Planning Advisory Services, CDEP

HEPPT - Pilot Institute for Training of Technicians and Workshop
Teachers (DCT/73/552)

1. We are submitting herewith our comments on the above project, as requested by you.
2. On the basis of the data and facts provided in the project document this pilot training institute seems very essential and urgent. It would certainly help to eliminate serious bottlenecks in the economy that arise from the lack of adequately trained technicians and workshop teachers. This fact is also confirmed in the UNDP Country Programme document.
3. The lack of properly trained middle and lower management skills is also often the cause of serious shortcomings in plan implementation in general and of industrial production in particular, in most developing countries. Therefore, the well-trained technician needs to appreciate how the organization of his skilled work could produce the optimum impact on the economic development of his country, if his efforts are managed efficiently and economically. As such, the government might consider the advantages of introducing its trainees to at least the basic principles of modern industrial management, economics and engineering by including this discipline as well on the curriculum of the Training Institute; and also by requesting expert assistance accordingly.
4. Obviously, the starting date of May 1975 and the phasing of the budgets would need to be planned realistically to expedite project implementation in view of the urgent need for more technicians and workshop teachers. We would recommend that this pilot project be given high priority.

ORIGINAL DIRECT

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7 November 1973

TE 210 (2)
UNESCO

Mr. Kenneth Watts, Deputy Director
Africa Branch, OTC

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

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

Nigeria - Preparation of Long and Medium-Term Educational
Development Plans (NLR/75/006)

1. As stated in the project document's title the purpose of this project is to assist the Government of Nigeria in the preparation of its Long and Medium-Term Educational Development Plans. It is generally recognised that education has a very crucial role to play in economic development and in the improvement of levels of living. What is not so clear and much more difficult to discern and articulate is the type of education which is relevant. This question of relevancy is intimately associated with the stage of development of a country, the sectoral composition of its economy and above all the objectives of society in both the economic and social spheres. Moreover the scope of education, i.e. what can or cannot be done at any time, is governed in large measure by the financial and human resources available for education. Because of resource limitations many developing countries have found it necessary to offer universal education essentially only for the primary grades if at all, with participation at the secondary and higher levels sharply curtailed. The type of education system which is geared to preparing students go on to higher education and the past emphasis on liberal arts is increasingly being called into question by many developing countries. The facts of life are such that the vast majority of students do not go beyond primary school and the liberal arts emphasis has more often than not given rise to discontent among school graduates. This type of educational emphasis as described by Myrdal in his "Asian Drama" and often alluded to by such leaders as Julius Nyerere, President of Tanzania, has often led to a contempt for manual labor in general and contributed to a vast body of educated unemployed at a time when in developing countries there exist tremendous economic bottlenecks due to a lack of skilled managers, agricultural extension workers and other technically skilled personnel. The focus of education has also in the past abetted the movement to the cities because it has led to contempt and boredom with life in the countryside. The vast majority of the population which continue to reside in rural areas were provided with an urban type of education in spite of the fact that for some time to come they would continue to live in rural areas. In the past half decade the importance of the agricultural sector has once again been recognised by development economists, and hand in hand is an awareness of the necessity of having farmers informed and able to use modern techniques, and to increasingly become a part of the economic and social mainstream.

2. The preceding remarks were not meant to be a dissertation on education for which we claim little if any expertise. Rather we feel that any plans which are drawn up in the sphere of education should take these points into account. More specifically we feel that all ministries should be drawn into this project. We believe roundtable discussions in which future manpower requirements could be discussed would be extremely useful in curricula preparation. The objectives of education should clearly be spelled out before such plans are drawn up. We believe it would also be exceedingly useful to have an assessment of the existing educational system before the plans are drawn up so that attention could specifically be focussed on problem areas. Innovative ideas which have been successfully applied in other developing countries should be sought out and examined. It is our belief that the aforementioned questions should be incorporated in the work table of the proposed project. Needless to say we believe this type of project could be extremely meaningful and worthwhile.

ORIGINAL DIRECT

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NOV - 5 1973

Mrs. Carmen Korn, Chief
Human Resources Projects Section, ELAIP/OTC

2 November 1973

TE 210(2) 13

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

UNESCO

Augusto Silvany, Economic Affairs Officer
Development Planning Advisory Services, CDPFP

PARAGUAY - Teachers Training
PAR-73/002/A/01/13

1. This project aims at assisting the Paraguayan Government in improving its education system, through the qualitative improvement of the teaching personnel. It will support the new system of Teaching Training under the responsibility of the "Instituto Superior de Educación" (ISE) which also coordinates the activities of the "Centros Regionales de Educación" and the "Centros de Formación Docente". These agencies will train primary and intermediary school teachers, as well as administrators for the school system and education specialists.

The immediate objectives envisaged are the assistance for:

- a) training, at graduation level, "trainers of trainers" to teach at ISA and "Centros de Formación" y "Centros Regionales";
- b) qualitative improvement of the academic formation programme of teachers for the primary and intermediary levels, through full time attendance courses
- c) training educational specialists required to support the educational system development (education planners, education researches, evaluators, curriculum specialists, etc.)
- d) developing and conducting educational research and experiments; and
- e) planning, executing and evaluating of the system of teachers training

The project envisages a contribution from the UNDP estimated at US\$344,500 for 3 years (1974-1976). This amount is to be allocated for a) Experts US\$292,500; b) administrative personnel US\$9,000; c) fellowships US\$8,500; d) Equipment US\$24,200 and e) miscellaneous US\$ 10,500.

2. This project is within the governmental goal of improving its educational system as defined in the "Plano de Desarrollo Educativo (1969-1980)". This plan considers the improvement of the teaching personnel, as well as of the agencies in charge of training teachers as the backbone of the education development. The government intends to re-establish a system of agencies for training teachers and education specialists to close the gap created by the malfunctioning of a previous system based only on normal schools. We find that the strengthening of the ISE as well of the Centros de Formación is an adequate approach. Although we do not deal with the specialized matters directly involved in the implementation of this project, we find that its objectives are important for supporting the developmental objectives of Paraguay. We think that a new kind of teacher and teaching are required for development. Not only changes in the purely humanistic

concept of education (implicit in the previous primary intermediary schools "curricula") should be introduced aiming at some kind of professional training since early stages; but also modern teaching techniques and educational administration methods are required for increasing the efficiency of the education system measured in terms of smaller cost per student and of better quality of education received (in terms of ability to have a decent job. The sense of purpose self-contained at each level of education is essential for these goals. We cannot anymore accept an educational system which offers primary education because it is required for following intermediary school, which has to precede another course which will lead to University - as an obligatory cycle, which has to be fully followed before the youth can be considered able to work productively for society. Thus we find that this project, as conceived, is effectively of crucial importance for the development process of Paraguay. Its approach is also the most recommended in creating a system of education for development.

ORIGINAL DIRECT

TE 210 (2) UNESCO

RECORDS CONTROL

NOV 7 1973

Drafted: Y. Wade
Cleared by: Mr. Zelleke

cc. *Mrs. Weidland*

72

31 October 1973

VIA POUCH

Dear Mr. Jeffrey-Coker,

.....

Attached for your review please find copy of the Project Summary from the Government of Nigeria for UNDP assistance in the Preparation of Long and Medium-Term Educational Development Plans (NIR/73/006).

I should be grateful to receive your comments concerning the proposed project, if possible by 19 November 1973, to provide the basis of the appraisal of the project which we must send to the Resident Representative in Nigeria.

Yours sincerely,

KW

31. OCT. 1973

Kenneth Watts
Deputy Director
Africa Branch
Office of Technical Co-operation

Mr. J.B. Jeffrey-Coker
Chief, Technical Assistance and
Programme Co-ordination Office
Economic Commission for Africa
P.O. Box 3001
Addis Ababa, Ethiopia

cc. Miss Weidland

Drafted: Y. Wade

Cleared by: Mr. Zelleke

31 October 1973

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

TE 210 (2) UNESCO

Kenneth Watts, Deputy Director
Africa Branch, OTC

NIGERIA - Preparation of Long and Medium-Term Educational
Development Plans (NIR/73/006)

..... Please find attached, for your review, copy of the Project
Document and Summary from the Government of Nigeria on the above
subject.

We should be grateful to receive your comments concerning
the proposed project, on or before 19 November 1973, to provide
the basis of the appraisal of the project which we must send to
the Resident Representative in Nigeria.

KW

N. Nekrassoff-Ceccatto
Cleared in draft: G. Bernard
Cleared : Mr. J. Rapoport.

ORIGINAL DIRECT

RECORDS CONTROL

NOV - 1 1973

29 October 1973

TE 210 (2) UNESCO

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

Bahgat El-Tawil
Acting Director
United Nations Office of Technical Co-operation

BRAZIL - National System of Agricultural Information and
Documentation (SNIDA) - BRA-72/020/B/01/12

1. Please refer to Dr. L.M. Ramirez-Boettner's letter of 19 September with regard to the proposed project mentioned above. In this connection, we wish to offer the following comments :

2. Our views of this project are the most favourable ones because basic scientific information and documentation on the agricultural sector have a key role in the sectoral modernization and planning. We notice that the long-term objective is the establishment of the National System of the Agricultural Information and Documentation, which aims at collecting, analysing, processing and disseminating information of value for the agricultural development of Brazil. We assume that the project implies also the strengthening of the mechanisms connected with its operation since it is always important for this kind of project to establish proper channels of communication with agencies directly engaged in research in the agricultural sector or which indirectly may either produce, or benefit from, information on this sector.

3. Although the text of the project document refers to a broad network, the chart seems to omit the existence of institutions such as Instituto Brasileiro de Geografia e Estatística and the Regional Planning Superintendentes (SUDENE, SUDAM and so forth). These regional institutions are very important as they not only tend to collect - at the regional level - a great deal of information on the agricultural sector, but they also may suggest priorities for applied scientific research.

4. We note that the project, prepared for a period of four years, anticipates the creation of an Advisory Council to CIDAR (coordinating centre within the Ministry of Agriculture) with the participation of the Ministries of Planning and Foreign Affairs. No mention is made, however, of the Ministry of the Interior. A cooperation with this latter ministry could broaden the proposed system.

5. There is no doubt that this project has been conceived ambitiously since in addition to its objectives, as described under para. 2, it aims at conveying a constant flow of up-dated information to the most distant points of a country as large as Brazil. In view of the foregoing, and taking into consideration that this project will have a very important direct impact on the sectoral planning activities of the country, we are pleased to give it our strong support.

cc: Dr. L.M. Ramirez-Boettner
Resident Representative.

ORIGINAL DIRECT

DRAFTED: N. NEKRASSOFF-CECCATTO/1k

CLEARED IN DRAFT: G. BERNARD

CLEARED: C. F. KORN

Mr. Gabriel Valdes S., Assistant Administrator
and Director

Regional Bureau for Latin America
United Nations Development Programme

24 October 1973

TE 210 (2) UNESCO

Bahgat El-Tawil, Acting Director
United Nations Office of Technical Co-operation

ARGENTINA - Educational Planning and Research ARG-71/001/01/13

1. In order to keep pace with development as well as social and economic changes, the Government of Argentina allocated in its development plan a high priority to the strengthening and modernization of the educational administration as a whole, at both the national and regional levels.

2. Upon reviewing the documents submitted to us, we found that the project, as described, seems to fit exactly into the policy followed by the Government to modernized the structure of the educational system, the teaching techniques, the curricula and educational research. It also tends to expand general and vocational education and decentralize at the same time the education set up. We also notice that the experts will be properly assigned to the National Directorate for middle and upper education in the Ministry of Culture and Education. The project appears, in general, to be sound and to meet a real need within the context of Argentina. We do not hesitate, therefore, to give it our full support.

cc: Mr. M. Albornoz, Resident Representative

R. Gonzalez
~~Cleared~~

Mr. S; Vassiliou, Assistant Director-in-charge
Development Planning Advisory Services, CDPFP

19 October 1972

J. Van Heerden, Acting Chief
Planning and Evaluation Section, OEC

COLOMBIA - Formación de Personal Docente e Impulso
a la Investigación en Telecomunicaciones



TE210(2)UNESCO

..... Please find attached a project document submitted by the
Government of Colombia for UNDP assistance on the above subject.
I would appreciate receiving any comments you may wish to make
on this request on or before 3 November.

P4 E 22/10/73

UNITED NATIONS
DEVELOPMENT PROGRAMME



OFFICE OF THE RESIDENT
REPRESENTATIVE IN NIGERIA

TELEPHONES

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RECORDS CONTROL

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P. O. BOX 2075
LAGOS

PA - Registry
Action taken
31/10/73

CABLES: UNDEVPRO-LAGOS

STREET ADDRESS:

11, QUEEN'S DRIVE-IKOYI

REFERENCE: NIR/73/006

16 October 1973

TE 210 (2) UNESCO

Dear Mr. Watts,

Subject: Preparation of Long and Medium-Term Educational
Development Plans - NIR/73/006

I enclose herewith two copies of a Project Document and a Project Summary for the new large-scale project NIR/73/006: Preparation of Long and Medium-Term Educational Development Plans, which has been officially endorsed by the Government on 28 September 1973 and transmitted to UNDP Headquarters and Unesco for comments and eventual approval.

In accordance with the existing UNDP instructions, the Project Document is sent to you for information and for any comments that you may wish to make thereon.

Yours sincerely,

S. Kar
Resident Representative, a.i.

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

Mrs. Wade
for action, please.
22/10/73

UNITED NATIONS DEVELOPMENT PROGRAMME

Project Summary* Government of
NIGERIA

Project Title: Preparation of Long and Medium-Term Educational Development Plans

Number: NIR/73/006/B/01/13

Date of Submission: *28 September 1973*

Sector: Education

Sub-Sector: Development and Planning of
Education

Proposed starting date for
full project operations: 1 July 1973

Proposed Duration: One and a half years

Proposed Government Co-operating Agency: Federal Ministry of Education

Amount of Request from the UNDP

US\$ 506,000

Proposed Government Counterpart
Contribution:

In Cash: Nil

In Kind: Naira N 119,550

Total US\$ 181.742

I. Background

After more than a decade of sustained expansion in education, slowed only briefly during the civil war, Nigeria has now entered a phase of reassessment and review. The Federal and State Governments already control, and largely operate, an extensive system of modern formal education with over four million pupils in Primary Schools. Confronted with increasing numbers of school age children and advances in science and technology necessitating investment in new and higher level skills, those responsible for educational planning must prepare the ground for an even larger, more diversified improved educational system, justified by Nigeria's increased economic resources, its changed political structure and its new role in the community of African Nations.

2. The Ashby report published in 1960 formed a basic guideline for the educational component of the First National Development Plan (1962-1968). The same development pattern has continued in the Second National Development Plan (1970-1974), while, in other parts of the world, educational systems are being transformed under the influence of new ideas and concepts. These ideas call for an educational policy covering not only the formal system of education, but also out-of-school education and the interaction between the educational system and the community.

*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.

3. In order to support the Federal and State Ministries of Education in the important operation for preparing the new Five Year Development Plan (1975-1980) the Government of Nigeria has decided to request the assistance of a UNESCO team of experts and consultants financed by UNDP. In addition, UNESCO, with UNDP funds, has been requested to assist the authorities in drafting a fifteen year perspective Educational Plan.

4. The UNESCO team of consultants will be attached to the Federal Ministry of Education and will maintain the necessary links with the Federal Ministry of Economic Development and Reconstruction and the State Ministries of Education. To this end, the Federal Ministry of Education will establish a Task Force comprising officials of all State Ministries of Education for the collection of data and information from the States, which will help to articulate state projects in accordance with the Guidelines for the Third National Development Plan. The work of the team and of the Task Force will be reviewed periodically by the Reference Committee on Planning and Development of the Joint Consultative Committee on Education. UNESCO Headquarters will also be directly involved in the team's activities by providing intellectual backstopping and special assistance in areas where technical advice and guidance may be needed.

5. The Federal Ministry of Education, through its Planning and Development Division will supervise the implementation of the National Policies that will be worked out. Because of its particular nature, the UNESCO team will establish contacts with all international experts provided in the field of education, either under the United Nations Development Programme or other Bilateral resources.

II. The Project

6. No UNDP Country Programme has, as of now, been prepared for Nigeria.

7. The long-range objective of the project is to assist the Government in establishing a realistic development plan in education.

8. The immediate objectives of the Project are:

- (i) to assist the Government of the Federation through their Ministries of Education to draw up for the nation a perspective 15-year Education Plan to be broken up into three 5-year programmes having regard to the need to provide education to all those who can benefit therefrom and ensure that the nation's manpower requirements are adequately met;
- (ii) to specify and elaborate the education programme for the first 5 years, 1975-1980, based on the minimum complex of facilities required for ensuring that all children of school-going-age-group regardless of where they may be living in Nigeria, have access, to educational facilities;

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- (iii) to identify the types and numbers of teachers required and to prepare a teacher training programme which will lead and dovetail into the educational expansion programme;
- (iv) on the basis of the spatial distribution of population and existing educational facilities to propose a locational pattern for a specified minimum complex of facilities and teaching personnel required year by year for the implementation of the 1975-1980 educational programme, and
- (v) Additionally to identify and elaborate the additional institutions and services such as language laboratories, educational information services and data banks, libraries and related services and, audio-visual aids, etc.

III. Financial Data

A. Contribution requested from the UNDP

	<u>Total</u>	
	<u>in</u>	<u>\$</u>
<u>Project Personnel Component</u>		
<u>Experts and Consultants</u>		
Project Co-ordinator	18	45,000
Educational Planning	5	12,500
Educational Statistics (3)	15	37,500
Educational Facilities (2)	10	25,000
Educational Costs and Financing	5	12,500
Economist/Manpower Studies	5	12,500
Educational Statistics	12	30,000
Education costs and Finance	12	30,000
Economist/Manpower Specialist	12	30,000
Educational Facilities	12	30,000
Pre-primary and Primary Education	4	10,000
Secondary Education / Higher Education (2)	8	20,000
Technical Education	4	10,000
Vocational Education	4	10,000
Teacher Training	4	10,000
Adult Education	4	10,000
Special Education	4	10,000
Rural Education	4	10,000
Modern methods and techniques	4	10,000
Use of Mass Media	4	10,000
Component Total	150	375,000
<u>Administrative Support Personnel</u>		
Administrative Officer (1) Secretaries (2)		
Drivers (3)		27,000
Component Total		27,000

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	Total	
	m/m	£
<u>Training Component</u>		
<u>Group Training</u>		
Consultation at Unesco Headquarters		12,000
Component Total		12,000
<u>Equipment Component</u>		
Expendable equipment		12,000
Non-expendable equipment (including 3 vehicles)		25,000
Component Total		37,000
<u>Miscellaneous Component</u>		
Operation and maintenance of equipment		15,000
Reporting Costs		10,000
Sundry		30,000
Component Total		55,000
GRAND TOTAL		506,000

B. <u>Proposed Government Counterpart contribution in kind</u>	Total	
	m/m	£
<u>Project Personnel Component</u>		
Senior Educational Planning Officer	18	7,750
Educational Planning Officer (Statistics)	18	5,400
Consultants	6	3,600
Administrative and supporting personnel	126	11,700
Component Total	168	28,450
<u>Equipment Component</u>		
Expendable Equipment		1,000
Non-expendable Equipment		15,000
Building (Housing and Office Accommodation)		67,500
Component Total		83,500
<u>Miscellaneous Component</u>		
Operation and maintenance of Equipment		2,000
Sundry		5,600
Component Total		7,600
GRAND TOTAL		119,550

UNITED NATIONS DEVELOPMENT PROGRAMME

Project of the Government of

NIGERIA

Title: Preparation of Long and Medium-Term Educational
Development Plans

Number: NIR/73/006/B/01/13

Duration: One-and-a-half years

Sector: Education

Sub-Sector: Development and Planning
of Education

Government Co-operating
Agency: Federal Ministry of
Education

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

Date of Submission: 28 September 1973

Starting Date: 1 July 1973

Government Contribution:

UNDP Contribution: US\$506,000

In Cash: Nil

In Kind: Naira N119,550

Approved: _____
on behalf of the Federal Military
Government (Signature)

Date: _____

on behalf of the Executing Agency
(Signature)

Date: _____

on behalf of UNDP (Signature)

Date: _____

I. BACKGROUND AND SUPPORTING INFORMATION

A. Justification for the Project

1. After more than a decade of sustained expansion in education, slowed only briefly during the civil war, Nigeria has now entered a phase of re-assessment and review. The Federal and State Governments already control, and largely operate, an extensive system of modern formal education with over 4 million pupils in primary schools, about 400,000 in various types of secondary schools and over 20,000 students in the six universities. For its further development and operating costs, this system requires a significant proportion of the nation's available resources.

2. Confronted with increasing numbers of school-age children and advances in science and technology calling for long-term investment in new and higher level skills, those responsible for education planning have complex decisions to take. Above all, they must prepare the ground for an even larger, more diversified and improved educational system, justified by Nigeria's increased economic resources, her changed political structure and her new role in the community of African Nations.

3. The Ashby Report, published in 1960, formed the basic guideline for the educational component of the First National Development Plan (1962-1968). The same development pattern has continued in the Second National Development Plan (1970-1974), while in other parts of the world the educational systems are being transformed under the influence of new ideas and concepts such as life-long education, universal basic education, adaptation of the content of education to environment and technological changes. These ideas call for an educational policy covering not only the formal system of education but also out-of-school education in its widest context and the interaction between the educational system and the community. Specially in developing countries much of the success of future plans will depend on the introduction of new educational services and teaching techniques.

4. The Nigerian authorities have already embarked on this task. National Conferences on Curriculum Reform took place in 1969 and 1971. Several feasibility studies on the introduction of Universal Primary Education were undertaken between 1970 and 1972. Finally a seminar on "National Policy

on Education" was held very recently in Lagos (4-8 June 1973), under the sponsorship of the Federal Ministry of Education. The final report of this Seminar will be examined by the National Council on Education and the future policy guidelines will be submitted for approval to the Supreme Military Council. The recommendations of the Seminar are bold, innovative and touch all aspects of the educational function. Their implementation, therefore, will require a systematic planning approach based on sound statistics and accurate socio-economic analysis as well as on high level educational research and experimentation.

5. In order to support the Federal and State Ministries of Education in this important and delicate operation, the Government of Nigeria, after preliminary negotiations with UNDP and UNESCO, has decided to request the assistance of a UNESCO team of experts and consultants. Their task will be that of working in close consultation and co-operation with the country's educational authorities in drafting a 15-year perspective educational plan and the 5-year investment programme which should form the educational component of the Third National Development Plan (1975-1980).

B. Institutional framework

6. The UNESCO team will be attached to the Federal Ministry of Education and work under the overall responsibility of its Permanent Secretary, who will also maintain the necessary link with the Federal Ministry of Economic Development and Reconstruction as the authority responsible for the drafting of the Third National Development Plan, 1975-1980. The Federal Ministry of Education adheres to normal Government procedure and its financial resources are included in the yearly budget of the Federal Government.

7. In a project such as that described in the present request, overall co-ordination and continuous assessment are very important. Recognising this, the Government has agreed to establish a task force, in Lagos, consisting of officials of the planning division of the State Ministries of Education. The task force will give the team all the cooperation needed for the collection of data and information from the States and will help to articulate state projects in accordance with the guidelines for the Third National Development Plan

recently approved by the Supreme Military Council. The work of the team and the task force will be reviewed periodically by the Reference Committee on Planning and Development of the Joint Consultative Committee on Education, which will meet to this effect every three months. If necessary, the Federal Ministry of Education will provide the services of eminent Nigerian educationalists acting as consultants on specific fields.

8. The team will work in close contact both with the Federal Ministry of Education and with the Central Planning Unit of the Federal Ministry of Economic Development and Reconstruction. Both these agencies will nominate officials to assist in the team's work. Other Government Agencies with which the Team and task force will need to maintain close contacts are the National Manpower Board, the National Universities Commission and the National Education Research Council. These Agencies are in fact also engaged in the planning of educational development.

9. UNESCO Headquarters will also be directly involved in the team's activities by providing intellectual backstopping and special assistance in areas where technical advice and guidance may be needed. To this effect, UNESCO will also make available the services of the Regional Bureau of Education for Africa and the International Institute of Educational Planning.

C. Provision of Government Follow-up

10. The Federal Ministry of Education, through its Planning and Development Division, will supervise the implementation of the National Policy and carry out the periodical revision of the planned targets on the basis of the States' progress reports.

D. Other related activities

11. Because of its particular nature, the project is intimately related with all educational projects financed by UNDP with specialised assistance from UNESCO or other UN agencies. In particular mention should be made of the Advisory Services in Curriculum Development provided to the Rivers and South Eastern States, the Adviser on Primary Education attached to the

Institute of Education of the Ahmadu Bello University, Zaria, and the assistance to the College of Education, Abraka.

12. Where appropriate, the team will also establish close working relationship with other aid agencies assisting the Federal and State Governments in educational projects and in particular with CIDA, British Council, USAID and Ford Foundation.

E. Further UNDP Assistance

13. No further assistance from UNDP is specifically envisaged for the project. However, the Government may request assistance for selected education projects within the Third National Development Plan, 1975-1980, as well as advisory services to assist the Planning Divisions in the Federal and State Ministries of Education to follow-up the implementation of the plan.

II. OBJECTIVES OF THE PROJECT

A. Long-range objectives

The long-range objective of the project is to assist the Government in establishing a realistic development plan in education.

B. Immediate Objectives

- (i) to assist the Governments of the Federation through their Ministries of Education to draw up for the nation a perspective 15-year Education Plan to be broken up into three 5-year programmes having regard to the need to provide education to all those who can benefit therefrom and ensure that the nation's manpower requirements are adequately met;
- (ii) to specify and elaborate the education programme for the first 5 years, 1975-1980, based on the minimum complex of facilities required for ensuring that all children of schoolgoing age group regardless of where they may be living in Nigeria, have access, to educational facilities;
- (iii) to identify the types and numbers of teachers required and to prepare a teacher training programme which will lead and dovetail into the educational expansion programme;
- (iv) on the basis of the spatial distribution of population and existing educational facilities to propose a locational pattern for a specified minimum complex of facilities and teaching personnel required year by year for the implementation of the 1975-1980 educational programme, and
- (v) Additionally, to identify and elaborate the additional institutions and services such as language laboratories, educational information services and data banks, libraries and related services and, audio-visual aids, etc.

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III. WORK PLAN

1. The following preparatory activities need to be carried out by the Government to ensure timely implementation of the project.

<u>Project Activities</u>	<u>Location</u>	<u>Proposed Dates and Duration</u>
(a) Provision of adequate office facilities for the UNESCO Team and Government Staff attached to it.	Lagos	July 1973 one month
(b) Provision of adequate Housing for International experts	Lagos	July 1973 five months

A. Description of Project Activities

1. In view of the time schedule assigned to the Central Planning Office for the presentation of the Third National Development Plan, 1975-1980, the first priority in the project activities will be **given** to the preparation of the draft proposals for investment in education in the next plan period.

2. The project activities will be phased in two stages. The first stage will be concerned with the identification of the projects which will form the educational component of the Third Plan. The Second Stage will be devoted to the drafting of a perspective 15-year education development plan for the period 1975 to 1990.

3. The tentative deadline for the completion of the first stage is 30th November 1973. The Second Stage will begin immediately after and should be completed by the end of 1974.

FIRST STAGE

	Project Activities	Location	Proposed dates and duration
(i)	Arrangement for office accommodation recruitment of consultants, establishment of the Nigeria Task Force and other preliminary activities.	Lagos Paris	1 July, 1973 2 months
(ii)	Preparation, tabulation and presentation of the projected expansion of the school system and other educational activities during the Third Plan period.	Lagos	1 Sept., 1973 2 months
(iii)	Identification of projects to be carried out at the state and National level.	Lagos and States	1 Sept., 1973 2 months
(iv)	Geographical location of projects according to population distribution and other criteria indicated in the guidelines.	Lagos and States	1 Oct., 1973 2 months
(v)	Estimate of capital outlay needed for implementation of approved projects and forecast of the additional recurrent costs.	Lagos and States	1 Oct., 1973 2 months
(vi)	Tabulation of capital investment during the plan period, according to sources of finance, territorial divisions, type of educational activities and detailed project specification.	Lagos	1 Nov., 1973 one month
(vii)	Drafting of the Chapter "Education" for the Third National Development Plan, 1975 - 1980	Lagos	1 Nov., 1973 15 days

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SECOND STAGE

	<u>Project Activities</u>	<u>Location</u>	<u>Proposed dates and duration</u>
(a)	<u>Data Collection (1)</u>		
(i)	Processing, tabulation and analysis of all statistical and other information available at the Federal and State level regarding the functioning of the school system, expenditure, costs, population, etc.	Lagos and States	1 Jan., 1974 3 months
(ii)	Visits to Universities and National Universities Commission to discuss analysis of statistics, financial and budgetary data, projections, development programmes.	Lagos and States	1 Feb., 1974 6 months
(iii)	Visits by the team members and the task force to the states to collect further information and to discuss analysis.	Lagos and States	1 March 1974 6 months
(iv)	Preparation of school maps, charts and other relevant illustrative and analytical material.	Lagos	1 March 1974 4 months
(v)	Presentation of the documentation assembled.	Lagos	1 March 1974 3 months
(b)	<u>Data Collection (2) Projections</u>		
(i)	Collection, processing, and analysis of additional statistical information.	Lagos	1 April, 1974 3 months
(ii)	Analysis of general economic data including national accounts, public finance and projected GNP (in co-operation with the Central Planning Office).	Lagos	1 June 1974 4 months
(iii)	Analysis of manpower needs and projections (in cooperation with the National Manpower Board and the Institute of Human Resources, University of Lagos).	Lagos	1 June 1974 4 months

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Data Collection (2) Projections (Continued)

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|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------|
| (iv) | Analysis of school facilities
their distribution and utilisation. | Lagos | 1 May 1973
4 months |
| (v) | First tentative projections for
the 15-year development plan
and scheduling of quantitative
targets for the three 5-year periods. | Lagos | 1 July 1973
1 month |
| (a) | <u>Consultant Mission and Reports</u> | | |
| (i) | Travel of consultants to the States
for on-the-spot fact-finding
missions concerned with the
various aspects of educational
reform and implementation of the
long-and medium-term programmes. | Lagos and
States | 1 April 1974
6 months |
| (ii) | Consultants' reports on primary
and pre-primary education,
secondary technical education,
vocational education, teacher
training, adult education, special
education and community links,
modern teaching methods and
techniques use of mass media. | Lagos and
States | 1 April 1974
6 months |
| (d) | <u>Final Operations</u> | | |
| (i) | Final revision of projections on
the basis of latest statistics
available and the preliminary
results of the 1973 population census. | Lagos | 1 Sept., 1974
4 months |
| (ii) | Final revision of the <u>outline of</u>
the long-term development plan on
the basis of the reports and re-
commendations of the consultants. | Lagos | 1 Sept., 1974
4 months |
| (iii) | Drafting of the final document con-
taining the elaboration of the 15-
year development plan with the
basic documentation annexes. | Lagos | 1 Oct., 1974
2 months |
| (iv) | Editing of the final document | Lagos | 1 Nov., 1974
2 months |
| (v) | Presentation of the final document
to the Government by the Director-
General of Unesco. | Lagos | 1 Dec. 1974
1 month |

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3. Description of UNDP Inputs

1. Assignment of International Staff

The first stage of the project will be manned by a coordinator and a number of consultants mainly seconded from Unesco Headquarters and the Regional Bureau of Education for Africa. For the second stage, in addition to the coordinator, a number of experts and consultants will be recruited through the normal channels.

Qualifications: All international staff must have a degree in education and/or related disciplines, wide practical experience in educational planning preferably in developing countries, good knowledge of English.

<u>FIRST STAGE</u>	<u>Starting Date</u>	<u>Duration</u>
(a) <u>Team Co-ordinator</u> Entrusted with the over-all responsibility for the project <u>vis-a-vis</u> Unesco, the Government and UNDP Will supervise and co-ordinate the activities of Unesco experts and consultants assigned to the project. Will assist and advise the Federal and State Ministries of Education in matters related to the preparation of the long-and medium-term educational plans.	1 July 1973	6 m/m
(b) <u>Consultants (8)</u> The consultants together with their national counterparts, will be responsible for the technical tasks involved, namely, the carry-out of the statistical work and projections concerning the school	1 August 1973	40 m/m

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<u>FIRST STAGE (Continued)</u>	<u>Starting Date</u>	<u>Duration</u>
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system and its expansion, advise on qualitative improvement and evaluation determine the plan and materials required, forecast the financial implications and initiate a study of the economic and human resources development necessary. All the consultants will work full time in Nigeria, except the educationist. With his main responsibility related to the qualitative aspects of the expansion envisaged, he will work closely with the task force operating at Unesco Headquarters in support of the project activities as well as ensure effective liaison between it and the task force in Nigeria.

SECOND STAGE

- | | | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|--------|
| (a) | <u>Team Co-ordinator</u>
(See first stage for job description). | 1 January 1974 | 12 m/m |
| (b) | <u>Expert in Educational Statistics</u>
Responsible for the overall execution of the statistical work concerning the school system and other educational activities.

Will assist the Federal and State Ministries of Education in the collection of data and in the preparation and execution of sample survey, if necessary. | 1 January 1974 | 12 m/m |

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SECOND STAGE (Continued)

Starting Date

Duration

Will be responsible for the pre-
sentation of basic statistical
documentation and the elaboration
of the projections.

- (c) Expert in Education Costs and Financing 1 January 1974 12 m/m

Responsible for the collection of all
available statistical and other material
concerning expenditure, costs and
financing of educational activities.

Will assist the Federal and State
Ministries of Education in preparing and
collecting the documentation needed.

Will collaborate in the preparation of
the basic documentation and in the
elaboration of the projections.

- (d) Economist/Manpower Specialist 1 January 1974 12 m/m

Responsible for the collection,
analysis and elaboration of all
available information concerning
economic and demographic statistics
related to manpower.

Will consult with and eventually
assist the national institutions
involved in the study of economic and
human resources development and with
the institutions representing a source
of information in this field.

Will collaborate in the preparation of
the basic documentation and in the
elaboration of projections.

Assignment of International Staff

SECOND STAGE (Continued)

	<u>Starting Date</u>	<u>Duration</u>
(e) <u>Educational Facilities Specialist</u>	1 January 1974	12 m/m
Responsible for the preparation of school maps and for the analysis of educational facilities needed for the implementation of the long-and short-term educational plans.		
In consultation with the Federal and State Ministries of Education, will examine the problems connected with the investment projects and elaborate possible uniform or differentiated solutions.		
Will collect and elaborate all the material needed to form a basic documentation on the subject and will collaborate in the working out of projections.		
(f) 11 Consultants on the following aspects of the organisation of formal and non-formal education:	From January 1974	44 m/m
- Pre-primary and primary education		
- Secondary Education		
- Higher Education		
- Technical Education		
- Vocational Education		
- Teacher Training		
- Adult Education		
- Special Education		
- Rural Education		
- Modern methods and techniques		
- Use of mass media		

Assignment of International Staff

SECOND STAGE (Continued)

Starting Date

Duration

On the basis of the policy recommendations and the analysis of the basic documentation, each consultant will in his own field propose ways and means of achieving the stated policy objectives with the framework of the development programme envisaged.

They will consult with the Federal and State Ministries of Education and with any other Ministry or Institution which may be concerned on problems involved in the implementation of the policy decisions.

They will also consult with each other and with the members of the team in matters which affect other fields of educational activity or the overall development and reform scheme.

They will make recommendations on how to organise their fields of educational activity in relation to the institutional framework in which they should operate and the additional services needed for their full development and continued impact.

Finally, they will provide a comprehensive report on the development of the educational activity they are concerned with for the long- and medium-term development plans.

2 Sub-Contracts: Non-applicable

3 Training Provisions:

Location

Starting Date

Duration

Travel and other expenses for
consultation by Nigerian
officials and educationists at
Unesco Headquarters during the

Paris

October 1973
and as
required

2 weeks each
visit

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Training Provisions: (Cont'd) Location Starting Date Duration

execution of the Project and
in connection with meetings
of the Unesco task force.

4	<u>Equipment:</u>	<u>Location</u>	<u>Delivery Dates</u>	<u>Amount</u>
	Funds for the purchase of	Lagos	August 1973	US\$ 2,000
	expendable equipment necessary		January 1974	6,000
	for the running of the team's			
	office in Lagos.			

Purchase abroad or on the local
market of the following non-
expendable equipment:

Motor Vehicles (3)	July 1973	15,000
Calculating machines (4)	From July 1973	
mimeograph machine (1)	to Feb. 1974	10,000
Stencil cutter (1), Typewriters (4)		
drafting table (1), index-card file		
cabinet (1), photocopying machine (1)		

5	<u>Miscellaneous:</u>	<u>Amount</u>
	Operation and maintenance of equipment	US\$15,000
	Reporting costs	10,000
	Sundry (including travel of Unesco	
	Headquarters staff to Lagos)	30,000

C. Description of Government Inputs

1.	<u>Professional Staff:</u>	<u>Starting Date</u>	<u>Duration</u>
	The Government will provide to the project		
	the following professional staff:		
	(a) <u>Senior Educational Planning Officer</u>	July 1973	18 m/m
	He will be the counterpart of the		
	Team Co-ordinator, assist him in his		

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Description of Government Inputs (Cont'd)

	<u>Starting Date</u>	<u>Duration</u>
contacts with the Federal and State Ministries of Education as well as with the Federal Ministry of Economic Development and Reconstruction, the Federal Office of Statistics, the Universities and Research Institutes, in particular the NERC.		

He will be involved in the major operations and accompany, when necessary, the Team Co-ordinator on travels within Nigeria and to Unesco Headquarters.

He will work in close co-operation with the Team Co-ordinator and with the other members of the team and will participate in the meetings which will be held for the general organization of the team's work.

He will assume such duties as are appropriate to his counterpart function.

(b) Educational Planning Officer
(Statistics)

July 1973

18 m/m

He will act as the counterpart of the experts on educational statistics and on educational costs and finance and will assist them in carrying out their respective tasks.

He will accompany them on missions to the State Governments and other government agencies or institutions and perform such

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Description of Government Inputs (Cont'd)

	<u>Starting Date</u>	<u>Duration</u>
duties as are appropriate to his counterpart function.		
2. <u>Consultancies</u>	August 1973 and as required	6 m/m
The Government, on the advice of the co-ordinator and his counterpart, will provide consultancy services from eminent Nigerian educationists and experts on particular problems arising during the formulation of the long- and medium-term plans.		
3. <u>Clerical and Supporting Staff</u>	From July 1973 and as required	126 m/m
The Government will provide:		
(a) 1 Statistical Officer		
(b) 2 Statistical clerks		
(c) 5 Messengers		
4. <u>Office Space and Equipment</u>		<u>Estimated Cost</u>
Expendable Equipment	From September 1973 and as required	N 1,000
Non-expendable equipment including office furniture and equipment as needed	From August 1973 3 months	#15,000
5. <u>Housing</u>		
Government will provide adequate residential housing for the Co-ordinator and the international experts and office space rented commercially		#67,500

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Clerical and Supporting Staff (Cont'd)

6. <u>Miscellaneous</u>	<u>Estimated Cost</u>
(a) The Government will provide costs for the operation and maintenance of equipment	£ 2,000
(b) If required, the Government will provide internal air and surface travel facilities for the professional government staff (Sundry)	£ 1,500
(c) The Government will provide local operating costs and recurrent expenditure which may become necessary in addition to UNDP contribution towards this item (Sundry)	£ 1,100
(d) The Government will provide travel and other expenses required for the meetings of the Government task force in Lagos (Sundry)	£ 3,000

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PROJECT BUDGET COVERING UNDP CONTRIBUTION

Country: NIGERIA

Project No.: NIR/73/006/A/II/13

Project Title: Preparation of long and medium-term Educational Development Plans

10. <u>PROJECT PERSONNEL</u>		<u>Total</u>		<u>1973</u>		<u>1974</u>	
		m/m	US\$	m/m	US\$	m/m	US\$
11. <u>Experts and Consultants</u>							
11-01	Project Co-ordinator	18	45,000	6	15,000	12	30,000
02	Educational Planning	5	12,500	5	12,500	-	-
03	Educational Statistics	5	12,500	5	12,500	-	-
04	Educational Statistics	5	12,500	5	12,500	-	-
05	Educational Statistics	5	12,500	5	12,500	-	-
06	Educational Facilities	5	12,500	5	12,500	-	-
07	Educational Facilities	5	12,500	5	12,500	-	-
08	Educational Costs and Financing	5	12,500	5	12,500	-	-
09	Economist/Manpower Studies	5	12,500	5	12,500	-	-
10	Educational Statistics	12	30,000	-	-	12	30,000
11	Education costs and Finance	12	30,000	-	-	12	30,000
12	Economist/Manpower Specialist	12	30,000	-	-	12	30,000
13	Educational Facilities	12	30,000	-	-	12	30,000
14	Pre-primary and Primary Education	4	10,000	-	-	4	10,000
15	Secondary Education	4	10,000	-	-	4	10,000
16	Higher Education	4	10,000	-	-	4	10,000
17	Technical Education	4	10,000	-	-	4	10,000
18	Vocational Education	4	10,000	-	-	4	10,000

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Experts and Consultants (Cont'd)

	Total		1973		1974	
	m/m	US\$	m/m	US\$	m/m	US\$
19 Teacher Training	4	10,000	-	-	4	10,000
20 Adult Education	4	10,000	-	-	4	10,000
21 Special Education	4	10,000	-	-	4	10,000
22 Rural Education	4	10,000	-	-	4	10,000
23 Modern methods and techniques	4	10,000	-	-	4	10,000
24 Use of Mass Media	4	10,000	-	-	4	10,000
11-99 Sub-Total	150	375,000	46	115,000	104	260,000

13. Administrative Support Personnel

Administrative Officer (1)	-	-	-	-	-	-
Secretaries (2) and Drivers (3)	-	27,000	-	9,000	-	18,000
19 Component Total	150	4,02,000	46	124,000	104	278,000

30. TRAINING

32. <u>Group Training</u>						
Consultation at Unesco Headquarters	-	12,000	-	4,000	-	8,000
39 Component Total	-	12,000	-	4,000	-	8,000

40. EQUIPMENT

41. Expendable equipment	-	12,000	-	2,000	-	10,000
42. Non-expendable equipment (including 3 vehicles)	-	25,000	-	20,000	-	5,000
49 Component Total	-	37,000	-	22,000	-	15,000

50. MISCELLANEOUS

51. Operation and maintenance of equipment	-	15,000	-	4,000	-	11,000
52. Reporting costs	-	10,000	-	-	-	10,000

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Miscellaneous (Cont'd)

	Total		1973		1974	
	m/m	US\$	m/m	US\$	m/m	US\$
53. Sundry	-	30,000	-	10,000	-	20,000
59 Component Total	-	55,000	-	14,000	-	41,000
99 GRAND TOTAL	150	506,000	46	164,000	104	342,000

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PROJECT BUDGET COVERING GOVERNMENT CONTRIBUTION
(In Naira)

Country: NIGERIA
Project Title: Preparation of long and medium-term Educational Development Plans
Project No.: NIR/73/006/A/01/13

	<u>Total</u>		<u>1973</u>		<u>1974</u>	
	m/m	i.	m/m	i.	m/m	i.
10. <u>PROJECT PERSONNEL</u>						
Senior Educational Planning Officer	18	7,750	6	2,250	12	5,500
Educational Planning Officer (Statistics)	18	5,400	6	1,800	12	3,600
Consultants	6	3,600	2	1,200	4	2,400
Administrative and supporting personnel	126	11,700	42	3,900	84	7,800
19 Component Total	168	28,450	56	9,150	112	19,300
40. <u>EQUIPMENT</u>						
41 Expendable Equipment	-	1,000	-	300	-	700
42 Non-expendable Equipment	-	15,000	-	15,000	-	-
43 Building (Housing and Office accommodation)	-	67,500	-	22,500	-	45,000
49 Component Total	-	83,500	-	37,800	-	45,700
50. <u>MISCELLANEOUS</u>						
51 Operation and maintenance of Equipment	-	2,000	-	700	-	1,300
53 Sundry	-	5,600	-	1,800	-	3,800
59 Component Total	-	7,600	-	2,500	-	5,100
99 GRAND TOTAL	168	119,550	56	49,450	112	70,100