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United Nations Educational, Scientific
and Cultural Organization

WORLD CONFERENCE
OF MINISTERS OF EDUCATION
ON THE ERADICATION
OF ILLITERACY

Teheran, 8-19 September 1965

Final Report

UNESCO

Preface

The World Congress of Ministers of Education on the Eradication of Illiteracy convened by the United Nations Educational, Scientific and Cultural Organization was held in Teheran from 8 to 19 September 1965, following the gracious invitation of His Imperial Majesty the Shahinshah of Iran and in accordance with a resolution adopted by the General Conference of Unesco at its thirteenth session.

The invitation was accepted by 88 delegations. The heads of delegations included 37 Ministers, 11 Vice-Ministers and 8 Under-Secretaries of State.

The Congress, inaugurated by His Imperial Majesty the Shahinshah of Iran, the President of the Executive Board and the Director-General of Unesco received messages of greeting from the Heads of State or Government of the following countries: Cuba, Czechoslovakia, Ethiopia, Guinea, India, Japan, Mali, Nepal, Pakistan,

Rumania, Tunisia, United States of America and Yugoslavia, as well as messages from His Holiness Pope Paul VI, U Thant, Secretary-General of the United Nations, and the Director-General of the International Labour Office.

In view of its membership, the nature of the problems discussed and the importance of its conclusions and recommendations, it can be said that the Teheran Congress was decisive and of world importance in the evolution of ideas regarding education in general and literacy work in particular.

The final report of the Congress is reproduced in this document. The first part contains the general conclusions and the recommendations relating to the different items of the agenda, the second part the general report and the reports of the three commissions. A list of participants is included as an annex.

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Preamble

The World Congress of Ministers of Education on the Eradication of Illiteracy, Convened by the United Nations Educational, Scientific and Cultural Organization in Teheran from 8 to 19 September 1965 on the gracious invitation of His Imperial Majesty the Shahinshah of Iran.

Considering that the Universal Declaration of Human Rights proclaims that everyone has the right to education,

Considering that the Constitution of the United Nations Educational, Scientific and Cultural Organization proclaims that the wide diffusion of culture and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern,

Noting that the attainment of literacy by the hundreds of millions of adults who are still illiterate is of fundamental importance for full economic and social development, and that without it there can be no complete and active participation of the peoples in national or international civic life.

Noting that illiteracy, which more particularly affects the populations of developing countries and the women of many countries, accentuates the unfavourable position of these people who thus suffer from a form of de facto discrimination which must be eliminated.

Convinced, further, that illiteracy affects not only the people directly involved but the whole of mankind, whose progress it impedes, and that all nations must co-operate in the fight against this evil,

Desirous of asserting the principles that should govern the struggle to eradicate illiteracy and of defining the measures, national and international, that should be taken in this regard,

Adopts the following general conclusions and recommendations⁽¹⁾:

(1) The general conclusions and recommendations contained in the pages that follow were adopted unanimously by the Congress at its final plenary meeting.

General conclusions

I. THE PLACE OF LITERACY WORK IN NATIONAL EFFORTS

I.1

The development of the modern world, the accession to independence of a large number of countries, the need for the real emancipation of peoples and for the increasingly active and productive participation, in the economic, social and political life of human society, of the hundreds of millions of illiterate adults still existing in the world, make it essential to change national education policies. Education systems must provide for the educational training needs of both the young generations who have not yet begun working life, and the generations that have already become adult without having had the benefit of the essential minimum of elementary education.

There is no contradiction between the development of the school system, on the one hand, and of literacy work, on the other. Schooling and literacy work supplement and support each other. National educational plans should include schooling for children and literacy training for adults as parallel elements.

I.2

Adult literacy, an essential element in overall development, must be closely linked to economic and social priorities and to present and future manpower needs. All efforts should therefore tend towards functional literacy. Rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic rôle that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing. The very process of learning to read and write should be made an opportunity for acquiring information that can immediately be used to improve living standards; reading and writing should lead not only to elementary general knowledge but to training for work, increased productivity, a greater participation in

civil life and a better understanding of the surrounding world, and should ultimately open the way to basic human culture.

I.3

Literacy teaching should be resolutely oriented towards development, and should be an integral part not only of any national education plans but also of plans and projects for development in all sectors of the national life. In view of mankind's needs today, education can no longer be confined to the school; the necessary promotion of adult literacy makes it essential to integrate all the school and out-of-school resources of each country.

Functional literacy for adults must, moreover, involve the whole of society and not governments only. It demands the co-operation of all the forces in the nation and, in particular, local authorities and communities, educational, scientific and cultural bodies, public and private enterprises, non-governmental organizations, political groups, religious movements, women's organizations, and so on.

I.4

The main responsibility for the struggle against illiteracy rests with the countries which still have illiterates among their populations. The mobilization of the human and material resources of these countries is fundamental to the success of the efforts that should be undertaken by all mankind with a view to eradicating this evil.

II. UTILIZATION OF DIFFERENT MEANS, METHODS, STRUCTURES AND TECHNIQUES

II.1

The disproportion between the immensity of the task to be accomplished and the limited material and human resources of the developing countries, and the introduction of new elements in literacy

General conclusions

policy, including the transition from rudimentary to functional literacy and the diversification of literacy programmes, call for new solutions to the problems involved in the training of instructors and the selection of techniques and in the educational infrastructure needed to overcome illiteracy.

II.2

The new concept of functional literacy makes it necessary to reconsider the question of the personnel needed to carry out programmes. To ensure the full mobilization of resources, the teachers must be supplemented not only by specialized instructors or, if they are not available, by specially trained voluntary workers, but also by the members of all the groups that make up the educated sector of the national community.

Functional literacy depends for its success upon an appropriate infrastructure: on-the-job educational facilities, out-of-school facilities in the villages and towns, and so on. It also presupposes the use of schools as literacy centres and the creation of a number of services specialized in research and in the preparation of teaching and reading material and publications. The literacy programmes should be considerably enlarged and the duration of teaching extended accordingly.

II.3

To be effective, literacy work demands programmes sufficiently diverse in form and content to take account of differences in age, sex, condition, environment, the field of interest of the adults concerned, their motives and immediate employment openings. This diversity presupposes research into the psychological and social characteristics of the different categories. In addition, the existence of many linguistic groups and the determination of many governments to provide literacy training (and adult education) in the mother tongue of the people concerned will probably involve special linguistic studies and the transcription of non-written languages.

The elaboration of teaching methods adapted to the mental habits of adults, to the psychology and way of life of the different social and occupational groups and to the actual content of this new teaching constitutes one of the major tasks of modern pedagogical science. Literacy and adult education techniques, reading materials and the texts used need greater diversification so that they can be adapted to the differing needs of each society.

II.4

The need to carry out an immense task within a short period demands that traditional techniques be judiciously combined with the most modern ones. The lack of qualified teachers, the need to reach millions of illiterates scattered over vast territories, and the power and attraction of sound and image speak in favour of using non-conventional means of communication and modern techniques, e.g. radio, television, films, the press, including pictorial newspapers, and certain forms of programmed instruction. Indeed, their utilization will add a new dimension to adult education. But the massive use of such media to create suitable motivations for learning and provide education, in areas having a high proportion of illiterates, will require experiment and a very careful evaluation of its results.

II.5

The immensity of the task and the degree of social involvement required for its accomplishment make very necessary the judicious use of acquired experience. A series of thorough investigations and a scientific evaluation of programmes and their economic, social and education aspects should therefore be carried out.

The evaluation should make it possible to compare the results of programmes carried out in different countries, and to estimate the return on investment and the effectiveness of the means used, direct and indirect, long-term and short-term.

The results of these studies and evaluations should be made available to those who, throughout the world, have a direct or indirect interest in the problem of illiteracy.

III. ROLE OF INTERNATIONAL CO-OPERATION, BILATERAL AND MULTILATERAL

III.1

Although the chief responsibility for the struggle against illiteracy lies with the countries which still suffer from it, the assistance of the international community as a whole is essential to the success of this great undertaking.

III.2

Obviously, every country that is fighting against illiteracy among its people must define its needs and priorities and draw up its plans, and so determine the direction of bilateral and multilateral aid.

III.3

An important and early feature of international co-operation should be the exchange of experiences and closer contacts between the countries concerned. The similarity of aims and the variety of solutions chosen make it desirable to strengthen this co-operation between the developing countries.

III.4

In determining the priority to be given to literacy work in their bilateral aid programmes, developed countries should take account of the priority fixed by the developing countries which are to receive that aid.

III.5

The contribution that literacy can make to the modernization of agriculture, industrialization, the increased mobility of labour and the strengthening of international trade justifies an increase in international assistance at the pre-investment level. It would be desirable for the United Nations Special Fund to extend its assistance by providing aid for an increasing number of experimental literacy projects carried out in accordance with Unesco's programme and by including literacy work in various pre-investment projects.

It is highly desirable that Unesco should be enabled to expand and to extend to a greater number of countries the excellent experimental world literacy programme adopted by the General Conference at its thirteenth session.

III.6

To the extent that literacy is essential to the implementation of economic development projects, particularly agricultural and industrial projects, international and regional authorities which have investment funds at their disposal should devote a part of them to literacy work.

III.7

The complex nature of literacy work and the many different responsibilities involved in carrying it out call for close co-operation under the aegis of Unesco, between all the competent international organizations and agencies and in particular the various Specialized Agencies of the United Nations.

III.8

It is adjudged desirable that bilateral co-operation programmes and international assistance programmes should be properly fitted into national programmes; here again, Unesco can play an important part as a catalyst.

III.9

In accordance with its mandate and in view of its past and present activities, Unesco is called upon to play a vital rôle in the world struggle against illiteracy and in the concerted action which this implies. Unesco should take action (1) to promote exchanges of information and a knowledge of the most fruitful experiences; (2) to encourage and organize study of the different aspects of literacy work throughout the world; (3) to carry out a comparative evaluation of the different structures, means and methods of functional literacy work; (4) to further the training of the personnel required for the implementation of functional literacy programmes; (5) to advise Member States in the preparation and implementation of literacy programmes; (6) to encourage and sustain public determination to continue and intensify national efforts and international co-operation until illiteracy is eradicated. For this, Unesco must be able to devote more substantial means to the struggle against illiteracy, both through the commitment of more of its own resources for the purpose and through the receipt of additional external resources.

Recommendations

I. Literacy work and technical, economic and social development

(Recommendations submitted by Commission I)

1.1 LITERACY AND DEVELOPMENT

It is recommended:

- (a) that, in all projects designed to further economic and social development, the human aspects and, in particular, employment and training problems, be taken into consideration after the necessary studies have been made;
- (b) that, the training objectives as thus determined be reviewed, periodically, and if possible continually, in order to lessen the risk of the training being poorly adapted to needs;
- (c) that, all adult literacy operations be conceived as an integral part of the development plan and linked with vocational, social and cultural training;
- (d) that, accordingly adult education should not be confined to elementary reading, writing and arithmetic, but should also include both general cultural subjects and a vocational preparation in which account is taken of the opportunities for employment and the better use of local natural resources and which would lead to a higher standard of living.

1.2 LITERACY PLANNING

It is recommended:

- (a) that literacy work and school education be regarded as two complementary aspects of one and the same activity, and that the literacy campaign form part of a wider general educational plan embracing all the educational resources of modern society, both within and outside the school system;
- (b) that full use be made of the efforts of individuals and existing organized groups (local societies, co-operatives, trade unions, industrial firms, religious or charitable associations, women's organizations, youth groups, etc.);
- (c) that account be taken of the fact that educational objectives vary with the level of development and the socio-cultural situation of each country, and that the adoption of a single solution covering all cases is therefore impossible;
- (d) that none the less studies be made with a view to identifying situations common to certain groups of countries and determining appropriate standard-type strategies for literacy work in each of these groups;
- (e) that literacy programmes take careful note of national, provincial and local socio-cultural characteristics, and that the literacy campaign be based on the constructive traditions, attitudes and popular customs of each sociological group;
- (f) that the preparation of a literacy programme, even when it requires the experience and technical knowledge of foreign specialists, should be the affair of the government and people concerned;

Recommendations

- (g) that, as far as their means allow, the beneficiaries themselves make a material contribution to the work of the literacy campaign so that they will feel directly associated with it;
- (h) that Member States undertake research and studies with a view to:
 - making scientific analysis of the initial socio-economic and socio-cultural situations and of the motivations;
 - determining manpower needs and priorities;
 - assessing the results of past or current experiments by evaluating their profitability and studying changes in individual behaviour and the social structures;
- (i) that the competent organizations, and in particular Unesco, the International Labour Organisation and the Food and Agriculture Organization, provide States, at their request, with the experts needed to carry out these studies, and undertake the training of national personnel;
- (j) that the developing countries take careful note of the conclusions of these studies when drawing up their literacy programmes and submit them in support of their requests for assistance to external financing bodies;
- (k) that priority be given in literacy campaigns to the age-group engaged or about to be engaged in production;
- (l) that, while emphasizing the priorities essential to the development of a country and to the raising of its national income, care be taken, in planning, not to accentuate existing imbalances and to include all sectors of activity, all regions of the country and the whole of the population in national development;
- (m) that an effort be made in this connexion to bring literacy to ethnic minorities, isolated tribes and nomadic groups, in the light of their environment and the more effective utilization of the natural resources at their disposal;
- (n) that special attention be paid to the problem of making women literate, in view of the high rate of female illiteracy and woman's rôle in the education of the family and in society;
- (o) that national bodies and international organizations, in particular Unesco and the United Nations Commission on the Status of Women, undertake appropriate action to eliminate all the forms of de facto discrimination from which women now suffer in this regard;
- (p) that, as far as possible, handicapped children should not be neglected in literacy programmes;
- (q) that literacy work should not come to an end when the entire population knows how to read, write and count and schools are in a position to educate all children, but that arrangements be considered forthwith to ensure that literacy work will eventually merge into continuing education for adults and aim at a steady improvement in cultural standards.

1.3 FINANCE AND ORGANIZATION

It is recommended:

- (a) that every effort be made to impress more strongly upon planners in the different countries the idea - accepted by this Congress and confirmed by numerous studies made in the developed countries - that expenditure on education helps substantially to increase the productivity of workers and raise the standard of living of the entire population;
- (b) that provision be made in all literacy programmes for an evaluation system to determine scientifically the relationship between the cost of literacy work and the benefits derivable from it;
- (c) that, to facilitate such evaluation and comparative analysis, the statistics relating to the cost of literacy work be expressed in relation to such significant indices as the per capita national income, the cost-of-living index and the minimum wage;
- (d) that the resources needed to implement a literacy campaign should first be sought in the countries themselves, by calling for contributions (in cash or kind) from the individuals and communities concerned, by making use of volunteer teachers, by increasing the relevant budgetary allocation, and so on;
- (e) that special appropriations for the literacy campaign be included in the annual budgets of governments;

- (f) that, since the stabilization of the prices of raw materials at a reasonable level is such an important factor in the economy of the developing countries and constitutes the main source of revenue for financing development operations, and so vitally affects the plans and programmes for educational development, the Congress endorses all efforts of the international community to achieve that objective and to make it possible by international agreements;
- (g) that countries where the illiteracy rate is high and the resources devoted to education are inadequate endeavour to get industrial, commercial and agricultural undertakings, both public and private, to help finance the education of their illiterate personnel; it should be stressed in this connexion that the undertakings will be the first to benefit from the achievement of literacy by their personnel and it is suggested that, to ensure the regular attendance of workers at literacy classes, the latter be held during working hours and without any system of reduction of pay;
- (h) that there be established, in all countries where such a step appears possible, a national foundation operating in co-operation with the government and responsible for seeking, receiving and centralizing voluntary contributions from individuals, associations and private firms to assist the financing of literacy work in the country itself, and if possible, in other less developed countries;
- (i) that responsibility for promoting and co-ordinating literacy work in each country be entrusted to a new or existing agency, which, however, should enjoy sufficient autonomy; it would, in particular, be responsible for any programme modifications which might prove necessary as a result, for example, of a change in employment forecasts;
- (j) that the number and geographical location of the pilot projects be chosen in accordance with the criteria established in the Unesco experimental programme;
- (k) that the international financing organizations not confine their assistance to the countries selected as the sites of pilot projects, but extend as much assistance as possible to those countries which, having specifically included their literacy programmes in an overall economic, social and cultural development plan, have already, from their own resources, carried out national experiments on the lines laid down by the Unesco General Conference at its thirteenth session and are prepared to continue those experiments under the same conditions and to pay a reasonable proportion of the cost.

2. Organization, methods and techniques of literacy work

(Recommendations submitted by Commission II)

2.1 THE STRATEGY AND PLANNING OF LITERACY

2.1.1 It is recommended that:

- (a) literacy be regarded as a special, but integral, part of the overall adult education programme of each country;
- (b) countries embarking upon adult literacy planning link action in this field closely with planning for universal primary education for children;
- (c) every plan of adult education include a follow-up programme designed to maintain the adults' interest in further education, and to evaluate each of its steps;
- (d) in furtherance of this principle, even selected and functional literacy programmes should not be launched until provision is made:
 - for effective continuing programmes through the mass media of communication;
 - for planned programmes of continuing education for the new literates who can benefit by post-literacy education, both vocational and general;
 - for adequate and appropriate follow-up reading material;

Recommendations

- (e) to ensure this essential relationship between literacy work and continuing education, development plans should include budgetary provision for the consolidation of the literacy programme in the ways mentioned above;
- (f) adult education (including literacy) in its turn should be recognized as an integral and planned part of the total educational system of the country, and educational plans, budgets and organization structures should take full account of this essential relationship.

- 2.12 It is recommended that, to implement these objectives, each State adopt a methodical plan of action against illiteracy based on a programme which passes through a series of stages:
- (i) the psychological orientation of minds towards the goals to be attained;
 - (ii) a survey of needs and of material and human resources and the progressive definition of objectives in accordance with this survey;
 - (iii) the establishment of a plan of action, the selection of methods, the training of literacy teachers and the preparation of materials;
 - (iv) controlled experiments with small test groups;
 - (v) setting up the machinery: the choice of working groups, the relation between the various teams, the horizontal and vertical organization;
 - (vi) implementation and the objective checking of results;
 - (vii) continuation of the project (by making available a regular supply of printed matter, providing living conditions which will encourage new literates to make use of their knowledge and establishing cultural institutions).

- 2.13 With respect to the transfer of experience from developed to less developed countries, it is recommended that:
- (a) care be taken that systems of education are not transplanted from one society to another without proper adaptation;
 - (b) Unesco expand its research in order to ensure the sound transfer of institutions or techniques from developed to developing countries;
 - (c) developing countries define their aims, strategy and needs in such a clear manner as to enable international co-operation to make the most effective contribution to these programmes.

2.2 RECRUITMENT AND TRAINING OF STAFF

2.21 Selection of staff

In view of the shortage of teachers in all countries where illiteracy prevails and the need to mobilize the maximum resources available, it is recommended that personnel for literacy instruction should be drawn from the following categories:

- elementary school-teachers with special training;
- volunteer teachers, after appropriate training;
- individuals prepared to teach in households and social groups to which the learner belongs.

2.22 Specialized training

To assure the quality of literacy instruction, it is recommended:

- (a) that ministries and organizations responsible for adult literacy seek to have at their disposal specialized and fully trained staff for literacy programmes at all levels (national, regional, district, etc.);
- (b) that, to prepare the literacy programme and guide it during its execution, high-level research and training teams be set up, probably on the national level at universities or other institutions of higher education. Grouped around an educationalist as the co-ordinator, the teams should comprise a sociologist to assess the social conditions which hinder or promote development and literacy, a psychologist to investigate the learning process of individuals, a linguist to examine problems related to the use of the mother tongue and other languages, and an audio-visual specialist to guide in the adaptation of modern techniques to the educational process. These planning teams should adopt an experimental approach

so that they can advise concerning the constant adjustments needed to improve literacy teaching;

- (c) that, in addition, specialized personnel be trained:
 - (i) in research methods for selecting the teaching material to be used for both functional literacy work and the continuing education phase;
 - (ii) to adapt the teaching materials to the basic vocabulary of the adults;
 - (iii) in the most efficient use of the teaching materials;
- (d) that voluntary teachers who have an adequate education and are integrated into the social life of the illiterates be given a preliminary methodological training stressing the technical and vocational training which would be of use to the illiterates in their occupations.

2.3 COMMUNICATIONS MEDIA

2.31 It is recommended that:

- (a) the planning of literacy programmes, as an integral part of total development planning, include a concern for the level of development of the communications infrastructure of the country and the regions thereof;
- (b) if such communications infrastructure is lacking, the development plans include budgetary provision for the creation of such infrastructure, including radio and television services, book, magazine and newspaper publishing and distribution systems, libraries, reading rooms, etc.

2.32 Textbooks and reading materials

2.321 Considering the urgent necessity of avoiding any waste of effort and financial means and in order to forestall the possibility that adults who have followed a literacy course find that the available reading matter is insufficient to keep up their newly-acquired skill, It is recommended that literacy campaigns be integrated into more comprehensive schemes providing for the maintenance and development of functional literacy through the formation of reading habits.

2.322 Considering that to that end a steady flow of reading materials should be ensured and that such reading materials should be of a price as low as possible, be written in a language known to the new literates, and deal with subjects which are of interest to them,

It is recommended that:

- (a) great attention be given to the development and full equipment, both technical and financial, of literature bureaux and national literature committees. Co-operating with publishers' and booksellers' organizations, the bureaux should pay special attention to the sale and distribution of books and reading material in rural areas. They should encourage local authors and artists, promoting the publication of books written by such authors as well as of translated works. Another task may be the guiding and training of text-writers to assist the extension services in the implementation of their work. A major responsibility of such bureaux will be to ensure a steady flow of books, weeklies and monthlies written in the languages of instruction used in the higher grades of elementary schools, in order to help the young, as well as older literates, to develop regular reading habits;
- (b) a school library be established in every school in order to develop reading habits among children;
- (c) in rural areas the organization of area committees be promoted for the editing and sale of an area weekly which is of interest to the members of local communities and keeps them informed on local developments as well as on those in the nation and in the world generally;
- (d) the possibility be explored of developing modern printing units of simple construction and low price (if possible mobile) for use in more remote areas, it being expected that such printing units could produce local weeklies and reading materials in the smaller language areas where a large-scale production of books in that language is economically impossible.

Recommendations

2.323 Considering that literacy programmes in developing countries must inevitably make use of a large number of volunteer instructors with relatively low qualifications, It is recommended that literacy textbooks be geared not only to the needs and interests of the students, but also to the teaching ability of prospective instructors.

2.324 Considering the importance of literacy education for women,

It is recommended that:

- (a) in the preparation of textbooks and reading materials for newly-literate women account should be taken of such women's needs as a knowledge of hygiene, nutrition, child care, etc.;
- (b) methods of teaching women to read and write should be adapted to their specific motivations and needs.

2.33 Audio-visual media

Considering that from both the teaching and the psychological point of view the rôle of the teacher is fundamental in literacy work,

Considering further that the shortage of qualified teachers should not be an insurmountable obstacle to literacy work,

Considering that audio-visual aids can effectively be used in all work from pre-literacy to adult education and vocational training,

Considering that their use requires a highly-qualified team of educationists at the top, and the personal presence in the field of a qualified teacher or of a monitor trained as a group leader,

Considering that no single solution will be valid in all cases and for all countries,

It is recommended that:

- (a) concerted use be made, as needs dictate, of traditional methods and new techniques,
- (b) in the overall sphere of continuing education of which literacy work is a part, radio and television be used to create an atmosphere which will broaden the adult's personality and will stimulate him, by widening his social and cultural horizons, to play a greater part in the society in which he lives.

2.4 THE NEW APPROACH

2.41 Motivation

It is recommended that:

- (a) when launching a literacy campaign, efforts be made to promote the proper social and psychological atmosphere for both adult education and formal school education, since group motivation is very necessary in any adult education project,
- (b) mass literacy work, particularly in rural areas, begin with a phase in which the advantages of literacy for improved working methods and a higher cultural level are explained, since learning to read will come naturally only if the reader is already interested and his interest is maintained. This can be started immediately through broadcasts and with the help of extension workers. Once the desire for improvement has been aroused, literacy work proper can usefully begin.

2.42 Adaptation

It is recommended that:

- (a) textbooks, audio-visual and other aids, and educational methods and techniques be adapted to national and regional conditions, as well as to different social and vocational groups;
- (b) methods of teaching women to read and write be adapted to their specific motivations and needs.

2.43 Method

It is recommended that:

The methods employed during instruction include the use of techniques which ensure that the reader is capable of grasping the exact meaning of what he reads: in particular, his vocabulary must be enlarged. Knowing how to read means understanding what is read.

2.44 Content

It is recommended that:

- (a) In the education of adult women special attention be given to their civic and social education so as to enable them to take a more active part in community as well as family life.
- (b) After initial literacy instruction, teaching in national and world economics, geography and history be included in programmes, since mutual understanding between peoples and between nations is the most important element in lasting co-operation.
- (c) Anything which might arouse feelings of aggression towards other peoples, particularly incorrect information, be eliminated from the instructional material.

2.45 Language

The desirable objective of teaching adults to read and write in their mother tongues first is endorsed, but it is recognized that a multiplicity of languages within one country may oblige that country to base its literacy programme on a single language or on a limited selection of languages.

2.46 Follow up

It is recommended that:

Material designed to help new literates to keep up their knowledge and to meet their desire for learning should be prepared and produced at the same time as teaching materials. Literacy means lasting literacy, and hence continuing education. The struggle against ignorance has often failed because steps were not taken in time to keep up the ability to read fluently.

2.5 FUNCTIONAL LITERACY: ORGANIZATION AND STRUCTURE

2.51 It is recommended that:

- (a) all the special agencies, and all public and private entities connected with the problem at the national, provincial and local level, participate in the organization and conduct of the literacy campaign, but under the direction and co-ordination of the Ministry responsible in each country;
- (b) adult literacy be recognized as an integral part of the educational system and be included in the development plan of each Member State;
- (c) when circumstances permit, the participation of local bodies in the administration and management of any literacy campaign be enlisted in order to ensure the success of the project;
- (d) community development programmes be planned and carried out in close connexion with adult education in order to convince adults that it is in their personal interest to take part in such education.

2.6 EVALUATION AND RESEARCH

2.61 Collaborative research

In view of the interrelationship of literacy work and sociological research,

It is recommended that there be increasingly close co-operation between adult education experts and specialists in the social sciences.

Recommendations

2.62 Research objectives

It is recommended that, to achieve optimum results in literacy work, the best teaching methods, based on scientific principles, be used, and that accordingly:

- (i) before embarking upon a teaching programme, a thorough analysis be made of the social milieu, economic and cultural level and personal and working experience of the adult learners concerned;
- (ii) at the conclusion of the courses, precise methods be used to evaluate the amount learned, the extent to which reading and writing have been mastered, and the learner's general progress;
- (iii) tests be carried out some years later to determine how much has been retained by new literates who have not continued their studies, since information as to success or failure will be of great use in preventing a relapse into illiteracy;
- (iv) a series of studies based on homogeneous groups be made in order to compare the cost and effectiveness of the different media and methods, including audio-visual aids, used in literacy work;
- (v) the successful experiences of countries which have undertaken the eradication of illiteracy be made available to others.

2.63 Statistics

Considering the importance of obtaining comparable data on literacy and literacy programmes in order to provide an objective framework for the evaluation of literacy efforts,

It is recommended that:

- (a) data based on internationally agreed standards and definitions be obtained in the following areas:
 - (i) level of literacy attainment, by age, sex, occupational and geographic location in each country;
 - (ii) administrative data on operation of the literacy programmes, including use of new strategies, such as broadcasting, programmed instruction etc., and cost thereof;
 - (iii) effectiveness data, including the impact of literacy work on the economic and social development of geographic regions and specific sectors of the economy;
 - (iv) residual data on the amount of literacy remaining with newly-literate adults;
- (b) in addition questions relating to illiteracy be included in the next national census so that the base-line data necessary to literacy planning can be established. Such a census should, however, be verified through spot checks in local communities and at places of work, through house visits, national identity documents, etc.

2.64 Exchange of information

It is recommended that Unesco establish a clearing house to disseminate information on:

- (i) the results of experiences with the intensive and selective approach;
- (ii) the strategy followed in national literacy campaigns;
- (iii) textbooks and information bulletins used in school and adult education and edited by extension services, with the text of these books and bulletins translated into at least one of Unesco's languages and made available to national literature bureaux as models for the production of textbooks and information bulletins adapted to local conditions.

3. International co-operation in the matter of literacy work

(Recommendations submitted by Commission III)

3.1 MOBILIZATION OF HUMAN RESOURCES

The Congress,

Considering that the full utilization of the human resources is the determining factor in mankind's progress,

Considering that development depends on the extent to which the potentialities and talents of human beings can be mobilized,

Considering that literacy is not only a basic right of all human beings but is also a productive investment indispensable for social, cultural and economic development,

Considering that illiteracy is a universal problem the solution of which depends on the close co-operation of all governments and nations,

Considering the principles stated in the historic appeal of His Imperial Majesty the Shahinshah that all governments should provide more substantial amounts towards elimination of world illiteracy, including, whenever possible, the use of part of their military expenditure for this purpose,

1. Pays tribute to the inspiring leadership given by His Imperial Majesty the Shahinshah in his solemn declarations and recognizes the value of the experience obtained in Iran by the Education Corps;
2. Invites the Director-General of Unesco to investigate, in consultation with the Member States of Unesco, the possibilities of strengthening the attack on illiteracy in the light of all the above considerations and to submit a report to the pertinent organs of Unesco;
3. Appeals to all the international organizations directly or indirectly concerned to increase and intensify their efforts and activities for the achievement of this goal; other international organizations are urged to contribute morally and materially to the eradication of illiteracy;
4. Appeals to all national and private organizations, such as national committees for literacy, labour unions, corporations, religious institutions, foundations, women's organizations, co-operative societies, etc., to contribute morally and materially to the noble cause of the eradication of illiteracy.

3.2 CO-OPERATION BETWEEN THE DEVELOPING COUNTRIES

The Congress,

Having been informed of the decision taken at the Meeting of the Arab Heads of State to establish a regional fund, to be raised from Arab States for the purpose of eradicating illiteracy in the Arab world, and having learned of the complementary efforts of the participants in the two conferences held at Alexandria under the auspices of Unesco and the Arab League in 1964 and 1965 to implement, at the regional level, the decision of the Arab Heads of State,

1. Believes that such a regional project for eradicating illiteracy is an example that can be followed by other groups of countries in other regions of the world;
2. Proposes that this Arab co-operative regional project for eradicating illiteracy and other similar regional projects, be recognized as deserving all possible supplementary technical and financial aid from developed countries and international and other governmental or non-governmental organizations.

Recommendations

3.3 BILATERAL CO-OPERATION BETWEEN DEVELOPING AND ADVANCED COUNTRIES

- 3.31 It is recommended that Member States where there is no mass illiteracy (a) give sympathetic consideration to requests for assistance - financial, material or technical (training of staff or provision of experts) under bilateral arrangements or through international organizations - submitted by Member States having an illiteracy problem and according to literacy a high priority in their development programmes; (b) set aside resources for the purpose and attach no political conditions to such aid.
- 3.32 It is recommended that, other things being equal, international assistance for the eradication of illiteracy be applied by priority to those less developed countries which attempt to mobilize for the struggle a substantial part of their own resources, however small those may be.
- 3.33 It is recommended that Member States having practical experience in combating illiteracy be invited to co-operate, within the framework of Unesco programmes in the implementation of specific pilot projects. The form and methods of such co-operation should in each case be adapted to the particular requirements of each beneficiary country.
- 3.34 The Congress, Invites the governments of both developing and developed countries to increase the number of their cultural, scientific and educational agreements and to include in them specific clauses on co-operation for literacy and adult education purposes; and to use the existing agreements more extensively for the above-mentioned purposes.

3.4 MULTILATERAL CO-OPERATION

- 3.41 The Congress invites the Director-General:
- (a) to make known its warm approval of the interest shown in literacy work by the United Nations Special Fund and of the contributions already made by the Expanded Programme of Technical Assistance and other organs and agencies of the United Nations;
 - (b) to inform the Special Fund of the hope expressed by the Congress that, resources permitting, it will take steps to enable a larger number of intensive and selective projects to be launched during the next five years.
- 3.42 The Congress,
1. Recommends that the Director-General take the necessary steps to bring about an exchange of information, documentation and experience on literacy problems;
 2. Invites the Director-General to take into consideration the Iranian Government's generous offer to provide all the means and facilities required for the establishment in Teheran of a centre responsible for such exchanges, and for this purpose to enter into negotiations with the Government of Iran as soon as possible.
- 3.43 The Congress, Invites the Director-General of Unesco to examine carefully any national or international project to study, try out and establish new methods and, within the framework of the Unesco programme, to contribute upon request, particularly in the audio-visual field, towards the success of any such project.
- 3.44 It is recommended that Unesco:
- (a) prepare a training programme, of university or post-graduate level, to provide, where necessary, a common network of national institutions for training experts in adult literacy work on a functional basis, integrated in the kind of economic, social and cultural development that interests countries less advanced in these respects;

- (b) place at the disposal of any Member State which might request it the programme so drawn up and offer facilities for the establishment of direct contact with the experts who helped to produce it.

3.45 The Congress,

Invites the Director-General of Unesco:

- (a) to carry out any necessary studies and comparative research and to collect all information that might usefully be placed at the disposal of States and of regional or international organizations concerned with literacy;
- (b) for this purpose, to widen the scope of the experimental world literacy programme approved at the thirteenth session of the Unesco General Conference;
- (c) to ensure that community development projects are accompanied by effective literacy and adult education work conducted with the unselfishness that is fundamental to any cultural activity;
- (d) to take all possible steps to co-ordinate the programmes carried out by all governmental and non-governmental organizations which include some measure of literacy work in their programmes and operational activities;
- (e) to report to the fourteenth session of the General Conference on the results achieved and on the measures taken pursuant to these recommendations.

3.46 It is recommended that within the experimental literacy programmes and with the advice of experts, Unesco examine the possibility of co-operating with Member States to establish adult education research and training centres in various regions. The centres should be adequately staffed and equipped to undertake essential research into problems relating to adult literacy programmes and continuing education. They should act as regional documentation and information centres and should provide high level academic, theoretical and practical training for those who will be responsible for adult and continuing education programmes in the regions.

3.47 It is recommended that:

- (a) Unesco compile and circulate to interested Member States, a directory of people experienced in the various aspects of literacy work, giving details of their qualifications, experience and country of origin;
- (b) Unesco use the directory, with the aid of interested developed countries, to facilitate exchanges of experienced personnel between developing countries;
- (c) interested developed countries explore with Unesco the possibility of procuring suitable transport for the developing countries and financial help for the operation thereof;
- (d) Unesco help to establish regional literature centres which might:
 - (i) develop common basic vocabularies on selected topics;
 - (ii) prepare master texts, based on determined vocabularies, in one or more of the languages common to the whole region, as guides for adaptation into vernacular languages by local writers;
 - (iii) produce small experimental editions of graded reading materials for use and evaluation by Member States.

3.48 It is recommended that the Director-General of Unesco invite the World Health Organization, which is already involved in the struggle against illiteracy, to participate actively, together with such other organizations as FAO, ILO and the World Food Program, in Unesco pilot projects against illiteracy.

3.5 NON-GOVERNMENTAL CO-OPERATION

3.51 The Congress,

1. Invites Member States of Unesco to collaborate closely with appropriate non-governmental organizations and foundations and with the general public in order to make the best use of all resources available for the eradication of illiteracy;

Recommendations

2. Invites the international non-governmental organizations to give their support to Unesco's literacy programme and to obtain the participation of their national affiliates.

3.52 The Congress,

Suggests that industrial and commercial enterprises, notably those concerned with the production and distribution of printed matter, paper, writing material and other related products and the machinery needed for such production, consider assistance to the expansion of literacy as a pre-investment which will bring its returns in due time.

3.6 OTHER SUGGESTIONS

3.61 The Congress,

Urges the competent international governmental and non-governmental organizations to contribute financially and technically to UNRWA, Unesco and all other United Nations institutions and agencies which may be called upon to undertake large-scale activities for the eradication of illiteracy among refugees.

3.62 The Congress,

Invites Member States of Unesco employing illiterate foreign manpower to undertake or develop literacy teaching among foreign workers residing in their territory in order to facilitate their vocational education and social advancement.

3.63 The Congress,

1. Calls upon all Member States of Unesco to recognize the importance of the rôle of teachers and teachers' organizations at all stages in the planning and execution of literacy programmes;
 2. Suggests that Unesco work plans include activities designed to ensure that teachers directly concerned with adult literacy work can obtain such qualifications as may be required.
- It is recommended that all Member States consider the possibility of issuing commemorative postage stamps featuring Unesco's literacy programme.

4. The mobilization of public opinion

(Recommendations submitted in plenary meeting)

- 4.1 The World Congress of Ministers of Education on the Eradication of Illiteracy, Convened by the United Nations Educational, Scientific and Cultural Organization in Teheran from 8 to 19 September 1965 on the gracious invitation of His Imperial Majesty the Shahinshah of Iran,

Convinced that the struggle against illiteracy, aimed at the total eradication from our planet of the scourge of ignorance, is a moral imperative for our generation, Aware of the immensity and complexity of the task involved and the extent of the human, material and technical resources to which recourse must be had to eradicate illiteracy, Considering that the mobilization of efforts required to launch an action consonant with the stated goal must be preceded and accompanied by an intellectual mobilization of equal scale,
ADDRESSES A SOLEMN AND URGENT APPEAL

to the United Nations, its Specialized Agencies and, in the first place, to Unesco; to regional bodies concerned with development in general and education in particular;

to non-governmental organizations which include assistance, direct or indirect to education in their operational programmes;
 to religious, social and cultural institutions;
 to national and international foundations, both public and private;
 to educators, scientists and scholars, to economic and trade union leaders, and to all men of goodwill;
 to do everything in their power to arouse public opinion with a view to intensifying and accelerating the world-wide attack on illiteracy; and in particular to exert their influence on all responsible leaders:

- (a) to ensure that literacy work is an integral and essential part of every development plan in countries where illiteracy is rife;
- (b) to increase, so far as may be practicable and appropriate, the national and international resources set aside for the fight against illiteracy;
- (c) to make possible the provision of additional resources for development in general and for literacy work in particular as and when further funds become available through a reduction of military expenditures or for other reasons;
- (d) to harness to the full all available information media for propagating the new concept of adult literacy;
- (e) to ensure that priority in the allocation of available resources is accorded to the fight against the great human afflictions that constitute a major threat to peace, namely hunger, disease and ignorance, among which illiteracy occupies a place of key importance.

Recommends that the Director-General of Unesco report to the competent organs of the Organization on the response to this appeal, and that Member States of Unesco submit periodically a detailed report on the action taken by them as a result of this appeal, nationally or internationally, with a view to the eradication of illiteracy.

- 4.2 The World Congress of Ministers of Education on the Eradication of Illiteracy, Convinced of having succeeded in arousing, at the international level, a solid determination to combat illiteracy, and of having adopted truly constructive resolutions against ignorance; Appreciating that the efforts made to eradicate illiteracy must be intensified if their goal is to be reached; Recommends that 8 September, the historic date of its inauguration by the Shahinshah of Iran, be proclaimed International Literacy Day and be observed by all countries of the world; that on that day all information media be used in all countries for the attack on illiteracy and that the results of all literacy programmes be disseminated at national and international level; and that World Literacy Day be observed on 8 September each year from 1966 onwards.

General report

INTRODUCTION

1. Meeting on the invitation and under the high patronage of His Imperial Majesty the Shahinshah of Iran, greeted by messages from many Heads of Government, honoured by the presence of eighty-five delegations from all over the world, the World Congress of Ministers of Education on the Eradication of Illiteracy convened in Teheran by Unesco from 8 to 19 September 1965 marked, in the opinion of all the delegations and experts, an extremely important stage in the history of education.

2. The moving appeal of the Shahinshah of Iran in his noble and high-minded address, the many speeches - more than 85 - the depth of feeling and wealth of ideas expressed, and the spontaneous enthusiasm with which delegations proclaimed their unity in the fight against the evil of illiteracy (an evil that continues to grow, the number of adult illiterates having risen by nearly 40 million in the last few decades, and that now afflicts 1,000 million fully or semi-illiterate men and women on our planet) resulted for the Congress in a success that exceeded all hopes.

3. The gravity of the problem of illiteracy in the world from the human, social and cultural as well as material and economic points of view, and its national and international importance, was unanimously recognized. It was solemnly affirmed that the total eradication of illiteracy was now one of the most important problems in economic and social development. Illiteracy is thus a common evil which must be fought by uniting as rapidly and effectively as possible, all the forces, means and resources that can be brought together.

4. Statements on what had been done in countries with a high rate of illiteracy and in those which have been carrying on the struggle showed that great efforts, successful in some cases, failures in others, have been made to combat illiteracy. Yet the fact remains that, although the percentage of illiterates seems to have decreased, the absolute numbers have increased

and rose by almost 40 million during the decade 1950 to 1960.

5. Hence the insistent emphasis that it was no longer enough simply to recognize the existence of the evil and describe its ill-effects; swift and energetic action must be taken to eradicate it.

BACKGROUND

6. The Congress was the culmination of two parallel processes: the successful efforts made by Member States, and the activities undertaken at the international level.

7. In recent years the attack on illiteracy has been intensified throughout the world, for every new advance by man in the technological, economic, political, social and cultural field has made even more apparent the urgent need for universal adult literacy. Moreover, the remarkable results already obtained by some countries show that success here is possible. Experiments with new methods and media have been encouraging. Aid for the developing countries is now becoming a feature of this long-neglected sector of international co-operation, while the urgency of the problem is further stressed by the growing number of countries in different parts of the world which are now preparing national literacy plans and programmes.

8. There have also been international initiatives, mainly within the United Nations system. On 18 December 1961, in a solemn resolution (1677 (XVII)), the Members of the United Nations invited Unesco to make a general review of the question of the eradication of mass illiteracy throughout the world. In Resolution 1710 (XVI) establishing the United Nations Development Decade, the General Assembly emphasized the importance of taking measures to accelerate "the elimination of illiteracy, hunger and disease which seriously affect the productivity of the people of the less-developed countries".

9. In mid-1962, a world conference on literacy and society was held in Rome by the Italian

Association for the Eradication of Illiteracy. The first international meeting devoted to the eradication of this evil, it reflected a growing concern that more should be done for the illiterate masses in the developing countries.

10. In response to the appeal of the United Nations, the Unesco General Conference in 1962 adopted a resolution (12 C/Resolution 1.2531) transmitting the study requested to the General Assembly and declaring that Unesco was ready to promote and support a world campaign against illiteracy. The Conference authorized the Director-General to continue the elaboration of a general programme.

11. At its eighteenth session, in 1963, the General Assembly examined the report from Unesco and expressed the hope that Unesco would pursue its work in this field, especially through the planning, supervision and financing of pilot projects (Resolution 1937 (XVIII)).

12. At the same time, the General Assembly invited the Secretary-General, in collaboration with the Director-General of Unesco, the Managing Director of the Special Fund, the Executive Chairman of the Technical Assistance Board and the President of the International Bank for Reconstruction and Development, to explore ways and means of supporting national efforts for the eradication of illiteracy.

13. Unesco has continued to explore ways and means of overcoming illiteracy and has convened conferences in different parts of the world to study the problems and suggest appropriate solutions. Two particularly important regional conferences on the planning and organization of literacy work were held in Abidjan in March 1964 for Africa and in Alexandria in October 1964 for the Arab countries. Another conference on the same subject was organized by the Arab League in April 1965.

14. Literacy problems have also been discussed, in relation to economic and social problems, by other United Nations agencies, including the Economic and Social Council and the Economic Commissions for Africa and for Asia and the Far East; these expressed special interest in the eradication of illiteracy, which is a major obstacle to economic and social development.

15. The conferences of National Commissions for Unesco in Asia, Oceania and the Arab countries have carefully studied the possibilities and have suggested practical measures, national and regional, for eradicating illiteracy.

16. The international committee of experts on literacy set up by Unesco met in April 1964 to review past work in the field and to consider solutions and new orientations.

17. A large number of international non-governmental organizations - trade union, religious, feminine, youth, teachers' and others -

have also considered the possibility of participating in literacy work.

18. As a result of all this the Director-General of Unesco presented to the thirteenth session of the General Conference in November 1964 a proposal for an experimental world literacy programme based on a selective approach and the idea of functional literacy as an integral part of continuing adult education. The General Conference approved the experimental programme, which provided for intensive pilot projects and methodical advance in sectors carefully selected on the basis of the economic and social priorities laid down in the overall development of the countries concerned. This selective approach was approved by the United Nations assistance and financing agencies. The Technical Assistance Board and the United Nations Special Fund undertook to participate in the execution of the Unesco experimental projects.

19. At this time His Imperial Majesty the Shahinshah of Iran sent his message to the Unesco General Conference and personal messages to all Heads of State. The replies which he received from many countries were extremely encouraging and warmly approved the Sovereign's initiative.

20. On 19 November 1964, the Unesco General Conference, at its thirteenth session, adopted a Declaration on the Eradication of Illiteracy during the United Nations Development Decade which was at the same time an appeal to the nations.

21. In July 1965, the International Conference on Public Education, meeting in Geneva, considered the problem of illiteracy and adopted a recommendation on the subject addressed to Ministers of Education in the different countries.

22. The Teheran World Congress is thus the result of developments which have been taking place at the national and world level over the past few years.

PREPARATION OF THE CONGRESS

23. At its thirteenth session, the Unesco General Conference received from His Imperial Majesty the Shahinshah of Iran an invitation to organize, in Teheran, a World Congress of Ministers of Education on the Eradication of Illiteracy. The General Conference gratefully accepted this generous offer (13 C/Resolution 1.271B) and decided that the terms of reference of the Congress, which would be an international conference of States, would be to consider:

- (a) the problem of mass illiteracy, which continues to impede social and economic progress in many parts of the world;
- (b) national plans for the eradication of

mass illiteracy in countries where it is still widespread, and exchange of experience on the preparation and execution of such plans;

- (c) the manner in which such plans for the eradication of illiteracy can more effectively contribute to social and economic progress and to the objectives of the United Nations Development Decade;
- (d) how national efforts to this end can be supplemented by intensified international action;
- (e) how to ensure the fullest support of public opinion and the active participation of the people of all countries in a World Campaign for the Eradication of Illiteracy.

24. The Unesco Secretariat prepared for the Congress a working paper "Literacy as a factor in development" (MINEDLIT/3), covering the various items of the agenda and thus providing a framework for the discussion of the main themes of the Congress. In preparing the document, the Organization drew on the information supplied by Member States on their national literacy experiments following a survey carried out in 1964, as well as on statistics collected during a survey of illiteracy carried out as part of the preparation for the Congress. The results of this study appear in the second Congress document entitled "Statistics of Illiteracy" (MINEDLIT/5).

25. In addition, the Unesco Secretariat reproduced the Recommendation adopted by the International Conference on Public Education (Geneva, July 1965) under the title "Literacy and adult education" (MINEDLIT/6) as a reference document for the Congress.

26. The Director-General's invitation to the Teheran Congress was accepted by eighty-six Member States and one Associate Member, as well as by the Holy See, which sent an observer. The United Nations was also represented together with four of its subsidiary bodies (Technical Assistance Board, Special Fund, United Nations Children's Fund and World Food Program) and three of its Specialized Agencies (International Labour Organisation, World Health Organization and United Nations Food and Agriculture Organization). Observers were sent to the Congress by three intergovernmental bodies (League of Arab States, International Bureau of Education and Ibero-American Bureau of Education) and 18 non-governmental organizations having information and consultative relations with Unesco.

27. The Iranian Government assumed the heavy responsibility of organizing and financing the Congress, and the material conditions and

exceptionally co-operative atmosphere it created greatly contributed to the success of the work.

OPENING OF THE CONGRESS

28. The official opening ceremony was held at 10 a.m. on Wednesday, 8 September 1965, at the Senate Building in Teheran under the presidency of His Imperial Majesty the Shahinshah of Iran, who delivered the opening address, and in the presence of H.I.M. the Shahbanoo of Iran and H.I.H. Princess Ashraf Pahlavi.

29. In his address, His Imperial Majesty the Shahinshah of Iran pointed out that the continued existence of illiteracy was an anachronism in a world where all discrimination was intolerable and where men had risen against racialism, colonialism and discrimination based on wealth, religion or political views. Today the essential basis for development was human capital brought to fruition by education. Where it was lacking or inadequate, a gulf opened between the advanced and the developing countries. Iran had found an original solution to this problem in the Education Corps. While every country should rely on its own efforts, international collaboration was also essential, and one of the ways by which it could be given practical expression was through the establishment of an international institute to facilitate exchanges of experience, detailed study of the problems and co-ordination of national efforts. To help countries suffering from illiteracy to find the financial resources needed for its eradication, a particularly moving and striking form of international solidarity would be for the various States to decide to devote part of their military budgets to this great work. Iran, which had made this effort at the national level, was prepared to extend it to the international level for the benefit of all peoples.

30. Thirteen Heads of State and Government sent messages to the Congress: Mr. Osvaldo Dorticos Torrado, President of the Republic of Cuba, Mr. Antonin Novotny, President of the Czechoslovak Socialist Republic, His Majesty Haile Selassie, Emperor of Ethiopia, Mr. Ahmad Sekou Touré, President of the Republic of Guinea, Dr. S. Radhakrishnan, President of the Republic of India, Mr. Eisaku Sato, Prime Minister of Japan, Mr. Modibo Keita, President of the Republic of Mali, His Majesty Mahendra, King of Nepal, Marshal Mohammad Ayub Khan, President of Pakistan, Mr. Chivu Stoica, Chairman of the Council of State of the Socialist Republic of Rumania, Mr. Habib Bourguiba, President of the Republic of Tunisia, Mr. Lyndon B. Johnson, President of the United States of America and

Mr. Josif Broz Tito, President of the Socialist Federal Republic of Yugoslavia. In addition, messages were received from His Holiness Pope Paul VI, U Thant, Secretary-General of the United Nations, and Mr. David Morse, Director-General of the International Labour Office.

31. Mr. Mohammed El Fasi, Chairman of the Executive Board of Unesco, pointed out that the attack on illiteracy was only one aspect of the fight against inequalities of access to education and that this problem, now a world problem, could only be solved by combining all efforts, national, bilateral and multilateral. The balance of the international community was jeopardized by the present low level of mass education in developing countries. Thus peace and prosperity made it incumbent on the countries which had long since freed themselves from illiteracy to give active assistance to the less privileged States in combating this evil.

32. Mr. René Maheu, Director-General of Unesco, said that the primary aim of the Congress was to intensify and deepen the process by which the international community had become increasingly aware of its responsibilities with regard to the eradication of illiteracy. Although the percentage of illiterates was decreasing, their numbers in absolute terms were increasing, and great inequalities could be seen in the distribution of illiteracy throughout the world. Furthermore, the illiteracy rate was everywhere higher among women than among men, although true human progress was impossible without the advancement of women. The Congress should endeavour to draw up a list of modern and powerful weapons that could be used in this struggle, beginning with the press, cinema, radio and television. Its aim was not to study illiteracy but to eradicate it, and a strategy must be produced for the struggle against illiteracy by integrating it in national education and development efforts. The time had come to put an end to the rivalry between adult literacy work and school education, a false dilemma which was now out of date. The two activities were linked and complementary. Literacy work must be integrated with economic development and based on essentially socio-cultural motivations. It should centre round the trade unions, youth movements and women's organizations, which were the new forms of community organization for work and leisure. Finally, literacy work must take its place in the general endeavour to preserve peace, which was jeopardized by the potential division of mankind into two camps: one which suffered history and one which made it.

WORK OF THE CONGRESS

33. Mr. H. Hedayati, Iranian Minister of Education, was elected President of the Congress by acclamation and in a short speech expressed his pleasure at seeing so many eminent persons gathered together for the Congress, the holding of which would have been inconceivable only a few years earlier.

34. The Congress adopted its Rules of Procedure by 63 votes, with 11 abstentions.

35. The Congress formed its Bureau with the election of six Vice-Presidents: the heads of the delegations of Cameroon, Ceylon, Italy, Mexico, Tunisia and Ukraine, and a Rapporteur-General, Professor A. Laghdar (Morocco).

36. It then adopted the following agenda:

1. Opening of the Congress.
2. Election of the President.
3. Adoption of the Rules of Procedure.
4. Election of the Vice-Presidents and the General Rapporteur.
5. Adoption of the Agenda.
6. Illiteracy throughout the world - general discussion.
7. Literacy work and technical economic and social development: financing of the struggle against illiteracy.
8. Objectives, organization, methods and techniques of literacy work, including activities for new literates.
9. International co-operation in the matter of literacy work.
10. Measures designed to secure the support of public opinion and the active participation of the peoples of all countries in a world campaign for the eradication of illiteracy.
11. Adoption of the Report of the Congress.

37. The Congress appointed a Drafting Committee of 12 members⁽¹⁾ to assist the Rapporteur-General, its Chairman, to summarize the discussions in the form of general conclusions.

38. The general discussion occupied six plenary meetings, at which statements were made by 85 delegates and observers. The Congress had the honour of being addressed by H.I.H. Princess Ashraf Pahlavi, Vice-President of the Iranian National Committee for the Eradication of Illiteracy. The Director-General of Unesco, in reply to various questions, made two statements: on the possibility of financing experimental literacy

(1) The delegates of Algeria, Brazil, Dahomey, Guatemala, Iran, Iraq, Kenya, Thailand, USSR, United Kingdom, United States of America and Yugoslavia.

projects through certain of the United Nations Agencies, and on the outlook for the struggle against illiteracy and the rôle of public opinion in that regard.

39. Three Commissions were established by the Congress:

Commission I: Literacy work and technical, economic and social development; financing of the struggle against illiteracy (item 7 of the Agenda).

Chairman: H.E. Dr. Mohammed Anas (Afghanistan)
 Vice-Chairmen: Mrs. America Riera (Honduras)
 H.E. Mr. Alhaji Isa Kaita (Nigeria)
 Rapporteur: Mr. Marc Botti (France)

Commission II: Objectives, organization, methods and techniques of literacy work, including activities for new literates (item 8 of the Agenda).

Chairman: H.E. Dr. Jaramillo (Ecuador)
 Vice-Chairman: H.E. Professor B. Tuncel (Turkey)
 Rapporteur: Mr. Moussa Keita (Mali)

Commission III: International co-operation in the matter of literacy work (item 9 of the Agenda).

Chairman: H.E. Mr. S. Balan (Rumania)
 Vice-Chairman: Mr. N. Tembo (Zambia)
 Rapporteur: Mr. K. Sorsa (Finland)

Commissions I and II held six meetings, Commission III five meetings.

Commission III appointed a drafting committee, consisting of the representatives of Cameroon, France, Lebanon, Mexico, Poland and the United Kingdom, to ensure that the various recommendations submitted to the Commission were in line with one another.

Each of the three Commissions adopted a report and a series of recommendations (see "Recommendations" chapter above).

GENERAL DISCUSSION

40. The very comprehensive statements made in the course of the general discussion revealed the main lines of present policy and practice, and the new trends in literacy work. Many speakers outlined their national plans and gave details of the measures their countries intended

to take to combat illiteracy themselves or to help others to do so.

INTEGRATED AND PLANNED FUNCTIONAL LITERACY

41. The delegates expressed approval of the content of the important document entitled "Literacy as a factor in development", which Unesco had prepared for their guidance; its clarity and the choice of subjects had made it an invaluable aid to them in their examination of the various aspects of illiteracy. They accepted the new concept of functional literacy, which implies more than the rudimentary knowledge of reading and writing that is often inadequate and sometimes chimerical. Literacy instruction must enable illiterates, left behind by the course of events and producing too little, to become socially and economically integrated in a new world where scientific and technological progress calls for ever more knowledge and specialization.

42. Some delegations considered that efforts should also be directed towards achieving greater human and cultural integration. It was acknowledged that literacy work should not be regarded as an end in itself, but as an indispensable means of promoting the general, harmonious development of the illiterate masses.

43. Special emphasis was placed on the need to provide literacy teaching for women who, because they play a rôle of prime importance in the family from the point of view of education, are the key factor in the progress or backwardness of the family and, consequently, of the whole nation.

44. While all delegates agreed that literacy teaching must be integrated in the general educational system, and that the links between schooling for children and adult literacy teaching must therefore be close and harmonious, most wondered whether one or other should not be given priority, especially in view of the insufficient or uncertain resources of the developing countries. Other delegations, however, considered that, although universal school attendance might eradicate the evil at the root, it would not solve the problem so far as most of the population was concerned. They therefore felt that literacy teaching, as a short-term investment, should be given as much emphasis as schooling for children, which was a long-term one; and, in particular, that it should form an integral part of national economic and social development planning. The means should be determined in relation to the strategy of the national action on the one hand and the harmonization of international aid on the other.

STRATEGY AND FINANCING

45. Some of the developing countries expressed their determination to increase funds for literacy work; others stated that they had already given the maximum possible amount and that unfortunately they could do no more without seriously disturbing the national economic balance. It was unanimously agreed that, in the light of past experience, only methodical literacy work, surely, firmly and perseveringly planned and executed by governments and the people concerned can produce the best results. It was also agreed that large-scale but spasmodic mass mobilization programmes, whatever enthusiasm they may have aroused, had also allowed a large number of men and women to relapse into illiteracy.

46. Viewed in this light, functional literacy becomes a priority and distinctly profitable activity, while remaining one of the permanent forms of development without which any economic programme runs the risk of failure.

47. Obviously, the strategic approach can vary widely from one country to another, according to needs, conditions of application, available resources, social and economic traditions and structures, and the overall national objectives in view.

48. It was frequently stressed that the effectiveness of functional literacy work depends on the extent to which it is linked to the socio-economic priorities of the country's overall development.

49. Indeed, it was the view of the delegates that literacy teaching is no longer a purely educational and teaching problem, but to an ever greater extent a socio-economic and cultural imperative which must take its place in the life of the country and enjoy the support of the nation as a whole.

50. Finally, it was emphasized that private organizations of all kinds should contribute to literacy work as a common national duty.

51. The Congress was favourably impressed by the appeal of H.I.M. the Shahinshah to Heads of State suggesting that they reserve a proportion of their military budgets for the eradication of illiteracy.

MOTIVES AND LEGISLATION

52. The delegates considered that once the financial means for integrated and planned programmes had been found and allocated, a strong and properly co-ordinated promotional campaign should be launched well in advance in order to stimulate public awareness of the goal to be achieved and to impress upon illiterate adults the very real interest of the struggle. At the

same time, whatever decisions were taken with regard to voluntary service or payment for teachers, the responsibility of the educated towards the illiterate must be made quite clear.

53. Wide interest was shown in the noble and peaceful rôle that the army can play in the struggle against illiteracy, on the lines of Iran's Education Corps, which is performing work of the highest value and setting an example which should be widely followed.

54. The co-operation of schools of all kinds within their own local communities was regarded by the delegates as an adequate means and a continuous source of economic, social and cultural progress in the various countries.

55. Most delegates emphasized the need for bold legislation to make schooling compulsory and to combat ignorance. Governments and authorities at all levels should be made clearly aware of the importance of the struggle, nationally and internationally, so that all, whatever their level of responsibility, can act accordingly.

56. A number of delegates drew attention to the value of judiciously applied incentives. Mention was made, for example, of the effectiveness of awards of an economic, social or honorary nature, which could be given to newly literate adults and to conscientious and deserving teachers. Such awards undoubtedly constitute a far from negligible inducement to join in and persevere with the work, as well as giving a feeling of a job well done.

57. Finally, some delegations proposed that concerted action be taken at national and international level to establish a Literacy Day or Year on the lines of the United Nations Human Rights Day.

METHODS, PERSONNEL AND MATERIAL

58. In recalling the great efforts already made to combat illiteracy, most delegates stressed the importance of according priority to the generations of newly literate adults in order to prevent any relapse into ignorance. These generations represent a valuable gain, and educational and cultural material should be placed at their disposal as soon as possible as part of a continuous process constantly adapted to the technical, social and economic demands of the modern world.

59. Similarly, as a guarantee of success, detailed research should be undertaken, in conjunction with social science institutes, into the methods to be used, the milieux to be reached, the personnel to be mobilized and the educational means to be employed.

60. Some delegations proposed that this work

should be done by an international literacy institute, others would prefer it to be handled by the existing regional centres, the numbers of which should be increased; but all agreed that in either case the studies should be directed and supervised by Unesco.

61. Delegates from the advanced countries offered to help in the training of experts, the production and printing of reading material, the employment of audio-visual media or the utilization of artificial satellites; countries which have recently succeeded in eradicating illiteracy offered to give others the benefit of their experience, methods and experts.

62. Delegates from countries whose languages cannot yet be written either stated that they were on the point of devising a suitable form of writing, or else expressed the desire that linguistic institutes should consider the problem and find a solution.

63. It was generally agreed that the use of the mother tongue provided the best means of acceding to literacy. It was also agreed, however, that in countries which had many non-written languages it would be necessary, for economic reasons, to select one, or at most a few, of these languages for literacy teaching purposes; and that such languages would have to be transcribed.

64. It was pointed out that in the past many failures had been due to the systematic and indiscriminate use of methods which, though effective in some countries, were useless in others. The particular features of each milieu should therefore be made the subject of thorough sociological investigation in order to avoid wastage and failures.

65. With regard to staff, it was felt that all teachers, regardless of category, should be given a special training in adult psychology and literacy teaching methods, and that the training and employment of local personnel should receive major attention.

66. The need, in functional literacy work, for a methodical and progressive approach, constant readjustment, continuity, and perseverance until success is achieved should be given closer attention in order to ensure that the work is successful.

67. To this end, the best possible teaching material, clear, simple, effective, aesthetically satisfying and covering all branches of vocational, technical, social and cultural instruction, should be prepared in advance in sufficient quantity to ensure that libraries have plenty of material that is within the reach of the newly-literate.

INTERNATIONAL CO-OPERATION

68. The delegates agreed that illiteracy could not be eradicated speedily and effectively by national efforts alone and that broader permanent co-operation, bilateral, multilateral and regional, was needed in order to establish a common front in the struggle being waged by the different countries to stamp out illiteracy to the greatest possible extent during the second half of the United Nations Development Decade. In addition to co-operation, bilateral or regional, at the governmental level, an invaluable contribution to literacy work could be made by private institutions, both national and foreign, at the no less important level of the international non-governmental organizations.

69. One noteworthy fact which emerged at the Congress was the firm determination of all peoples to join together in a work of human advancement having as its immediate goal the eradication of illiteracy. There was unanimous agreement on the need for this common task, which affects not only countries where illiteracy still exists, but also those which have rid themselves of it.

70. It was, however, also stressed that no political conditions must be attached to the co-operation and technical or financial assistance, whatever their nature or magnitude, in the great battle against the evils of ignorance, to which the whole world has just painfully awoken.

71. The possibility was also mentioned of making international financing arrangements to enable developing countries to contract loans at special rates to combat illiteracy.

72. With regard to the Unesco experimental programme, which was widely supported, and more particularly the eight pilot projects that the Special Fund proposes to finance, some delegates, considering that literacy work had proved a profitable operation from all points of view, expressed a desire to see the programme extended and the number of pilot projects increased. The Director-General replied that in his view the proposal was in line with current requirements and the necessity that aid to literacy work should become a permanent feature of planning at the pre-investment levels. The Executive Chairman of the Technical Assistance Board stated that the question of additional funds was now being studied.

73. The delegations assured the Director-General of their support for the implementation of the world literacy programme adopted by the Unesco General Conference in October 1964, on the basis of the selective and intensive approach

indicated in the document entitled "Literacy as a factor in development" (MINEDLIT/3).

74. The delegates expressed the wish that Unesco, with the help of the advanced countries and those countries that have recently eradicated illiteracy, should draw up a programme for the exchange of personnel and of information on means and methods between the developing countries, and should proceed to the implementation of pilot projects selected in the light of the particular needs of the beneficiary countries.

75. The hope was expressed that Unesco would help the developing countries to establish regional literacy and adult education research and training centres, equipped with the latest resources, competent personnel and up-to-date information material, in order to provide advanced training for literacy and adult education workers.

76. International co-operation of this kind must be the reflection of world solidarity based on the general interest. It must be directed towards the establishment of lasting peace and the safeguarding of human freedoms in all countries. Like all other forms of bondage, illiteracy - the enslaving of the mind - must be abolished.

THE MOBILIZATION OF PUBLIC OPINION

77. No international body or meeting can achieve its aims without the understanding and support of the people. Only an informed and enlightened public opinion can bridge the gap between resolutions and the facts of history, between words and deeds. Since men will only act from internal motivation, popular opinion must be mobilized in support of the struggle against illiteracy and ignorance.

78. In countries with a high rate of illiteracy the active interest of the learners themselves must be aroused. Practical ways must be found of giving them the feeling of being directly involved at every stage. Otherwise no enduring results can be obtained, however well meaning the efforts of other individuals or the authorities.

79. At the same time those who have had the privilege of education should recognize their debt to society and their responsibility for joining, with energy and sincerity, in efforts to improve the lot of those who have not enjoyed this privilege. The Iranian Education Corps was quoted as an admirable example of how public opinion can be inspired and mobilized and groups of intelligent young people motivated to undertake national service, even in remote areas of the country, for the education of adults and children. Various forms of Youth Service

can be a means of making young people aware of a problem which they can help to resolve.

80. The results of research into the psychology of motivation and public opinion should be applied to the planning of the publicity campaign, which must engage the full power of the mass communication media: press, radio, television and the cinema. Information services and education authorities must try to spread an understanding of the problem of illiteracy and of the possible ways of overcoming it.

81. Within each country information and publicity should be directed and adapted to people in all walks of life, through all manner of groups and organizations. The appeal for support must be made to government servants, educators, scientists, scholars, industrialists and trade union leaders and indeed to all men of goodwill. In this work a wide variety of national and local agencies must be engaged; these will include government departments and services, non-governmental organizations, co-operatives, womens' associations, trade unions and religious, social and cultural institutions.

82. In countries where the problem of illiteracy has been solved, the appeal must be for international solidarity. The media of communication should be used to emphasize that the problem of illiteracy, because of its influence on development, hampers the progress of industrialized as well as developing countries in a world where national economies can no longer exist in isolation.

83. Unesco must take the lead among a large number of intergovernmental and non-governmental international organizations which should co-operate in a world campaign to arouse public opinion. The present Congress has shown, through the wide coverage it has received in the world press and information networks, that the mobilization of public opinion for an attack on illiteracy is by no means impossible. Imaginative ways of arousing public interest and sympathy should be found. The National Commissions for Unesco in each country should play a leading part in such activities. A proposal was made, for example, to establish a literacy day, on which all possible means would be used to stimulate and inform public opinion on the subject.

84. It was also suggested that an international committee of eminent individuals should meet under the auspices of Unesco to study means of mobilizing public opinion for the struggle against illiteracy and that an appeal should be addressed to persons of eminence in public life, arts, letters and service to give lectures and broadcast talks and to write articles for the press, on literacy.

85. As the Director-General of Unesco, Mr. René Maheu, pointed out in the course of the debate, when enlightened public opinion and

popular support are added to a concerted plan and adequate financial means, then, and only then, can a world campaign for the eradication of mass illiteracy be started.

86. The debate concluded with the adoption of two recommendations. In the first, the Congress addressed a solemn and urgent appeal to all organized forces, national and international and to all men of goodwill everywhere to make greater efforts at all levels to accelerate the advance of literacy throughout the world. In the second, the Congress recommended that 8 September, opening date of the Congress, should be proclaimed International Literacy Day and be observed as such in all countries.

87. At its final session, the Congress adopted unanimously its general conclusions and recommendations and its general report. It also adopted unanimously the reports of the three Commissions, which had been introduced by their respective Chairmen. The President of the Congress requested the Director-General to transmit the conclusions and recommendations to Member States, the competent bodies of Unesco and the General Assembly of the United Nations.

88. The closing meeting was honoured by the presence of Her Imperial Highness, Princess Ashraf, President of the National Committee for the Eradication of Illiteracy, and His Excellency Mr. Amir Abbas Hoveyda, Prime Minister of Iran. In his speech to the Congress, Mr. Hoveyda said that Iran, under the leadership of its Sovereign, had resolutely embarked upon revolutionary reforms so that it could "reach the threshold of the third millennium at the same time as the 'rich' nations". The extension of education was the most important thing of all, because "it is impossible for a country to enter the age which is opening up with 75% of its population illiterate". After pointing out that illiteracy was a world problem and stressing the need to strengthen international co-operation in the attack on it, he announced that His Imperial Majesty the Shahinshah had decided to establish a prize of \$2,000 to be awarded annually to the person or institution having made the most significant contribution to the struggle to eradicate illiteracy.

89. Mr. René Maheu, Director-General of Unesco, stated that the substantial progress made in a bare eighteen months, culminating in a definition of the elements of the problem of literacy, had been made very evident by the Congress. The unanimous acceptance - at any rate, as working hypotheses - of a number of clear concepts was intellectually an inestimable gain. Striking unanimity had been reached regarding the practical approach in a debate in which realism had been the keynote. Such

agreement between intellect and will made concerted action on a world scale feasible. After the Congress would come the application, concerted action becoming, bluntly, action. He complimented the Congress on what it had done to arouse public opinion and make mankind as a whole aware of what was at stake.

90. Mr. Mohammed El Fasi, Chairman of the Unesco Executive Board, said that the world consciousness of the problem of which the Congress was a reflection, was to be welcomed. The attack on illiteracy deserved the highest priority, for some of the great evils that afflicted humanity, like hunger and sickness, sprang from ignorance.

91. Mr. Hadi Hedayati, Minister of Education of Iran and President of the Congress, emphasized in his closing speech that three points could now be taken for granted as a result of the Congress. Firstly, the false dilemma - schooling or adult literacy - had been disposed of; the efforts to provide schooling for all members of the rising generation and functional literacy instruction for the adults must go hand in hand, the goal being continuing education. Secondly, it had been clearly shown that literacy work must form an integral part of economic and social development as well as of educational plans. Finally, more than ever before, illiteracy was felt to be a world phenomenon that slowed down the progress of all mankind and hence required even more international co-operation for its elimination.

92. Before rising, the Congress adopted the following vote of thanks:

"The World Congress of Ministers of Education on the Eradication of Illiteracy, meeting in Teheran from 8 to 19 September 1965, now at the end of its closing meeting,

1. Expresses its most respectful and sincere gratitude to His Imperial Majesty the Shahinshah of Iran, who graciously invited the Congress to meet in Teheran and who so kindly gave it the invaluable encouragement of his personal interest;
2. Addresses its warmest thanks to the Government and people of Iran for their generous hospitality and the innumerable courtesies and kindnesses which they have extended to all participants, and to the Senate, which so generously provided the meeting place for the Congress;
3. Congratulates the officials and representatives of the different Iranian services on their extremely able contribution to the efficient organization and running of the Congress;
4. Congratulates further, the officials of Unesco who helped to prepare and organize the Congress."

Report of Commission I

1. Commission I discussed item 7 of the Congress agenda: "Literacy work and technical, economic and social development; financing of the struggle against illiteracy".
2. The following work plan was adopted:
 - A. The integration of literacy work:
 - (a) in development (economic, social and cultural);
 - (b) in society's overall educational services, school and out of school.
 - B. The planning of literacy work:
 - (a) determination of aims and priorities;
 - (b) adaptation of the strategy to the situation and level of economic development in each country.
 - C. The cost and financing of literacy work:
 - (a) place of education in general, and literacy work in particular, in equipping the country; inclusion of literacy costs in development budgets in all sectors;
 - (b) rôle of the various sources of finance: participants, communities, governments, firms, non-governmental organizations, international assistance.
3. Most delegates took part in the debates on the various items of the agenda. Subsequently, a number of draft recommendations were submitted by various delegations and studies carefully by the Commission.
4. The Rapporteur was asked to submit to the Commission draft recommendations reflecting the opinions expressed by the different delegations.

INTEGRATION IN DEVELOPMENT

5. The Commission was of the unanimous opinion that literacy work should be integrated into development programmes. It should not, however, be regarded as merely the leaven of economic development, but also as a source of cultural and intellectual growth and a way for

everybody to become fully conscious of his rights and duties in society.

6. The concept of functional literacy, i.e. literacy instruction combined with vocational training and leading to a quick rise in individual productivity, was discussed. The economic potential of countries where illiteracy is rife must first be developed in order to find the resources for complete eradication, which will subsequently be achieved by the twofold effort, backed by larger resources, to get all children into school and make all adults literate.

7. It was also noted that literacy is essential for the vocational advancement of the workers and to ensure observance of industrial safety standards.

8. A further objective of literacy work is, of course, to make possible the cultural advancement of the individuals and thus set in motion the process of overall development.

9. Literacy work can be integrated into economic, social and cultural development only if the human aspects, including employment and training problems, are taken into account in the preparation of every development project, regardless of the area or activity concerned.

LITERACY AND SCHOOLING

10. Making schooling and literacy work interdependent guarantees the effectiveness of both. Literacy work, through its effect on the adults, encourages school attendance by the children, while some of the normal school resources - premises, materials and teachers - can be used for literacy work. The symbiosis of schooling and adult literacy work creates a favourable environment for the retention and further acquisition of knowledge. Though using different methods they should therefore both be included, together with vocational training of a more direct nature, in a vast educational plan for which all the resources of society are mobilized: information media of different kinds, the efforts of indivi-

duals, and the resources available to public authorities, private institutions, professional and trade union organizations, and business firms.

PLANNING LITERACY WORK

11. The objectives and priorities, as well as the strategy to be adopted for the attack on illiteracy, depend in large measure on the economic, social and cultural conditions prevailing in each country and consequently cannot be established in universal terms if literacy campaigns are to meet the real needs. However, socio-cultural and socio-economic surveys carried out in several different countries would probably bring to light a number of standard-type situations, on the basis of which strategies appropriate to different groups could be determined. Adaptation in any case is essential at all levels - national, local community, development area and each economic sector (modern and traditional).

12. In any case, literacy planning and strategy are a matter for the governments and peoples concerned. If foreign experts have to be called upon during the preparation of a programme, they should place their experience and technical knowledge at the service of the local authorities with whom the decision lies.

13. The potential objectives of a literacy programme include the attenuation of the cultural disparities between different sections of the population which slow down development; the difference in the cultural level of the male and female sections of the population appears to be particularly detrimental to harmonious development.

14. The Commission gave special consideration to the position of children between the ages of 10 and 14 about to enter working life without preparation of any kind. It was felt that the provision of literacy instruction for this group on a priority basis would in the long run, in the absence of universal compulsory schooling, help to resolve the problem of illiteracy. It would also have the advantage of providing the economy with the necessary productive workers in a very short time. The grave problem of handicapped children was also discussed.

15. The success of any literacy campaign will depend in large measure on adequate advance publicity and the psychological preparation of the peoples concerned.

THE COST AND FINANCING OF LITERACY WORK

16. The resources for a literacy campaign should first be sought in the country itself

through an increased budgetary effort and an effort on the part of the population concerned (construction of premises from local materials, for instance). In many cases it should be possible to find additional resources by giving more information to the people and by bringing budgetary allocations more in line with the real needs. The help of all the nation's organizations, particularly business concerns, should be obtained.

17. Where external aid is indispensable, the financing bodies, when deciding between several different projects, should take into account the extent of the national effort already made in schooling and literacy work. The effort devoted to current operations is a good indication of the interest shown by the people and the government authorities in the continuation of those operations and the implementation of other projects. In any case, organizations able to provide assistance should accept the idea that the problem of the resources required cannot be solved merely by sending a few experts or awarding fellowships. The aid should be made as flexible as possible and some of it should be allocated for material expenditures.

18. The preliminary studies for any economic and social development project submitted to financing bodies must include a survey of the project's repercussions on employment and training and of the expenditure involved. Such surveys should be encouraged and financed by the competent national, multilateral and international financing bodies. The loans or subventions granted should include the money required for training and, in particular, for the literacy work essential to the success of the project.

19. The launching of an economic and social development plan, and hence of the literacy programme that forms part of it, requires the use of the financial resources indicated in the plan. By slowing down the rate of economic growth and reducing the State's resources, a fall in the prices of the raw materials exported by the developing countries may interfere with the smooth progress of the proposed operations and stop the rise in living standards that literacy should bring.

20. To ensure that literacy programmes are effectively integrated in development projects and financed in the same way as material investments, it is essential to convince planning and financing authorities that the implementation of such programmes is an economic proposition. To ensure their support an evaluation of the results of current experiments and of the pilot projects approved at the 1964 General Conference is essential. The machinery for carrying out such an evaluation must be improved.

21. In the preparation of a literacy programme

a whole series of surveys (demographic, socio-economic and socio-cultural inventories, employment statistics and forecasts, cost evaluations, etc.) will be needed - and must if necessary be carried out - in order to establish the needs to be met and the resources available. Research in all these fields should be undertaken with a view to improving techniques and methods. Since the utilization or conduct of such surveys calls for specialized personnel, it will be essential to make use of technical assistance until local staff can be trained.

22. To limit waste of effort and facilitate the financing of literacy programmes, it would seem essential to entrust the promotion and co-ordination of operations in each country to a single organization. One of the duties of this body would be to recommend to the competent authorities any programme changes that seemed necessary (following modifications to the employment forecasts, for instance, in order to avoid the danger of a divergence between the programme orientation and the employment possibilities).

23. Literacy work should not come to an end when the entire population has learned to read, write and count, for continuing education must be extended. In all countries the minimum cultural level that every human being should be guaranteed must advance with every rise in the average cultural level. Consequently, the effort now devoted to literacy work should subsequently be continued for the benefit of people no longer illiterate but culturally underprivileged.

24. At the conclusion of its discussions, the Commission expressed approval of Unesco's experimental programme and congratulated the Unesco Secretariat on the quality of the working documents prepared for the Congress, particularly "Literacy as a factor in development".

25. The Commission expressed its gratitude to the Iranian Government for its excellent organization of the Congress and its admiration for the educational and literacy work carried out by the "Education Corps".

26. This report and the recommendations relating to item 7 of the agenda were adopted unanimously.

Report of Commission II

1. The Commission discussed item 8 of the agenda (objectives, organization, methods and techniques of literacy work, including activities for new literates).
2. The Commission adopted the following plan of work:
 - A. What are the technical and human resources needed for literacy work?
 1. Teaching, supervisory, management and technical staff:
 - Where can they be found?
 - How should they be trained?
 2. Textbooks and reading materials.
 3. Audio-visual media.
 4. Other new techniques.
 - B. Use of resources:
 1. What should be the content of functional literacy?
 2. How should the methods and educational approach of literacy teaching be adapted:
 - to the idea of functional literacy?
 - to the motivations and needs of the adult?
 - to the diversity of conditions and groups?
 3. Organization and structures.
 4. How far should literacy programmes be planned?
 5. What factors influence the choice of languages?
 6. What is the rôle of evaluation and research in literacy programmes?
3. The Commission accepted and used the concept of literacy formulated in document MINEDLIT/3, namely that literacy instruction, far from being an end in itself restricted solely to the teaching of reading and writing, should provide the adult, by a process of continuing education, with the necessary knowledge and skills to play an effective rôle in his group and community and to ensure both his own development and his participation in the development of his nation and the life of his country. Such literacy work, specifically conceived for adults, must be included with school instruction in

educational planning. As a factor in economic and social progress, it has a place in overall development planning.

4. Whatever the financial resources that may rightly be made available for functional literacy work as a factor of development, they must still be converted into human and technical resources; there then remains the question of how to use these resources for implementing functional literacy programmes.

5. It was in relation to these two major questions that the Commission conducted its deliberations.

RESOURCES

Teaching personnel

6. Of the necessary human resources, the first need is for teaching personnel. Some governments object to the use of schoolteachers as not being consonant with the specific nature of adult literacy work; but most consider it natural.

7. The use of full-time teaching personnel specialized in adult literacy work is already common in a number of countries and seems to them the right solution; but it is costly, at least in the beginning.

8. It would seem only natural to call upon schoolteachers, at any rate as a transitory measure or on a part-time basis, although in certain cases this may impose a heavy burden on teachers who already have more than enough to do in their schools. Former women teachers will be able, perhaps with some retraining, to make an essential contribution, particularly in regions where traditions are against women attending co-educational courses.

9. Voluntary teachers have been used successfully in many cases, but only when they have been trained for the purpose beforehand. Their level of education and training may be modest, but when the need is great all sources of help must be mobilized. Use will be made of the

services of women volunteers who have some education. Nevertheless, a literacy campaign may not be successful if it depends entirely on volunteers. The minimum education required of the teacher will naturally vary according to the level at which he is employed.

10. In any case, it seems essential to have a corps of inspectors or education advisers, particularly if the teaching personnel have had little training. This rôle will often devolve upon the more experienced teachers. It would seem essential to give more attention to the training of trainers and to make use of the institutions for higher education and teacher-training colleges for that purpose.

11. In the case of functional education, there is one obvious category of instructors: the professionals, such as technicians and foremen in industry, agricultural technicians and works supervisors, co-operators and members of women's non-governmental organizations. Trade unionists, officials and clergymen, among others, could normally also supervise and instruct the groups to which they belong.

12. As functional literacy, by definition, implies a specific environment, the study of that environment is a prerequisite of success. In making such studies, economists, sociologists, psychologists and linguists should be associated with the education experts in the teams responsible for planning and research at national level.

13. The preparation and use of teaching materials necessarily requires the assistance of specialists.

14. Needs in terms of materials are vast and varied, as the material has in some cases to make up for the shortage or inadequacy of teachers, though it cannot of course replace them.

Reading material and audio-visual media

15. The first need in literacy work is for reading material of various types. Audio-visual media are also of great importance. The relative effectiveness of the material in each of these categories, and the comparative returns afforded by the two categories, need to be better known for programme planning purposes and to ensure that the best use is made of the resources. Here, more thorough studies seem necessary. Reading and writing are ways of communicating ideas, and the improvement of such communication necessarily contributes to the progress of literacy. It is therefore important in planning literacy to pay attention to the country's communication network, including radio and television, publishing and distribution of printed matter, libraries and reading rooms. Here, too, thorough studies seem necessary.

16. In regard to printed material, the needs include primers and readers, general or specialized textbooks, and reading material of all kinds, including newspapers. The problems of production and distribution are very different in respect of readers and other textbooks and follow-up reading materials for the newly-literate. This maintenance material needed to create reading habits in the vital phase of post-literacy, is generally recognized to be extremely important, and it would seem desirable to provide incentives to writers from many fields of specialization and to establish national or regional agencies to produce reading material cheaply for the new literates and arrange for its distribution or sale. Special training should be provided for those who write, illustrate and produce these texts.

17. It is perhaps the large range of audio-visual media, in which radio, television and such combinations as radio-vision are so important, that calls for the most detailed analysis in order to ensure that each is put to the best use. Radio and television are valuable aids for the teacher, and also serve to train and guide him. Moreover, they are powerful technical instruments which can convey a human message, create a cultural environment, develop understanding and awareness, and free their audience from a restricted environment. They play an essential part in developing motivation. For all these reasons radio and television require a new instructional approach in the teaching of reading and writing to adults.

18. These important and varied functions of the audio-visual media require the training of technical personnel and specialists, as well as the preparation of the teachers and instructors who are called upon to use them.

19. The growing importance of audio-visual media demands a new overall vision of the strategy of literacy work and adult education.

USE OF RESOURCES

Adaptation of the means

20. A twofold adaptation of the human and material resources is required if they are to be used efficiently for functional literacy work.

21. They must first be adapted to the needs and psychological characteristics of the adult, including his motives and especially his occupational motives (desire for promotion, for greater efficiency, for better pay, intellectual curiosity, desire for a fuller life, the wish to improve the living conditions of his family, the health and education of his children, etc.). However, the idea of culture as the permanent content of

literacy and as a creative process permeating every stage of social integration and development must supplement the motivations stemming from self-interest and a concern for immediate efficiency.

22. Secondly - and the two problems are linked - the adaptation must take account of the varying conditions and characteristics of each particular group of illiterates (socio-economic, geographical, ethnic, religious, linguistic, etc.).

23. The very concept of functional literacy implies not only the use of specific means but also a particular educational approach and strategy. Functional literacy obviously involves a much more specific adaptation than elementary literacy instruction for the masses.

24. It is also necessary to be much more specific in the actual vocational training (because here the acquisition of knowledge is linked with the use of tools and movements) than in providing a more general cultural education.

25. In the preparation of textbooks and reading material for newly-literate women, civic and social education, as well as hygiene, nutrition and child care, must also be taken into account.

26. In functional literacy, therefore, the media, methods and approaches must be varied. Here again, however, there is no universal rule: each country must find its own solutions in the light of the studies and experiments that seem indicated.

Organization

27. The success of literacy programmes, as of any human undertaking, demands a certain amount of organization and the existence of the structures, services and machinery necessary to planning, decision and execution.

28. Because of its complex character, a functional literacy programme made part of the very life of a community and linked to development involves many government departments and a great variety of private undertakings and groups and public services. By nature interdisciplinary and global, functional literacy involves delicate problems of co-ordination.

29. Such co-ordination must be both horizontal and vertical. The activities of the various services and bodies concerned with the different sectors require horizontal co-ordination, while, in a geographical context covering the successive stages of decentralization, vertical co-ordination is necessary to link together the efforts of the various persons and institutions responsible.

30. There must also be co-ordination between the planning bodies and the executing machinery; this guarantees that planning will not be purely theoretical and that the execution has

been properly thought out. It is the essential link between the realities with which the field workers must contend and the content of the literacy programme.

31. It seems clear that, in every country, a ministry or administrative agency should assume the main responsibility for literacy programmes and provide the necessary liaison with all the other parties concerned. There is no universal formula for deciding which departments and services will be concerned; each country must find its own solution, which must be as flexible as possible.

32. While some countries have created numerous services to plan, carry out or administer literacy programmes, others rely largely on existing bodies and political, social, economic, educational, and cultural structures. This latter formula has the advantage of ensuring that literacy work is deeply rooted in the different aspects of national life.

33. However, it would probably be worth considering the establishment of a national literacy centre or service, to which would be attached a planning team responsible for the interdisciplinary studies needed in drawing up the programmes.

Planning

34. In this way, the various elements of a functional literacy programme will be specified in a plan which defines its successive phases, itemizes its components, determines the strategy in relation to the aims and the tactics in relation to the resources, and takes full account of adult motivations. This represents the internal planning of a literacy programme, which must, of course, be applied with flexibility and adjusted in the light of experience.

35. But functional literacy must also be planned in relation to both the educational system as a whole and development in general.

36. As an element in continuing education, a complement to schooling (conceived as the preventive element in the struggle against illiteracy) and a basis of adult vocational training, literacy work has its own place in national educational plans.

37. Functional literacy work is also one element of development plans, and should be planned in relation to manpower surveys, employment forecasts and the priorities established in the economic development plan. These studies should take into account the female labour force, paid or unpaid, which is often overlooked in economic analyses.

38. There is, in any case, no contradiction between these two different links, since the national education plan is merely one sector of the general development plans.

The choice of languages

39. The choice of languages for literacy teaching depends upon a series of political, cultural and technical factors and must, in the final analysis, be made by the government, if possible after consultation with those actually affected.
40. Use of the mother tongue for literacy instruction has the great advantage of simplicity and effectiveness. As the natural vehicle of the beginner's thought it facilitates the acquisition of knowledge, associates the new signs with known sounds and makes it unnecessary to learn a foreign vocabulary.
41. In the numerous countries where there are many different languages, many of them unwritten, these advantages must be balanced against the disadvantages.
42. A multiplicity of languages may rule out the possibility of generalizing the principle that literacy teaching should be given in the mother tongue, as this would be too costly and uneconomic. In such cases one language, or at any rate the smallest possible number of languages, should be selected for literacy purposes. In addition, a single language makes for national unity, which may be compromised if too many are employed.
43. Another possibility is to use the mother tongue for the first phase and then to change over to a more widely used language.
44. The best criterion for choosing the language of literacy instruction would seem to be its extension, i.e. the number of people who speak it, whether or not as a mother tongue, and its tendency to become more widely used.
45. In any case, a language cannot be used for literacy teaching until it has a written form. The establishment of an alphabet, word lists and dictionaries, is a highly scientific matter that requires thorough study.

46. Unesco has long been aware of the importance of these problems and their study is being given a growing place in its programme.

Evaluation and research

47. In carrying out large-scale literacy programmes there must be a continuous evaluation of their various elements and phases: the means and the strategy, the results on both the individual and the community, and the qualitative and quantitative aspects. This is the only way to ensure maximum efficiency.
48. Evaluation depends largely on statistics: quantification provides the best guarantee of comparability in fixing objectives and assessing both the results obtained at individual level (acquisition of knowledge, increased productivity, promotion in work, and so on) and the socio-economic effects on the undertaking or group. The figures should include statistical data by sex to permit an exact evaluation of the situation of women in this respect.
49. Micro-evaluations of limited projects or groups and macro-evaluations of the programme as a whole are equally necessary.
50. One of the great difficulties in evaluation is lack of comparability of data. It would seem essential to devise criteria which are simple, easily understood and as standardized as possible.
51. Evaluation must include both pure and operational research, the latter to permit rapid interpretation of results with a view to the immediate improvement of strategy, means and methods. The two types are complementary and both are equally necessary.
52. Unesco should place its experience in these matters at the disposal of Member States.
53. This report and the recommendations relating to item 8 of the agenda were adopted unanimously.

Report of Commission III

1. The Commission discussed item 9 of the agenda: International co-operation in the matter of literacy work.
2. The following plan of work was adopted:
 1. Co-operation between the developing countries
 - (a) bilateral
 - (b) regional
 2. Bilateral co-operation between developing and advanced countries
 - (a) plans for economic development
 - (b) cultural agreements
 - (c) financial and technical assistance, etc.
 3. Multilateral co-operation
 - (a) the United Nations and its various agencies
 - (b) other international intergovernmental organizations concerned with development
 - (c) international foundations and international research institutes
 - (d) regional bodies
 4. Non-governmental co-operation
 - (a) non-governmental organizations (national and international)
 - (b) national foundations
 - (c) economic sectors concerned in literacy programmes
 - (d) the general public
 5. Other suggestions

INTRODUCTION

3. The main sources of action for literacy work are the governments of the countries with illiteracy problems. A successful campaign for the eradication of illiteracy calls, however, for the mobilization of all available forces. Governments, intergovernmental organizations, national and international non-governmental organizations, educational institutions, economic enterprises and individuals must find their place within an integrated plan of campaign.

4. It is of paramount importance that the activities of the various participants be concerted as far as possible. At the international level, Unesco is the most suitable body to undertake this function for multilateral activities. At the national level, useful examples were given of national literacy councils grouping all institutions active in literacy work.
5. The practical work in the field should always be based on prior research work, investigations and careful planning. This is also the precondition for effective international action.
6. Note was taken of the proportionately greater number of illiterates among women and the need for all competent organs to make adequate provision for their education.
7. Appropriate machinery should be established under Unesco's general guidance, for the systematic exchange of experience between interested countries and institutions.
8. Literacy workers should mainly be trained in their home country. It is recommended that only mature candidates, earmarked for the subsequent training of new instructors, be sent for studies abroad. The latter produce their best results if the study programmes are specially adapted to the needs of the student's home country. With due consideration to the financial aspects, such training can also very profitably be arranged in developing countries.
9. The need for a new type of expert, having the necessary know-how and a preparedness to adapt it and himself to the local conditions, was underlined. To encourage interchangeability of experts, their training syllabuses should be internationally co-ordinated.

CO-OPERATION BETWEEN THE DEVELOPING COUNTRIES

10. In the Commission's opinion this form of co-operation, co-ordinated with other types of international collaboration, deserves particular attention.

11. Multilaterally, it offers a wealth of possibilities for the exchange of experience. Numerous offers of participation in such collaboration were made in the name of developing countries.

12. Regionally, the development of the activities of organizations specializing in literacy, such as institutes for research, clearing-house and training centres, as well as literacy funds, financed partly or wholly from within the region, is desirable.

13. In more limited areas with linguistic, cultural or other similarities, possibilities of close co-operation exist in such fields as the study of vernacular languages and their transcription, joint use of the services of experts, and production of textbooks and reading material. In this last mentioned form of collaboration, texts could be used to promote friendship among the peoples concerned.

BILATERAL CO-OPERATION BETWEEN DEVELOPING AND ADVANCED COUNTRIES

14. Considering that too little attention has heretofore been given to literacy work in bilateral agreements and programmes concerned with economic and technical development and cultural exchanges, the Commission called for an extension of existing programmes and the inclusion of literacy work in future agreements.

15. It was the unanimous opinion of the Commission that any conditions attached to such agreements should be closely related to the educational project(s) in question and that no political conditions should be included.

16. The representatives of a number of advanced countries gave many examples of the work already accomplished and of the facilities available for future activity. Numerous speakers pledged an increased effort in future in the field of literacy.

17. Representatives of both developing and advanced groups of countries expressed the opinion that the plans of assistance should be so made that after an initial period the beneficiary country could take over the whole project. Examples were given of cases where such a policy had been successfully executed.

MULTILATERAL CO-OPERATION

18. A number of speakers expressed their appreciation of the work Unesco has done heretofore and suggested that more funds from different sources should be provided to support Unesco's literacy activities. In particular, the Commission expressed its support for the important declarations of the Director-General concerning the plans for financing the experimental

programme and has asked him to transmit to the Special Fund the wishes of the countries represented at the Congress and, especially, to make known its hopes that the Special Fund will enable a larger number of projects to be launched.

19. Reference was made to the procedural rigidity of intergovernmental organizations which prevents them from responding to urgent needs. Every effort should be made to achieve a more flexible approach.

20. A directory of literacy experts available for consultation should be produced by Unesco for use by developing and advanced countries.

21. While Unesco's plans for the eradication of illiteracy received general approval, the need for close inter-agency co-operation, which might be co-ordinated by Unesco, was echoed by many countries. The hope was expressed that intergovernmental and regional financing bodies would in future actively participate in this field. Unesco should keep such agencies well informed of pilot projects included in its 1965-1966 programme.

22. The representatives of FAO, the World Food Program, Unicef and WHO cited examples of their literacy or related activities and indicated that close collaboration with Unesco would be mutually profitable.

NON-GOVERNMENTAL CO-OPERATION

23. The importance of non-governmental action in this field was emphasized by all the delegates who took part in the discussion. The relevant activities of teachers', youth, women's, co-operative and adult education organizations as well as trade unions, for example, deserve the encouragement and support of governments and intergovernmental organizations. The importance of non-governmental organizations as pressure groups which can draw the attention of the authorities to literacy problems was noted by some delegations.

24. Particularly interesting were the reports of two delegations on voluntary organizations specializing in literacy teaching and fundamental education.

25. A specially important rôle in the fight against illiteracy devolves on teachers and their organizations. This profession could, with little training, provide great numbers of local literacy workers.

26. A commendable example was reported by one advanced country, where all the youth organizations have decided to organize a campaign of material help to support literacy work in a developing country to celebrate Unesco's twentieth anniversary in 1966.

27. Finally, it was noted that for many branches of industrial and commercial life, an increase in the literate population means an immediate

rise in consumption, while many other sectors benefit from the secondary effects of literacy campaigns. Such industrial and commercial enterprises should therefore consider their assistance to the eradication of illiteracy as a pre-investment.

OTHER SUGGESTIONS

28. A number of Arab delegations drew the attention of the Commission to the lack of material facilities for literacy training of Palestinian refugees. A number of African delegations indicated that similar conditions prevailed amongst refugees in many parts of Africa.

29. With regard to the massive use by many industrially advanced States of foreign manpower from developing countries, some delegates expressed the view that literacy programmes should be arranged for illiterate immigrant workers by the receiving countries.

30. It was clear from the discussions that there was general approval of the ideas and conclusions put forward in Part IV of document MINEDLIT/3.

31. This report and the recommendations relating to item 9 of the agenda were adopted unanimously.

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List of participants

Lista de participantes

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Les noms et titres qui figurent dans les listes ci-après sont reproduits dans la forme où ils ont été communiqués au Secrétariat par les délégations intéressées. Les pays sont mentionnés dans l'ordre alphabétique français.

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Professeur à l'Université de Stockholm

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S. Exc. M. le Dr Max KOENIG
Ambassadeur de Suisse en Iran

Délégué/Delegate/Delegado/Делегат

M. le Prof. Robert DOTRENS
Professeur honoraire à l'Université de Genève

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syrienne à Téhéran

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Mme Mawia CHEIKH FADLI
Première Secrétaire de l'Ambassade de
la République arabe syrienne en Iran

TCHÉCOSLOVAQUIE/CZECHOSLOVAKIA/CHECOSLOVAQUIA/ЧЕХОСЛОВАКИЯ

Président/Chairman/Presidente/Председатель

Dr Frantisek KAHUDA
Premier Vice-Ministre de l'éducation et
de la culture

Délégués/Delegates/Delegados/Делегаты

Dr Marie KOTIKOVA
Doyen p. i. de la Faculté des sciences sociales
à l'Université du 17 octobre

Dr Hanus KORNER
Secrétaire général adjoint de la Commission
nationale tchécoslovaque pour l'Unesco

Dr Milan MARALIK
Rédacteur en chef adjoint des émissions pour
l'enfance et la jeunesse à la radiodiffusion
tchécoslovaque

Suppléant/Alternate/Suplente/Заместитель

M. Vaclav PIZINGER
Deuxième Secrétaire, Ambassade
de Tchécoslovaquie en Iran

THAILANDE/THAILAND/TAIANDIA/ТАИЛАНД

Président/Chairman/Presidente/Председатель

H. E. Mr. M. L. P. MALAKUL
Minister of Education

Délégués/Delegates/Delegados/Делегаты

Mr. Sman SANGMALI
Chief, Elementary and Adult Education
Division, Ministry of Education

Mr. Y. HUNTRAKOON
First Grade Economist, Ministry of Finance

Miss Srinei THONGKRACHANG
External Relations Officer, External Relations
Division, Ministry of Education

TOGO/ТОГО

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Ministre de l'éducation nationale

Délégué/Delegate/Delegado/Делегат

M. F. Nsougan AGBLEMAGNON
Ambassadeur Délégué permanent du Togo
auprès de l'Unesco

TUNISIE/TUNISIA/TUNEZ/ТУНИС

Président/Chairman/Presidente/Председатель

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Ministre de l'éducation

Délégués/Delegates/Delegados/Делегаты

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Sous-Directeur du plan, Secrétariat du plan
Ministère de l'économie nationale

M. Mohamed ETTRI
Représentant permanent adjoint de la Tunisie
auprès de l'Office européen des
Nations Unies à Genève

M. Ahmed Abdelwahab BAKIR
Secrétaire général de la Commission nationale
tunisienne pour l'Unesco

M. Mohamed ATTIA
Inspecteur de l'éducation sociale

M. Bachir JAIBI
Directeur de l'Institut
Bach Hamba

TURQUIE/TURKEY/TURQUIA/ТУРЦИЯ

Président/Chairman/Presidente/Председатель

S. Exc. M. Cihat BILGEHAN
Ministre de l'éducation nationale

Délégués/Delegates/Delegados/Делегаты

M. le Prof. Bedrettin TUNCEL
Vice-Président du Conseil exécutif de l'Unesco

M. Zekai BALOGLU
Membre du Conseil supérieur de l'éducation
du Ministère de l'éducation nationale

M. Fethi GEMUHLUOGLU
Chef du Cabinet du Ministre de l'éducation
nationale

**REPUBLIQUE SOCIALISTE SOVIETIQUE D'UKRAINE/UKRAINIAN SSR/REPUBLICA SOCIALISTA
SOVIETICA DE UCRANIA/УКРАИНСКАЯ СОВЕТСКАЯ СОЦИАЛИСТИЧЕСКАЯ РЕСПУБЛИКА**

Président/Chairman/Presidente/Председатель

S. Exc. Mme Alla BONDAR
Ministre de l'éducation

Délégués/Delegates/Delegados/Делегаты

M. Michail PETRACHKOV
Secrétaire général de la Commission nationale
ukrainienne pour l'Unesco

Mme Lioubov GLADICHEVA
Présidente du Comité Ukraine-Unesco
pour la liquidation de l'analphabétisme

M. Vladimir MARTINOVSKY
Professeur

**UNION DES REPUBLIQUES SOCIALISTES SOVIETIQUES/USSR/UNION DE REPUBLICAS
SOCIALISTAS SOVIETICAS/СОЮЗ СОВЕТСКИХ СОЦИАЛИСТИЧЕСКИХ РЕСПУБЛИК**

Président/Chairman/Presidente/Председатель

M. M. P. KACHIN
Vice-Ministre de l'éducation

Délégués/Delegates/Delegados/Делегаты

M. A. K. KANIMETOV
Ministre de l'éducation de la RSS de Kirghizie

M. N. M. KANAEV
Consultant de la Commission nationale de
l'URSS pour l'Unesco

Mme G. F. TIKHMENEVA

VENEZUELA/ВЕНЕСУЭЛА

Président/Chairman/Presidente/Председатель

S. Exc. M. Leandro MARO
Ambassadeur au Saint-Siège

Délégués/Delegates/Delegados/Делегаты

M. Félix ADAM
Directeur du Programme d'alphabetisation

M. Rafael S. MACIA
Chargé d'affaires en Iran

REPUBLIQUE DU VIET-NAM/VIET-NAM, Republic of, /VIETNAM, República del/
РЕСПУБЛИКА ВЬЕТНАМ

Président/Chairman/Presidente/Председатель

M. DANG VAN NHAN
Directeur de Cabinet, Ministère des
Affaires culturelles et sociales

Délégué/Delegate/Delegado/Делегат

M. VU DUC CHANG
Directeur de l'Enseignement privé et de
l'Enseignement populaire

YUGOSLAVIE/YUGOSLAVIA/ЮГОСЛАВИЯ

Président/Chairman/Presidente/Председатель

M. JANEZ VIPOTNIK
Secrétaire fédéral de l'éducation et de
la culture de la RSF de Yougoslavie
(Ministre du Gouvernement fédéral)

Délégués/Delegates/Delegados/Делегаты

Mme NADA NOVOSEL
Directrice du Bureau pour le Projet
mediterranéen

M. STIPE TONKOVIC
Secrétaire du Conseil central de la
Fédération des syndicats de la RSF de
Yougoslavie

Mme KSENJA GACINOVIC
Secrétaire de la Commission nationale
yougoslave pour l'Unesco

ZAMBIE/ZAMBIA/ЗАМБИЯ

Président/Chairman/Presidente/Председатель

**Mr. N. TEMBO
Parliamentary Secretary
Ministry of Mines and Cooperatives
(Community Development)**

Délégués/Delegates/Delegados/Делегаты

**Mr. J. C. P. OXENHAM
Literacy Officer**

**Mr. Fred ANDERSEN
Linguistics Adviser**

II. Membre associé /Associate Member/Miembro Asociado/Член-Сотрудник

KATAR/QATAR/КАТАР

Président/Chairman/Presidente/Председатель

**Dr. Ezzeldin Ibrahim MUSTAFA
Assistant Director General of Education**

Délégués/Delegates/Delegados/Делегаты

**Mr. Nasser UTHMAN
Head of Adult Education**

**Mr. Sayed ABU-YOUSSIF
Director, Cultural Relations**

**III. Etats non membres/ Non Member States/ Estados no miembros/
Государства, не являющиеся членами ЮНЕСКО**

SAINT-SIEGE/HOLY SEE/SANTA SEDE/ВАТИКАН

**Observateurs/Observers/Observadores/
Наблюдатели**

S. Exc. Mgr Giovanni BENNELLI
Observateur permanent du Saint-Siège
auprès de l'Unesco

Le Rév. Père Henry AYROUT - S. J.
Recteur du Collège des Pères Jésuites,
Le Caire

M. Jean LARNAUD

Le Rév. Père Alfred PICCHIONI
Directeur du Collège "DOM BOSCO"
à Téhéran

Dr N. KHATCHI
Professeur à l'Université de Téhéran

**IV. Organisations Internationales/International Organizations/
Organizaciones Internacionales/ Международные организации**

NATIONS UNIES/UNITED NATIONS/NACIONES UNIDAS/ОРГАНИЗАЦИЯ ОБЪЕДИНЕННЫХ НАЦИЙ

Bureau de l'assistance technique/Technical Assistance Board/Junta de Asistencia Técnica/Бюро технической помощи

Fonds spécial/Special Fund/Fondo Especial/Специальный фонд

Représentants/Representatives/Representantes/Представители

**Mr. David OWEN
Executive Chairman of the
Technical Assistance Board,
Representative of the Secretary-General**

**Mr. Daniel K. HOPKINSON
Resident Representative of the
UN Technical Assistance Board and
Director of Special Fund Programmes
in Iran**

**Mr. T. D'OULTREMONT
Director of the UN Information
Centre in Iran**

**Observateurs/Observers/Observadores/
Наблюдатели**

**Mrs. Ethelbert M. ROMINSON
Deputy Resident Representative of the
UN Technical Assistance Board
in Iran**

**Mr. Denis J. HALLIDAY
Assistant Resident Representative of the
UN Technical Assistance Board in
Iran**

**Mr. Heino E. WITTRIN
Assistant Resident Representative of the
UN Technical Assistance Board in
Iran**

FONDS DES NATIONS-UNIES POUR L'ENFANCE/UNITED NATIONS CHILDREN'S FUND/FONDO DE LA NACIONES UNIDAS PARA LA INFANCIA/ДЕТСКИЙ ФОНД ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ

Représentant/Representative/Representante/
Представитель

Dr. Otto LEHNER
UNICEF Representative in Iran

PROGRAMME ALIMENTAIRE MONDIAL ONU-FAO/UNITED NATIONS-FAO WORLD FOOD PROGRAM/PROGRAMA MUNDIAL DE ALIMENTOS NACIONES UNIDAS-FAO/МИРОВАЯ ПРОДОВОЛЬСТВЕННАЯ ПРОГРАММА ОБЪЕДИНЕННЫХ НАЦИЙ И ФАО

Représentant/Representative/Representante/
Представитель

Dr. Otto MATZKE
Deputy Director of the Programme,
Development and Appraisal Division

ORGANISATION INTERNATIONALE DU TRAVAIL/INTERNATIONAL LABOUR ORGANISATION/ ORGANIZACION INTERNACIONAL DEL TRABAJO/МЕЖДУНАРОДНАЯ ОРГАНИЗАЦИЯ ТРУДА

Représentant/Representative/Representante/
Представитель

Mme A. JOUHAUX
Directrice du Bureau de correspondance
à Paris

ORGANISATION MONDIALE DE LA SANTE/WORLD HEALTH ORGANIZATION/ORGANIZACION MUNDIAL DE LA SALUD/ВСЕМИРНАЯ ОРГАНИЗАЦИЯ ЗДРАВООХРАНЕНИЯ

Représentants/Representatives/Representantes/
Представители

Dr. A.H. TABA
Director, WHO Regional Office for the
Eastern Mediterranean

Dr. L. LAPEYSSONNIE
WHO Representative in Iran

ORGANISATION DES NATIONS UNIES POUR L'ALIMENTATION ET L'AGRICULTURE/FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS/ORGANIZACION DE LAS NACIONES UNIDAS PARA LA AGRICULTURA Y LA ALIMENTACION/ПРОДОВОЛЬСТВЕННАЯ И СЕЛЬСКОХОЗЯЙСТВЕННАЯ ОРГАНИЗАЦИЯ ООН

Représentant/Representative/Representante/
Представитель

Mr. B. MAJUMBAR
Rural Institutions Officer (Social Problems),
Rural Institutions and Services Division

**V. Organisations intergouvernementales/Intergovernmental Organizations/
Organizaciones Intergubernamentales/Межправительственные организации**

Observateurs/Observers/Observadores/Наблюдатели

BUREAU D'EDUCATION IBERO-AMERICAIN/IBERO-AMERICAN BUREAU OF EDUCATION/
OFICINA DE EDUCACION IBEROAMERICANA/ИБЕРОАМЕРИКАНСКОЕ БЮРО ПРОСВЕЩЕНИЯ

S. Ex. Rodolfo BARON CASTRO
Secrétaire général

BUREAU INTERNATIONAL D'EDUCATION/INTERNATIONAL BUREAU OF EDUCATION/OFICINA
INTERNACIONAL DE EDUCACION/МЕЖДУНАРОДНОЕ БЮРО ПРОСВЕЩЕНИЯ

Prof. Robert DOTTRENS
Membre du Conseil du BIE

LIGUE DES ETATS ARABES/LEAGUE OF ARAB STATES/LIGA DE LOS ESTADOS ARABES/
ЛИГА АРАБСКИХ СТРАН

Dr Yahia EL KHACHAB
Directeur du Département culturel

**VI. Organisations internationales non gouvernementales/International
Non-Governmental Organizations/Organizaciones Internacionales
no Gubernamentales/Международные неправительственные организации**

Observateurs/Observers/Observadores/Наблюдатели

ALLIANCE INTERNATIONALE DES FEMMES/INTERNATIONAL ALLIANCE OF WOMEN/ALIANZA
INTERNACIONAL DE MUJERES/МЕЖДУНАРОДНЫЙ АЛЬЯНС ЖЕНЩИН

Mrs. Amy BUSH
International Chairman of Education

ALLIANCE MONDIALE DES UNIONS CHRETIENNES FEMININES/WORLD YOUNG WOMEN'S
CHRISTIAN ASSOCIATION/ASOCIACION CRISTIANA FEMENINA MUNDIAL/ВСЕМИРНАЯ
ХРИСТИАНСКАЯ АССОЦИАЦИЯ МОЛОДЫХ ЖЕНЩИН

Mrs. Mary HOSEIN
Member of the World YWCA Executive
Committee, Principal, Trinity Methodist
Girls' High School, Karachi

UNDA - ASSOCIATION CATHOLIQUE INTERNATIONALE POUR LA RADIODIFFUSION ET LA
TELEVISION/UNDA - CATHOLIC INTERNATIONAL ASSOCIATION FOR RADIO AND TELEVISION/
UNDA - ASOCIACION CATOLICA INTERNACIONAL PARA LA RADIODIFUSION Y TELEVISION/
UNDA - МЕЖДУНАРОДНАЯ КАТОЛИЧЕСКАЯ АССОЦИАЦИЯ РАДИОВЕЩАНИЯ И ТЕЛЕВИДЕНИЯ

R. P. Lorcan MURRAY
Alfredina De Paiva e Souza

BUREAU MONDIAL DU SCOUTISME/BOY SCOUTS WORLD BUREAU/OFICINA MUNDIAL DE
EXPLORADORES/МЕЖДУНАРОДНОЕ БЮРО БОЙСКАУТОВ

Dr. A. BEIJAN
Member of Iranian Scouting

COMMISSION DES EGLISES POUR LES AFFAIRES INTERNATIONALES/COMMISSION OF THE CHURCHES ON INTERNATIONAL AFFAIRS/COMISION DE LAS IGLESIAS PARA LOS ASUNTOS INTERNACIONALES/ОБЩЕЦЕРКОВНАЯ КОМИССИЯ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ

Dr. Frederick J. REX
Education Director, The Committee on World
Literacy and Christian Literature, National
Council of the Churches of Christ in the
United States of America

CONFEDERATION INTERNATIONALE DES SYNDICATS CHRETIENS/INTERNATIONAL FEDERATION OF CHRISTIAN TRADE UNIONS/CONFEDERACION INTERNACIONAL DE SINDICATOS CRISTIANOS/МЕЖДУНАРОДНАЯ ФЕДЕРАЦИЯ ХРИСТИАНСКИХ ПРОФСОЮЗОВ

M. STEFANOU

CONFEDERATION MONDIALE DES ORGANISATIONS DE LA PROFESSION ENSEIGNANTE/WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION/CONFEDERACION MUNDIAL DE ORGANIZACIONES DE PROFESIONALES DE LA ENSEÑANZA/ВСЕМИРНАЯ КОНФЕДЕРАЦИЯ УЧИТЕЛЬСКИХ ОРГАНИЗАЦИЙ

Mr. E. Bennett CAULLEY
Director, Africa Regional Office

CONSEIL CONSULTATIF D'ORGANISATIONS JUIVES/CONSULTATIVE COUNCIL OF JEWISH ORGANIZATIONS/CONSEJO CONSULTIVO DE ORGANIZACIONES JUDIAS/КОНСУЛЬТАТИВНЫЙ СОВЕТ ЕВРЕЙСКИХ ОРГАНИЗАЦИЙ

M. André CUENCA
Directeur général des écoles de l'Alliance
israélite universelle en Iran (réseau
Ettehad)

CONSEIL INTERNATIONAL DES FEMMES/INTERNATIONAL COUNCIL OF WOMEN/CONSEJO INTERNACIONAL DE MUJERES/МЕЖДУНАРОДНЫЙ ЖЕНСКИЙ СОВЕТ

Miss Touran EHTESHAMI

FEDERATION INTERNATIONALE DES FEMMES DIPLOMEES DES UNIVERSITES/INTERNATIONAL
FEDERATION OF UNIVERSITY WOMEN/FEDERACION INTERNACIONAL DE MUJERES UNIVERSI-
TARIAS/МЕЖДУНАРОДНАЯ ФЕДЕРАЦИЯ ЖЕНЩИН С УНИВЕРСИТЕТСКИМ ОБРАЗОВАНИЕМ

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Chairman of the Association of University
Women in Iran

Mrs. Nakhostine FARZADE
Association of University Women in Iran

Mrs. Tezer TASKURAN
President of the Association of University
Women in Turkey

Mrs. Rachid AHMED
Member of the Association of University
Women in Pakistan

FEDERATION MONDIALE DES ASSOCIATIONS POUR LES NATIONS UNIES/WORLD FEDERATION
OF UNITED NATIONS ASSOCIATIONS/FEDERACION MUNDIAL DE ASOCIACIONES PRO NACIONES
UNIDAS/ВСЕМИРНАЯ ФЕДЕРАЦИЯ АССОЦИАЦИЙ СОДЕЙСТВИЯ ООН

Mr. Hooshang ZANDI
Member of the Federation in Iran

FEDERATION SYNDICALE MONDIALE (FEDERATION INTERNATIONALE SYNDICALE DE
L'ENSEIGNEMENT)/WORLD FEDERATION OF TRADE UNIONS (WORLD FEDERATION OF
TEACHERS' UNIONS)/FEDERACION SINDICAL MUNDIAL (FEDERACION SINDICAL INTERNA-
CIONAL DE LA ENSEÑANZA)/ВСЕМИРНАЯ ФЕДЕРАЦИЯ ПРОФСОЮЗОВ (ВСЕМИРНАЯ
ФЕДЕРАЦИЯ ПРОФСОЮЗОВ УЧИТЕЛЕЙ)

Mlle Hélène DAZY
Secrétaire générale de la FISE et Membre du
Comité exécutif de la FSM

M. Moustapha SARR
Rédacteur

FEDERATION UNIVERSELLE DES ASSOCIATIONS CHRETIENNES D'ETUDIANTS/WORLD'S
STUDENT CHRISTIAN FEDERATION/FEDERACION MUNDIAL DE LAS ASOCIACIONES
CRISTIANAS DE ESTUDIANTES/ВСЕМИРНАЯ ХРИСТИАНСКАЯ СТУДЕНЧЕСКАЯ ФЕДЕРАЦИЯ

Mr. R. E. WATERFIELD
Secretary, Literature Committee of the
Church Council of Iran

LIGUE DES SOCIÉTÉS DE LA CROIX-ROUGE/LEAGUE OF RED CROSS SOCIETIES/LIGA DE SOCIEDADES DE LA CRUZ ROJA/ЛИГА ОБЩЕСТВ КРАСНОГО КРЕСТА

Mme O. ZIAI
Membre du Comité directeur de la Section
des volontaires de la Société du Lion et
Soleil Rouges de l'Iran et Directeur général
au Ministère du "Housing and Development"

OFFICE INTERNATIONAL DE L'ENSEIGNEMENT CATHOLIQUE/CATHOLIC INTERNATIONAL
EDUCATION OFFICE/OFICINA INTERNACIONAL DE ENSEÑANZA CATOLICA/МЕЖДУНАРОДНОЕ
КАТОЛИЧЕСКОЕ БЮРО ПРОСВЕЩЕНИЯ

Mgr Ignace ABI MAROUN
Secrétaire régional pour le Proche et le
Moyen-Orient, Beyrouth

Dr Thérèse BOU BAROUN
Secrétaire administrative régionale pour le
Proche et le Moyen-Orient, Beyrouth

R. P. RIBOT
President of the Xavier Association
Secondary Schools in India

R. P. Frederic BRITTO
Sodality Centre
India

Dr Albert B. DANIELZADEH

Mgr Emmanuel POLADIAN

Mlle Marie SHAYANS

SOCIÉTÉ AFRICAINE DE CULTURE/SOCIETY OF AFRICAN CULTURE/SOCIEDAD AFRICANA DE
CULTURA/ОБЩЕСТВО АФРИКАНСКОЙ КУЛЬТУРЫ

M. Jean-Calvin BAHOKEN

UNION CATHOLIQUE INTERNATIONALE DE SERVICE SOCIAL/CATHOLIC INTERNATIONAL
UNION FOR SOCIAL SERVICE/UNION CATOLICA INTERNACIONAL DE SERVICIO SOCIAL/
МЕЖДУНАРОДНЫЙ КАТОЛИЧЕСКИЙ СОЮЗ СОЦИАЛЬНОЙ ПОМОЩИ

Mme Béatrice MENEZES
Travailleuse sociale, membre correspondant
de l'UCISS au Pakistan

UNION MONDIALE DES FEMMES RURALES/ASSOCIATED COUNTRY WOMEN OF THE WORLD/
ASOCIACION MUNDIAL DE CAMPESINAS/ВСЕМИРНАЯ АССОЦИАЦИЯ СЕЛЬСКИХ ЖИТЕЛЬНИЦ

Mrs. Grace TUCKER
Deputy Minister of Education (Mysore State)
India

UNION MONDIALE DES ORGANISATIONS FEMININES CATHOLIQUES/WORLD UNION OF
CATHOLIC WOMEN'S ORGANIZATIONS/UNION MUNDIAL DE ORGANIZACIONES FEMENINAS
CATOLICAS/ВСЕМИРНЫЙ СОЮЗ ЖЕНСКИХ КАТОЛИЧЕСКИХ ОРГАНИЗАЦИЙ

Dr. Marya TCHILOYANS
Permanent Representative, Iran

Mrs. Esmeralda GIJON ZAPATA
Doctor of philosophy, Professor of Spanish
at the University of Teheran

VII. UNESCO/ЮНЕСКО

CONSEIL EXECUTIF/EXECUTIVE BOARD/CONSEJO EXECUTIVO/ИСПОЛНИТЕЛЬНЫЙ СОВЕТ

Président/Chairman/Presidente/Председатель S. Ehc. M. Mohammed EL FASI

SECRETARIAT/SECRETARIA/СЕКРЕТАРИАТ

Directeur général/Director-General/Director General/Генеральный директор R. MAHEU

Conseiller juridique/Legal Adviser/Asesor Jurídico/Юридический советник H. SABA

Secrétaire général du Congrès/Secretary-General of the Congress/Secretario General del Congreso/Генеральный секретарь Конгресса A. DELEON
(Coordonnateur et Directeur du Département de l'éducation des adultes et des activités de jeunesse)

Secrétaire général adjoint du Congrès/Deputy Secretary-General of the Congress/Secretario General Adjunto del Congreso/Заместитель генерального секретаря Конгресса T. GUIGA
(Département de l'éducation des adultes et des activités de jeunesse)

Séances plénières/Plenary meetings/Sesiones plenarias/Пленарные заседания

Secrétaire/Secretary/Secretario/Секретарь J. B. BOWERS
(Sous-directeur, Département de l'éducation des adultes et des activités de jeunesse)

Assisté de/Assisted by/Asistido por/Помощник Mlle N. FRIEDRICH
(Département de l'enseignement scolaire et supérieur)

Commission I/Comisión I/Комиссия I

Représentant du Directeur général/Representative of the Director-General/Representante del Director General/Представитель Генерального директора

T. GUIGA

Assisté de/Assisted by/Asistido por/Помощник

M. WATTLES
(Office d'analyse économique)

J. BOUSQUET
(Office de planification de l'éducation)

Secrétaire/Secretary/Secretario/Секретарь

P. VAGLIANI
(Département de l'éducation des adultes et des activités de jeunesse)

Commission II/Comisión II/Комиссия II

Représentant du Directeur général/Representative of the Director-General/Representante del Director General/Представитель Генерального директора

J. B. BOWERS

Assisté de/Assisted by/Asistido por/Помощник

H. CASSIRER
(Chef, Application des moyens d'information à l'éducation, Département de l'information)

L. GOLDSTONE
(Office des statistiques, Département des sciences sociales)

Secrétaire/Secretary/Secretario/Секретарь

R. OCHS
(Département de l'enseignement scolaire et supérieur)

Commission III/Comisión III/Комиссия III

Représentant du Directeur général/Representative of the Director-General/Representante del Director General/Представитель Генерального директора

A. VRIONI
(Directeur des opérations, Département de la Culture)

Assisté de/Assisted by/Asistido por/Помощник

A. KHOSHKISH
(Département des échanges internationaux)

Secrétaire/Secretary/Secretario/Секретарь

J. ZUCKERMAN
(Chef, Division de liaison avec le public, Département de l'information)

Bureaux et Services/Bureaux and Services/
Oficinas y Servicios/Бюро и службы

Chef de la mission Unesco en Iran/Unesco
Chief of Mission in Iran/Jefe de la misión
Unesco en Irán/Глава миссии ЮНЕСКО в
Иране

M. DECLERCK

Relations avec les délégations/Relations with
delegations/Relaciones con las delegaciones/
Связь с делегациями

H. BALBIR
(Département de l'enseignement scolaire et
supérieur)

Information (presse, radio, télévision)/Public
information (press, radio, television)/Infor-
mación (prensa, radio, televisión)/Информа-
ция (пресса, радио, телевидение)

R. KEATING
(Division de la radio et de l'information
visuelle, Département de l'information)

Assistants/Adjuntos/Помощники

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M. CONIL-LACOSTE

M. POLIAKOV

E. SOCHOR

Services administratifs et techniques du
Congrès/Administrative and technical services
of the Congress/Servicios administrativos y
técnicos del Congreso/Административные и
технические службы Конгресса

R. BARNES
(Directeur, Bureau des conférences)

Assistant/Adjunto/Помощник

A. KETTANI
(Bureau des conférences)

Services des langues et des documents/Language
and document services/Servicios de lenguas y
documentos/Служба переводов и документов

G. SOURIAU
(Directeur adjoint, Service des documents
et publications)

**VIII. Comité de coordination iranien/Iranian co-ordinating Committee/
Comité iranio de coordinación/ Иранский координационный комитет**

Secrétaire général/Secretary-General/
Secretario General/Генеральный секретарь

M. le Dr M. BOUCHEHRI

Secrétaire général adjoint/Deputy Secretary-
General/Secretario General Adjunto/Замести-
тель Генерального секретаря

M. le Dr F. HOVEIDA

Protocole/Protocol/Protocolo/Протокол

M. J. MEFTAH

Secrétariat/Secretariat/Secretaría/
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M. A. A. GAFFARY

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Conseillers techniques/Technical Advisers/
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Comité d'accueil/Hospitality Committee/
Comité de Recepción/Комитет по приему
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Conseillers généraux/General Advisers/
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вопросам

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M. J. HUMPHRIES

M. M. KIA
(Ministère de l'éducation)

M. le Dr F. NASSIRI
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M. le Dr Mansour SADRI