

train personnel. There was agreement that the International Institute for Educational Planning, established in Paris in 1963, was already playing an important role in assisting member states in formulating policies for planning and for development at the national level, and it was expected that its effectiveness would be increased by the grant-in-aid it is receiving from the World Bank.

World Literacy Programme

In addition, a world literacy programme was designed to pave the way for the development of universal literacy. The Conference approved the Director-General's approach of employing a "selective strategy" and his proposal to initiate a five-year experimental programme in 1966 that would include the setting up of pilot projects in eight countries. It was expected that, when these projects had been analyzed and evaluated, the results would provide a basis for considering how best to attack the problem of illiteracy on a world-wide basis.

During the discussion of this matter in the Programme Commission, there was general agreement that the problem of overcoming illiteracy was a matter of the highest priority, and the interest the subject aroused was demonstrated by the fact that 52 interventions were made, the highest in the history of UNESCO. In the Canadian intervention, the view was expressed that a literacy programme should be an integral part of the whole social and economic development of a country and that UNESCO's role was that of a catalyst or a stimulant. Views current in Canada on teaching illiterates to read were also described in some detail. At the end of the discussion, 24 member states sponsored a proposal that a conference be organized to discuss plans for dealing with mass illiteracy and, since the Government of Iran offered to be host to such a meeting, it was decided that it should take place in Tehran in either 1965 or 1966.

Natural Sciences and Development

There was general satisfaction expressed at the proposal to give UNESCO's science activities, particularly the application of science to development, the same sort of impetus as was imparted to education in 1960. This new interest in science was demonstrated by the 36 percent increase in the science budget appropriation, which will total \$7.6 million in 1965-1966, and by the additions being made to the staff. The science programme presented by the Secretariat was well received, reflecting as it did the results of the United Nations Conference on the Application of Science and Technology for the Benefit of Less-Developed Areas (UNCAST) held at Geneva in February 1963.

UNESCO's science programme is in three parts: (1) developing the basic organization of science; (2) international co-operation for the promotion of scientific research, and (3) the application of science and technology to development. Within this framework, the principal feature under International Co-operation Year was the proclamation by UNESCO of the period 1965-1975 as the International Hydrological Decade. This was the subject of a Canadian interven-