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THE WORLD BANK

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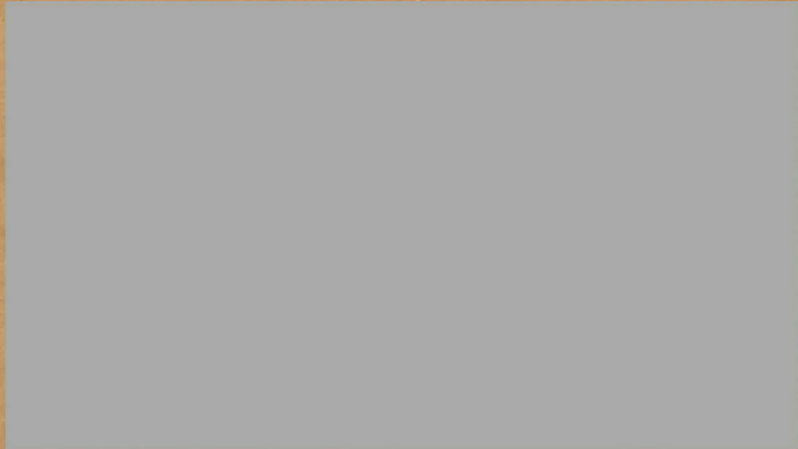
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1975/77
LIAISON - UNESCO/IBRD Cooperative Program
Vol. I



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Bank Administration and Policy : United Nations Educational Science and Cultural Organization [UNESCO] / International Bank for Reconstruction and Development [IBRD]

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Mr. Robert S. McNamara

October 28, 1977

Shirley Boskey, Director, IRD

UNESCO Liaison Office

In New York, yesterday, Mr. Najman told me that there was one more point which Mr. M'Bow had wanted him to mention to you.

For reasons unrelated to Bank/UNESCO cooperation, whether within the C/P context or outside it, UNESCO feels it desirable to set up an office in Washington. The purpose is actually to maintain contact with the U.S. Government and the Congress, but UNESCO does not wish to make it obvious, since that would raise the question of an office in other capitals. The office will therefore be described in terms of liaison with the Bank and various educational institutions here. There would be no intention to interpose the office between the Bank and UNESCO headquarters. M'Bow wished, as a matter of courtesy, to inform you before issuing a public announcement. (Some UNESCO staff hoped that the Task Force Report on the C/P would recommend establishing a UNESCO liaison office to the Bank. However, the Task Force did not in fact make such a recommendation, feeling that the interests of the C/P did not require it and that it was not warranted by what could be envisaged by way of other possible areas for cooperation.)

I said that we quite understood and would be prepared to deal with the liaison representative of UNESCO just as we do with the Washington representatives of ILO, FAO and WHO, keeping them informed of negotiations carried on with headquarters but continuing to deal with headquarters from Washington.

SEBoskey/rob

cc: Mr. Akiliu

LI-1BRD/UNESCO - COOP.
to central files with
original of incoming

August 19, 1977

Your Ref. ED/SCM/MMT/CIME

Mr. Etienne Brunswic
Chief of the Section of Methods,
Materials & Techniques, SCM
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Mr. Brunswic:

I am writing in reply to your above referenced letter of August 2 to Mr. Dean Jamison of the Development Economics Department. Let me respond to the points you raise.

First, I would like officially to request that Unesco collaborate with the World Bank on the case studies of distance learning that we are conducting through our research program. We would, in particular, like to request Unesco collaboration on two of the case studies - Korea and Kenya.

Your letter to Mr. Jamison indicates the possibility of collaboration on Korea. It now appears that a Korean economist on the Bank's staff would be available (at Bank expense) to lead that mission; what would be of value to us would be if you could take responsibility for paying the honorarium and travel expenses of the educator we asked to work on the Korea mission, Mr. Bernard Braithwaite of the UK. (Mr. Braithwaite contributed to the Unesco publication, Open Learning.) A draft of this case study should certainly be available in time for your TCDC meetings in May 1978.

In addition to collaborating with us on Korea, I would like to raise the possibility that you provide an economist to join the mission we plan that will undertake a case study of the economics of Kenya's use of radio and correspondence for in-service teacher training. As Dr. Francois Orivel of the University of Dijon is collaborating closely with the Bank on other case studies of the economics of distance learning, he would be an ideal candidate, from our perspective, for this consulting mission.

The World Bank is arranging appropriate country clearances for both the Kenya and Korea case studies.

Second, I am asking Mr. Jamison to send you, under separate cover, descriptions of the Bank's guidelines for economic analysis of projects, including education projects.

August 19, 1977

Third, you raise the possibility of joint publication. The Bank is contemplating publication of a volume, tentatively entitled The Economics of Distance Learning, that would include the Korea and Kenya case studies, additional case studies from Brazil and Israel, and one or more overview papers. A draft of this volume (or most of it) is scheduled to be completed in time to be available at Unesco's Dijon conference in June 1978. If Unesco were able to collaborate on both the Korea and Kenya case studies, I would think a joint publication reasonable. There is a precedent for joint Bank/Unesco publications, and the Bank's Editor, Mr. Goddard Winterbottom, will be at Unesco from October 5 through 7. It would be good if you could discuss this matter with him at that time.


Fourth, you raise the possibility of participation in the Dijon conference by members of the Bank's staff. I expect that both Mr. Jamison and Mr. Futagami will attend, and that they will be glad to discuss their ongoing work, including case studies.

Fifth, you raise the possibility that the Bank finance the participation of individuals to attend the conference. We are unable to do this, but I will ask Mr. Futagami to provide you with a list of Bank projects that use mass media and the names of individuals associated with those projects whom you may wish to invite to the conference. Occasionally the Bank loan or credit that finances a project permits travel to project-related conferences.

Mr. Jamison will be in Europe in early September and could meet with you to discuss these matters on the morning of September 9. Would that be convenient for you?

Looking forward to hearing from you,

Sincerely,



Akililu Habte

Director

Education Department

cc: Mr. van der Tak
Mr. Timothy King
Mr. Winterbottom
Mr. Futagami
Mr. Jamison

Mr. Moller (Unesco)

DJamison/h1



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

7, place de Fontenoy, 75700 Paris

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câbles : Unesco Paris
téléc : 204461 Paris

référence : ED/SCM/MMT/CIME

- 2 AOUT 1977

Dear Dean,

Thank you for your letter of 15 July concerning our future cooperation. Mr. Orivel has passed me copies of your research project and I noted that there was mention of our cooperation for the Dijon meeting.

1

Concerning your request about Korea, we certainly would agree to participate in this research either by sending Mr. Orivel or some other specialist. For us it would be very valuable if we could have the Korean material in time for the seminar planned within the framework of TCDC activities in the Ivory Coast, that is, before May 1978. This being said, there are two procedures for our cooperation, either you send us an official proposal from the World Bank, I suppose a proposal from Mats Hultin, or we receive a request through appropriate channels from the South Korean Government. The first way would be the quickest.

Further, we had two meetings here after the Washington seminar, one devoted to the report of this seminar and the other to the planning of the Dijon meeting. I am enclosing copies of the two reports.

I should like to stress several points here.

2

US AID has insisted that the cooperation of the World Bank should not only be in the field of research activities, but that the conclusions of such research should also be applied in the operational projects of the World Bank. How can we proceed in this matter? Could we, for instance, have a survey of present use of such economic instruments in the World Bank and maybe also by other UN agencies.

3

The second question, which is of great interest for us, would be World Bank participation in a joint publication as mentioned under para 10 of the preparatory report for the Dijon meeting. I think it would be a very useful endeavour of inter-agency cooperation if we could join forces and documents for such a publication. I should be very pleased to have your opinion on this matter.

Mr. Dean Jamison
Development Economics Department
The World Bank
1818 H Street NW
Washington DC 20433
U S A

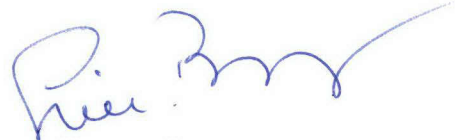
.../...

Wunderbottom at UNESCO 5, 6, or 7 / Esway is publ. person / there

④ My last question refers to the preparation of the Dijon meeting. Could you give us any indication of ways in which the World Bank and yourself could participate e.g. by financing participation of some of your people in the field either national or international or by providing some case studies which already exist or your own contribution.

Looking forward to hearing from you and with best wishes to Mr. Futagami,

Yours sincerely,



Etienne Brunswic,
Chief of the Section of Methods,
Materials and Techniques, SCM

c.c. Mr. Moller EFD

OFFICE MEMORANDUM

TO: Files

DATE: May 31, 1977

FROM: R.W. Van Wageningen *RWV*SUBJECT: Unesco/CP - Visit of Mr. Moller May 23-25.

1. Attached is a partial program of activities during this visit, which was devoted to general talks and not to manpower scheduling. The highlights of decisions or understandings reached are given below, except for the private talks between Mr. Hultin and Mr. Moller about which there was no communique issued prior to Mr. Hultin's departure on May 26 for a long absence.

2. The first five items below were discussed in a meeting with Regional Division Chiefs (Cole, Dowsett, Johanson, Pennisi, and Theodores (acting between de Capitani and Stewart)), Moller, Hultin, and Van Wageningen.

CP Task Force Report

3. After many delays, Mr. Moller's statement on the report reached the Director-General (through Mr. Tanguiane) on March 31 and the D-G has seen it. A response will not be possible before July as the D-G is absent until June 30. There was a valuable off-the-record discussion of considerable frankness which is not reported here.

Recruitment

4. Of the 6 professional vacancies in CP, 4 were still under active recruitment; 2 of the 4 were in the Director-General's office now for decision in July. Mr. Moller would prefer that consultations with the Bank be held earlier (at the short-list stage), but this was not now the system.

Exchange of Staff

5. It was agreed that there should be reciprocal secondment of staff for 2-year periods, as recommended by the Task Force. Nationality of staff seconded would not be a problem. Some suggested that it would be more valuable for Bank staff to be posted to Unesco field operations than to Paris Hq.

Documents

6. It was agreed that each Completion Report would be sent to CP for information before the Project Audit Report was done, and that all Regional Divisions would send Completion Reports.

Sector Guidelines

7. The Jan. '77 revision of the Bank's "Guidelines for Education Sector Studies" was discussed, with Messrs. Moller, Zymelman (who had done the revision), Ballantine, and Van Wagenen present. The Bank had requested EFD's views on this document shortly after it was issued. Mr. Moller brought with him the written comments (on file and available in Educ. Dept.) of 6 EFD staff members, and the results of a staff meeting on the subject.

8. His own comments were similar. Criticism was rather heavy on two levels: basic (whether such guidelines were needed at all for CP work) and specific (too prescriptive, too ambitious, and wording sometimes too abstract). Mr. Zymelman pointed out that these were designed only for Bank use, not for CP, and particularly for new staff members. It was agreed that the guidelines should stand, but (a) with a brief introduction stating that they were suggestions rather than prescriptions and that they were addressed to Bank staff, and (b) that they should be reviewed for consistency with the forthcoming (1978) Sector Policy Paper after issuance of that paper.

Technical Assistance

9. The meaning of a point in Mr. Najman's letter of April 22, '77 (to which Mrs. Boskey had replied May 9) was explored between Mr. Moller and Mrs. Boskey: "The principle of full-funding of services rendered." The problem is that Unesco's TA "standard agreement" with the borrower specifies a certain number of dollars and man-weeks for a certain task. Occasionally when there is a cost overrun the borrower does not want to pay the difference. Unesco would like to place a clause in the "standard agreement" requiring payment of the difference from other parts of the Bank loan, such as contingency funds. Mrs. Boskey asked how such a clause could bind the Bank and also why the government would accept it if they had not agreed to a full-funding clause in the original "standard agreement".

10. Mr. Moller undertook to press Mr. Najman to send a follow-up mission to the Bank consisting of Mr. Ilosvay and Mr. Bellahsene and anyone else needed to resolve such questions. Meanwhile, Mrs. Boskey and/or Mr. Riley might have an opportunity to discuss TA with Mr. Najman at meetings in Geneva that both were attending in June. (To send such a TA mission to the Bank had also been agreed in the meeting with Division Chiefs noted above.)

Project Briefs

11. A new Operational Manual Statement (No. 2.13, April '77) was discussed with Mr. Hultin and Mr. Lethem, its basic author. The "Project Brief System" was designed to stimulate an open, informal, constructive and continuous professional dialogue between Bank and borrowing country

at the earliest appropriate stage of the project cycle. The question was whether EFD could assist by including in each of its sector studies a 2-6 page statement which (like a project brief) would convey EFD's own ideas about possible alternative approaches to financing of educational improvement. He cited Annex 2, para. 2.1 in particular. Mr. Moller believed his colleagues would welcome this and he agreed to try it out during the forthcoming Malaysia sector study.

cc: Regional Educ. Div. Chiefs
Messrs. Hultin, Jallade, Ballantine, Zymelman
Romain /Bohr, Lethem
Mrs. Boskey / Mr. Riley
Moller

RWW/mms

Schedule of Mr. W. Moller's Visit

May 23-25, 1977

Monday, May 23

- a.m. 9:15 - Mr. Hultin, D-729
- 10:00 - Mr. Van Wagenen, D-735
- 10:30 - Mr. Ballantine - Meeting in D-762 on SP3
- p.m. 1:00 - Lunch with Messrs. Hultin, Jallade, Van Wagenen
(Meet in Mr. Hultin's office at 12:50)
- 2:00 - Weekly Staff Meeting of Education Dept., D-762

Tuesday, May 24

- a.m. 9:30 - Meeting with Regional Educ. Div. Chiefs, D-762
- 11:00 - Mrs. Boskey, E-823
- p.m. 2:30 - Ms. Dowsett, A-818
- 3:30 - Mr. Deeley, E-410
- 5:00 - Messrs. Hultin, Lethem, Van Wagenen, D-729
(re Project Briefs)

Wednesday, May 25

- a.m. 9:00 - Messrs. Romain and Bohr, N-1110 (re evaluation)
- 10:00 - Mr. Ballantine
- 11:30 - Messrs. Ballantine, Van Wagenen, Zymelman, D-729
(re Sector Guidelines)
- 12:30 - Mr. Cole, F-302

THE WORLD BANK

ROUTING SLIP

DATE:

April 27, 1977

NAME

ROOM NO.

Mr. Multin

Mr. Lethem

Mr. Riley

APPROPRIATE DISPOSITION

NOTE AND RETURN

APPROVAL

NOTE AND SEND ON

CLEARANCE

PER OUR CONVERSATION

COMMENT

PER YOUR REQUEST

FOR ACTION

PREPARE REPLY

INFORMATION

RECOMMENDATION

INITIAL

SIGNATURE

NOTE AND FILE

URGENT

REMARKS:

Could we talk about the attached letter from Unesco early next week, please? I think that each of us is concerned with some element or elements of the letter. I will call to fix some mutually satisfactory time.

Attachment

FROM: Shirley Boskey

ROOM NO.:

EXTENSION:

E-823

2173



LI- UNESCO/IBRD
Coop. Program

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

7, place de Fontenoy, 75700 Paris

téléphone : 577-16-10
câbles : Unesco Paris
téléc : 270602 Paris
204461 Paris

référence : CPX/CSF/4/77827

28

22 APR 1977

Dear Mrs. Boskey,

Subject : Standard agreement with Governments for the execution of technical assistance components of IBRD credits and loans

In the light of current experience, it has appeared for some time now that the above standard agreement does not fully serve the purpose for which it is intended. I would in particular single out the following shortcomings :

(a) We believe that the document should give a description of the substantive aspects of the project, as well as a timetable of planned execution. This information would complement, but not replace, the basic framework of the existing type of agreement. The description of the project would not be as detailed as in the case of UNDP projects, but with a timetable of implementation which could follow the presentation given in UNDP project documents. The procedure for its revision would be as simple as possible. This information about the project would be in the form of an annex to the Agreement.

It will be recalled that the reason for which all substantial aspects were eliminated from the document is that the credit or loan agreement between the Government and IBRD, and subsequently the agreement between Unesco and the Government, is based upon the PIM, PPM and Appraisal reports. All these documents deal with the substance of the project and our agreement with the Government is to execute the plan already established. However, the practice has shown that, as far as technical assistance is concerned, the substantive documents are not specific enough to build a programme for action.

(b) The principle of full-funding of services rendered is essential, but is, as you know, accepted only reluctantly by certain Governments. It might be possible to take a new approach based on Schedule I, Article 5 of the agreement between the World Bank and the Member State, which reads as follows :

.. / ...

Mrs. Shirley Boskey
Director
International Relations Department
International Bank for Reconstruction
and Development
1818 H Street, N.W.
Washington, D.C. 20433

Washington, D.C. 20433
1818 H Street, N.W.
and Development

INTERNATIONAL BANK FOR RECONSTRUCTION
INTERNATIONAL RELATIONS DEPARTMENT
Director
Mrs. Shirley Boskey

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1977 APR 26 PM 3:29

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.....

follows :

the agreement between the World Bank and the member state, which leads as
might be possible to take a new approach based on Schedule I, Article 2 of
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(p) The principle of full-funding of services rendered is essential

programme for action.

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substantive aspects of the project, as well as a timetable of planned

(a) We believe that the document should give a description of the

agreements :

which it is intended. I would in particular single out the following
now that the above standard agreement does not fully serve the purpose for
in the light of current experience, it has appeared for some time

of IBRD credits and loans

execution of technical assistance components

subject : standard agreement with governments for the

Dear Mrs. Boskey,

reference : CBX/CSE/477851

304401 Paris
telex : 330903 Paris
cables : Unesco Paris
telephone : 222-16-10

1, place de Fontenay, 75300 Paris

55 APR 1977

58



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

great programme
FI-UNESCO/IBRD

"Notwithstanding the allocation of an amount of the Credit or the disbursement percentages set forth in the table in paragraph 1 above, if the Association has reasonably estimated that the amount of the Credit then allocated to any Category will be insufficient to finance the agreed percentage of all expenditures in that Category, the Association may, by notice to the Borrower : (i) reallocate to such Category, to the extent required to meet the estimated shortfall, proceeds of the Credit which are then allocated to another Category and which in the opinion of the Association are not needed to meet other expenditures, and (ii) if such reallocation cannot fully meet the estimated shortfall, reduce the disbursement percentage then applicable to such expenditures in order that further withdrawals under such Category may continue until all expenditures thereunder shall have been made".

You might be willing to discuss the inclusion of a reference to this article in the standard agreement.

We would be grateful to have your reaction to the issues raised above. If you believe that they could be solved more efficiently by direct consultations rather than by correspondence, we would be willing to meet with you either in Paris or in Washington. Such consultations could also deal with two other topics :

- (i) Recruitment procedures, including the "common roster" problem (please see in this connection the exchange of letters between Mr. Maheu and Mr. Demuth in 1969, concerning the establishment of a roster of personnel - copies attached for ease of reference);
- (ii) Reimbursement procedures by IBRD of invoices sent to Governments : there we would like to discuss the adequacy (or inadequacy) of advances given by the Bank to Unesco, as well as any measures which could be taken in order to ensure a more timely reimbursement from Governments.

I am looking forward to hearing from you in the near future.

Yours sincerely,



Dragoljub Najman
Assistant Director-General
Co-operation for Development and
External Relations Sector

W-UNESCO/IBRD Coop' Program

March 22, 1977

Mr. Werner Moller
Director
Educational Financing
Division
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Werner:

Many thanks for the copy of Mr. Argyropoulos' back-to-office report on his visit to the Bank in February. I will ask Mr. Van Wagenen to have a look at it to see if he has some specific comments. Attached to this letter you will find two copies of our short memo to the files on our last meeting with Mr. Argyropoulos.

With kind regards,

Sincerely,

Mats Hultin
Acting Director
Education Department

Attachments


cc: Mr. Argyropoulos

MH/h1

OFFICE MEMORANDUM

TO: Files

DATE: March 14, 1977

FROM: Mats Hultin SUBJECT: Discussions About Bank/Unesco Cooperative Program and FY78 Activities

1. After four days of conversations between Mr. Argyropoulos of Unesco, the Regional Education Division Chiefs and the appropriate staff in the Education Department, as well as Mrs. Boskey, International Relations Department, Mr. Lynn, Organization Planning Department, and Mr. Romain of Operations Evaluation Department, the following matters were particularly discussed in the final meeting with Mr. Argyropoulos.
2. The discussions during the week were obviously facilitated by the preparatory work done by Mr. Van Wagenen, with schedules showing the over-all regional requests for Unesco assistance, as well as breakdowns by specialities. The breakdown of the schedules over quarters was also found to be appropriate. The total requests amounted this year to over 900 manweeks, which was a considerable increase compared with the requests a year ago for FY77.
3. A special meeting with the Division Chiefs had taken place to discuss some issues of technical assistance which would be discussed in some detail on April 12 with Mr. Ilosvay of Unesco during his visit to the Bank (letter from Mr. Moller of Unesco of February 10)^{1/} The technical assistance issues which were raised are reflected in the attached memorandum of February 17 from Ms. Dowsett.
4. In line with the suggestions in the report of the Joint Task Force on the Cooperative Program of January 1977, Mr. Argyropoulos had also visited Mr. Romain of OED and discussed possible cooperation in the execution of some OED activities.
5. Among the points raised during the final meeting were the following:
 - (a) EFD would like to receive all Form 700s, Country Economic and Sector Activity Summaries, as soon as they are issued so as to be able to keep track of Bank sector work. It was also mentioned that in some cases appraisal reports were not forwarded to Unesco as agreed.
 - (b) The question about the staffing of CP Unesco missions was once again discussed. A review of the Task Force report indicates clearly the procedures and responsibilities. The actual mission scheduling and individual staff assignments are Unesco's responsibility, while the Bank will be able to review and comment on draft terms of reference and request specific types of disciplines to be included in the missions.

^{1/} Date has now been changed to April 22.

Files

March 14, 1977

- (c) The EFD wishes to know whether the 10% net staff time to be devoted to non-CP Unesco work would include any travel funds for that staff time, possibly to be delivered in the field. The Education Department assumes that travel would generally not occur during that 10% of staff time, given the high frequency of travel required by Unesco staff in their regular work on the Cooperative Program. If travel nevertheless would be required, it should not be paid by the Cooperative Program unless a very strong case is made for such payment.
- (d) The funding of travel and subsistence for the participation of EFD staff in Bank missions on invitation by the Bank was also discussed. Such participation should be paid out of the regional travel funds and only in very exceptional cases by the CP program.

6. It was decided that Mr. Van Wagenen would summarize the major points in the joint Task Force report as they refer to mission activities and procedures, and the responsibilities of Unesco, the Regional Education Divisions and CPS, assuming that the recommendations would be largely accepted by Unesco and the Bank.

cc. and cleared with: Messrs. Lynn, Van Wagenen

cc: Mrs. Boskey
Mr. Romain
Regional Education Division Chiefs
Mr. Jallade
Mr. Gomez

Mr. Moller, Unesco
Mr. Argyropoulos, Unesco

RVW:th

LI - UNESCO / IARD
Coop.

OFFICE MEMORANDUM

cc Education

TO: Mr. D.S. Ballantine

DATE: October 20, 1976

FROM: Jean-Pierre Jallade

SUBJECT: Division Chiefs Meeting - October 7, 1976

1. The meeting was entirely devoted to an exchange of views between Mr. Werner Moller, Acting Director for the Education Finance Division of the Unesco Cooperative Program (CP), the Division Chiefs and CPS. The Education Department opened the meeting by saying that individual discussions between Mr. Moller and each Division Chief had already taken place and that the purpose of this meeting was to compare and exchange views on a Bank-wide basis.
2. Mr. Moller first said that he could speak only for himself as the Acting Director of the CP but not for Unesco. He went on mentioning that he had already reacted to the Task Force's report to his supervisor Mr. Tanguiane who is the new Assistant Director General for education. He stated that, according to his view, the Task Force had made an effort to present the views of both sides but that, at the same time, he had doubts about the suitability of planning missions five years in advance emphasizing that too much formalizing of the CP activities would do more harm than good. He also warned the Division Chiefs that his Division was getting more and more planning and control mechanisms from within Unesco and that, as a result, more explanations were necessary to justify missions. On the whole he said that he expected more conflicts than before between Unesco planning and the requests from the Divisions. Lastly, turning to the shift of emphasis towards sector work proposed by the Task Force for Unesco staff, he stated that he would have preferred more Unesco participation in completion and evaluation work so as to allow his staff to get some feedback.
3. The Education Department then mentioned that there were two ways of programming sector work, namely, (i) by looking at the lending program a few years ahead; or (ii) by taking a "country approach" to sector work.
4. One Division Chief stated that he had rather look at the lending program to plan his sector work. Another one stated that if Unesco was going to specialize in some way in sector work, great care should be taken to maintain appropriate links between sector work and project work. He feared what he called a possible detachment of Unesco's work from Bank operational activities. He wondered what kind of consultation we were going to have to ensure appropriate linkages between Unesco sector work and Bank project work.
5. The Education Department then asked whether Unesco staff other than CP staff were using PIMs. In his answer, Mr. Moller said that, in the past, they had tried to restrict the distribution of PIMs avoiding, among other things, to send them to other financing institutions. As a result, the CP was sometimes accused by the rest of Unesco of being too

secretive. In his view, the on-going Unesco reorganization will require that PIMs be more extensively used by the newly appointed field program officers.

6. One Division Chief stated that the problem with PIMs is that they are often irrelevant to operational work and that their quality leaves much to be desired. On the whole, he felt that Unesco does not meet Bank standards of quality. As a possible solution he proposed that the Bank should be more actively involved in drafting terms of reference for Unesco missions, reviewing drafts and so on.

7. In his answer, Mr. Moller stated that it was customary for the mission leader to go to Washington and discuss the terms of reference with Bank staff. He acknowledged, however, that this was considered as a chore and that these discussions had not always taken place especially for missions to Africa and Asia.

8. Another Division Chief stated that, as far as his Division was concerned, they were pretty well satisfied with Unesco's cooperation. He thought that this was the result of their habit to send mission teams involving both Unesco and Bank staff to the field and wondered why this procedure was not more actively followed by other Divisions. In answering Divisions' criticisms of Unesco's work, the Education Department stated that Unesco still has a comparative advantage as far as sector work is concerned. It was also mentioned that, since evaluation and completion work may suffer from manpower constraints, the Divisions should seek to get Unesco staff more actively involved in this kind of work.

9. One Division Chief mentioned that countries themselves should do their own evaluation long after the project has been completed while Bank staff should concentrate on completion. Another Division Chief stated that countries and outsiders (usually OED staff with possible Unesco participation) could do the job.

10. The Assistant Director of the Asia Region then asked Mr. Moller whether they would be willing to approach sector work differently and, among other things, to deploy their staff much more thinly over a larger number of missions rather than sending massive missions to the field. He also stated that terms of reference had not been discussed enough in the past. In his view this was an important procedural problem which should be followed up carefully.

11. In his answer Mr. Moller stated that this issue will be dealt with in the forthcoming official reply from Unesco. He told the meeting that Unesco's priority would be: In what ways will the countries be served better? He mentioned that he had set up a task force ready on call to answer requests for sector work whenever there was a clear connection with the Bank lending program. He lastly informed the Division Chiefs that there is another Division in the CP which has recently taken the initiative to carry out half a dozen of sector studies. He acknowledged that this was already creating confusion both in the countries and within Unesco but that there was little he could do about the situation.

12. The Education Department emphasized that the main beneficiaries of sector work are those who do it - whether it is Unesco, the Bank or the countries themselves. The sector work should be viewed as more than missions and reporting but as the start of a dialogue between Unesco, the Bank and the countries. An important activity was therefore how we could coach countries to do sector work. Lastly, the Education Department called on the CP to try to hire additional people with "rural-sociological" background to cope with new-style projects.

13. One Division Chief said that there was a need for more specialized Sector Studies involving both Unesco and Bank staff. The Education Department mentioned the recent fiscal study in Ethiopia as an example of such an approach. Another Division Chief stated that Unesco staff used to concentrate too much on Ministries of Education and did not spend enough time reviewing the training needs of the Ministries of Labor and Agriculture.

14. The Education Department finally turned to the thorny problem of travel and subsistence expenses for Unesco staff. In the recent past there was one single pool of funds which was now disaggregated among regions and pooled with regional staff funds. The result was that the Divisions were now requesting Unesco participation in Bank missions but, at the same time, asking Unesco to meet travel expenses.

15. Mr. Moller said that this was a very serious problem because such requests were against the agreement reached by Unesco and the Bank and prevented him keeping his people busy. He was in agreement with a statement made by the Education Department according to which, if the demand for Unesco staff time by the Bank is less than the total available - which is the case now - the whole CP would be in trouble. In his conclusion, he stated that perhaps we should resuscitate bi-annual review sessions including the Divisions, CPS and CP staff.

JPJallade:nm

OUTGOING WIRE

270602

TO: NAJMAN/MOLLER

DATE: OCTOBER 19, 1976

UNESCO
7 PLACE DE FONTENOY
75700 PARIS

CLASS OF SERVICE: ~~MLT~~ LC

COUNTRY: FRANCE

TEXT:
Cable No.:

MR. BALLANTINE AND I STRONGLY REQUEST YOUR AND MR. MOLLER'S COMMENTS ON UNESCO/BANK COOPERATIVE PROGRAM TASK FORCE REPORT IN YOUR CAPACITY AS MEMBERS OF JOINT STEERING COMMITTEE STOP AS CONSIDERABLE EFFORT AND EXPENSE HAS GONE INTO STUDY COMMA WE SHOULD MOVE PROMPTLY TO PREPARE FORMAL STEERING COMMITTEE RECOMMENDATIONS FOR MESSRS. M'BOW AND McNAMARA AND THEN GET ON WITH IMPLEMENTATION TASKS STOP YOU SHOULD KNOW THAT BANK STEERING COMMITTEE MEMBERS ARE PREPARED TO SUPPORT BASIC THRUST AND RECOMMENDATIONS OF REPORT PROPOSE ALTHOUGH SOME MEMBERS MAY WISH TO ~~PREPARE~~ CERTAIN ADDITIONAL COMMENTS IN STEERING COMMITTEE REPORT TO M'BOW AND McNAMARA STOP PLEASE ADVISE WHEN WE CAN EXPECT YOUR COMMENTS STOP

KEARNS

INTBAFRAD

NOT TO BE TRANSMITTED

AUTHORIZED BY:

NAME James M. Kearns, Director

DEPT. Organization Planning

SIGNATURE 
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

REFERENCE

RLynn:jbl


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(IMPORTANT: See Secretaries Guide for preparing form)

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Cleared with and cc: Mr. Ballantine

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SIGNATURE

DATE

NAME

AUTHORIZED BY

SIGNATURE OF INDIVIDUAL AUTHORIZED TO SIGN

ORGANIZATION SIGNATURE

JAMES H. KEENE

OCT 19 8 45 PM 1976

COMMUNICATIONS SECTION

FOR USE BY COMMUNICATIONS SECTION

STANDARD FORM 64

STANDARD FORM 64

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UNCLASSIFIED

KEYWORD

FOR EXPRESS YOUR COMMENTS

STANDING COMMITTEE REPORT TO N, BOM AND MEMBERSHIP

ALTHOUGH SOME MEMBERS MAY WISH TO EXPRESS ADDITIONAL COMMENTS IN

MEMBERS ARE REQUESTED TO SUPPORT BASIC THEORY AND RECOMMENDATIONS OF REPORT

WITH IMPLEMENTATION TASKS YOU SHOULD KNOW THAT BANK STANDING COMMITTEE

COMMITTEE RECOMMENDATIONS FOR MESSAGE, N, BOM AND MEMBERSHIP AND THEN GET ON

HAS COME INTO YOUR COMPANY WE SHOULD MAKE EFFORTS TO PRESERVE REPORT STANDING

MEMBERS OF TOTAL STANDING COMMITTEE YOU AS CONSIDERABLE EFFORT AND EXPRESS

UNESCO/BANK COOPERATIVE PROGRAM TASK FORCE REPORT IN YOUR COUNTRY AS

Copy No: 1

MR. BRITANNIA AND I EXPRESS YOURS AND MR. MOTTEN, S COMMENTS ON

COPY: 1

SERVICE

12100 BARRIS

1 PLACE DE BONNEVOIE

PARIS

SERVICE

CLASS OF

TO:

MONTREAL/MOTTEN

DATE:

OCTOBER 19, 1976

OUTGOING WIRE

53000

recd. 22 Sept.

Mr. Duncan S. Ballantine

September 8, 1976

J. J. Stewart

Report of the Task Force on the Bank/Unesco Cooperative Program

1. As you are aware, a number of comments and recommendations on an earlier version of the above report were discussed and agreed among the education division chiefs last March (our Memo to Mr. Lynn, dated March 26, 1976). These comments represent experiences and preoccupations shared by all operational divisions and merit serious consideration by Bank management when deciding upon the proposed modifications of the Bank/Unesco C. P. Some further elaborations on the same issues are presented here.

2. The report does acknowledge that the C.P. is coming to a crisis. In fact, it flatly states that "continuing as at present would mean that the C.P. would fall into disuse within a relatively short time". At the same time, the report honestly states that the Task Force's terms of reference assumed the continuation of the C. P. between the two agencies as a "given" in the study, and that no serious consideration was given to the alternative of terminating the program.

3. Given the assumptions of the study, the conclusion seems well justified that Unesco should spend a major portion of its time on sector work. Quite appropriately, the report recommends regional review of terms of reference of Unesco sector missions, extensive discussions between Bank staff and Unesco sector missions before mission departure, Bank representation in Unesco sector missions (when desired by the Bank), and review by the Bank of the draft sector mission reports (Annex IX, Appendix I). In addition, the member countries should understand that the views and recommendations expressed in these reports are Unesco's and not necessarily those of the Bank. We should not hesitate, however, to express our dissenting views, if required.

4. The proposed formula for allocation of Unesco staff time has changed many times in the course of the Task Force study and is now 50-60/30-40/10. As a planning hypothesis, it may be acceptable. ~~But~~ the report should have stated more explicitly that any proposed formula is necessarily arbitrary and only indicative and that the actual deployment of ~~UNESCO~~ staff may vary significantly from Bank region to region and from fiscal year to fiscal year. Otherwise, a rigid application of the formula would simply cause wastages and inefficiencies. Perhaps the reader is expected to infer this.

5. The report asserts that a key need is to "reassert an effective

September 8, 1976

central staff coordination role in the Bank by "EPS Education" and explain that this would include Bank guideline preparation, work plan consolidation and review of C.P. work. It seems to me that CPS has been doing most of this with varying degrees of effort as staff constraints would permit. But the report is probably right in emphasizing the need for better coordination of regional requirements and recommending that the basic coordinating device become the "C. P. Planning Committee", which should comprise the regional education division chiefs and CPS Education (Annex 7). Quite appropriately, the report recommends that in those instances in which a resource allocation conflict arises between two regions, an attempt would first be made within the Committee to resolve it. If not possible, the two Assistant Project Directors concerned would be requested to intervene, in consultation with the Education Department Director. Further appeals would be made through the regional hierarchy. As the report says, the latter should be a rare occurrence.

6. In summary, subject to the qualifications indicated here and in the Memo of March 26, the Task Force appears to have done a commendable job which should result in increased efficiency of the C.P. and its survival for a few more years. Whether the Program can or should survive in the longer run is doubtful. In this respect, I support the suggestion that the new formula be thoroughly reviewed after a three year trial period.

cc: Mr. A. Sani El Darwish

AdE
AdeCapitani/mw

OFFICE MEMORANDUM

yellow
LI - UNESCO/IBRD
Coop Prog.

TO: Mr. Heinz Vergin (o/r)

DATE: August 12, 1976

FROM: *for* R. K. Johanson *Jan*SUBJECT: Unesco/IBRD Cooperative Program (CP) Review
Comments on Draft Report dated July, 1976

1. The most important recommendations of the draft report can be summarized as follows:

- (a) Program Emphasis - redistribute CP activities away from project identification (entirely) and preparation (partly) toward concentration on sector work;
- (b) Program Management - improve administration of the CP by:
(i) adding one management position in the Education Financing Division (EFD), (ii) reasserting effective central coordination of the Program by CPS Education in the Bank, and (iii) using better procedures for planning.

2. These recommendations generally seem logical and acceptable. Most points recommended by Regional Education Division Chiefs (March 26, 1976 memorandum attached) have been taken into account. The report is seriously deficient, however, in its proposals regarding quality control. Improved quality of Unesco reports is essential for long term usefulness of the CP. The proposals in this area are weak and incomplete. Unless the report outlines ways to ensure better responsiveness of Unesco work to Bank needs, I think the CP will become increasingly irrelevant.

3. Program Emphasis. The proposal to shift CP work from identification to sector work makes sense in terms of the "comparative advantage" of each institution. The CP has the resources in terms of experience and competence to produce, if properly supervised, good sector work on educational issues. The CP has not performed well on project identification (the Bank accepted none of the project components proposed in either the Malaysia or Nepal sector reports). This has led to duplication and backtracking by Bank staff. The Bank clearly has the "comparative advantage" on project identification, and this should be, as proposed, the exclusive responsibility of the Bank.

4. I also agree that preparation should become more the responsibility of the borrower. When a project is prepared exclusively by Unesco, the borrower tends not to understand the project and lack commitment to it. This has led to problems in subsequent implementation. The draft report also contains an important statement on flexibility (p.21, para.23) which allows deviation, as necessary, from the proposed distribution of CP resources among stages in the project cycle.

5. However, there are several points on program emphasis which do not appear to have been investigated sufficiently. First, the staffing

implications of redeployment towards sector work should be examined. Persons with broad analytical perspective would be required; persons with narrow specializations may no longer be needed. New specializations, e.g., adult or non-formal education, will have to be added. Second, the report concludes (p.24, p.33 and Annex 10) that the proposed redistribution of work would not increase the cost of the CP. This conclusion appears to be based on a superficial analysis. The increased costs to the Bank of exclusive identification do not appear to have been investigated, nor whether 10% of Unesco time on Bank missions would be a decrease over current use. Even though more frequent missions are recommended, implications on travel costs are not examined. Instead, the analysis focuses on overall manpower resources and uses the familiar argument that improved coordination will lead eventually to greater efficiency. The implications of the proposed changes on Bank regional budgets and work programs need to be considered in greater depth. Finally, the report assumes the Bank will prepare sector memoranda. If Unesco is to have responsibility for most (two-thirds) of all sector work, and if they are to be most useful to the Bank, then Unesco should help reduce the workload on the Bank by preparing sector memoranda (except the section on sector lending strategy).

6. Quality Control. In my view, quality control is the weakest aspect of the current CP. By quality control, I mean the relevance of reports to Bank operational needs, the depth and accuracy of analysis, and the fit between problems and proposed solutions. Unesco has, by and large, competent staff to do good work, but there has been inadequate internal supervision and accountability for results. The products (e.g., Malaysia, Nepal, Philippines and Korea identification reports) have not been of much use either to our borrowers or to the Bank.

7. The draft report recognizes this problem (p.32, para 24c), but does not give it the priority attention it deserves. The proposals for improving quality seem weak or vague and incomplete. They include: (a) an increase from two to three full-time administrators (p.32) without specifying quality control functions, (b) a statement of need to improve review of reports within EFD without specifying how (p.32), and (c) "review of CP work products (by CPS Education) for quality and relevance to the Bank" (p.26, para.4). In addition, the Bank would be "consulted on" terms of reference and draft reports, and its comments would be "taken into account" (p.22, para.27).

8. These measures are not adequate to ensure that Unesco's work be closely related to Bank Group needs. To improve quality, the CP agreement should stress accountability. First, the Bank and Unesco should agree on terms of reference, rather than the Bank merely being "consulted" on them. This would require the preparation of terms of reference with substance, rather than the mainly procedural terms of reference as used currently. Second, the mission should be held accountable by EFD management, and Unesco by the Bank, for fulfilling the terms of reference to the extent possible. At present, this is not done and cannot be done through Division reviews within EFD. Third, the Bank should be given ample opportunity to review draft reports, discuss them with Unesco staff and request changes. Further,

it should be recognized that the Bank has the right to communicate its views to the Government on those points not taken into account by Unesco in the revisions. Unless these or other measures are taken to improve quality, I believe the CP will become increasingly irrelevant and useless to the Bank.

9. Program Coordination. I have no objection to this function being carried out by CPS Education (p.26, para.4), but the role and limits of CPS in this should be delineated clearly in advance. Vague boundaries between the role of CPS and Regional Divisions has been the source of misunderstanding and friction in the past.

RKJohanson:me

Attachment

cc: Mr. Rajagopalan
AEPED Division Staff

L I - UNESCO/IRD
Coop Prog

Mr. Kearns, Chairman, Steering Committee,
Bank/Unesco CP Study

August 26, 1976

Shirley Boskey, Director, IRD 877

Draft Report of Task Force

I am responding to the request in your memo of July 19 to the members of the Steering Committee for written comments on the draft report of the Task Force by the end of August, the comments to focus on major substantive concerns or objections relating to the principal recommendations.

I have no comments which would fall in that category. I did raise a few questions with Mr. Lynn after I read the earlier text; these were either answered or have been taken care of in the draft. I think the report is even-handed in its treatment and that its proposals seem sensible.

One small point: on page 26, at the end of paragraph 4, it is said that "CPS Education's participation in CP missions would also be appropriate (as would that of the Bank's education staff generally)." The statement in parenthesis is a rather "throw-away" line and I do not recall seeing any other mention of this proposal in the text, apart from another passing reference in paragraph 17. It is picked up in Annex XI, but I wonder whether it does not deserve somewhat greater visibility in the text itself.

L I - UNESCO/IBRD
Camp Program

Assistant Project Directors (covering Education)
Education Division Chiefs
Mats Hultin, Acting Director, Education Department

August 5, 1976

Bank/Unesco Cooperative Program Study Draft Report


1. Attached for your information and review is a discussion draft of the Task Force's report to the Steering Committee resulting from the study of the Bank/Unesco Cooperative Program.
2. The Bank Steering Committee members will make their comments on the report by early September and it would be helpful for them to have your views on the Task Force's findings and recommendations before final positions are taken. Therefore, I request that you provide a written comment on the report to me by the end of August, focusing on any major substantive concerns you may have. (In other words, I suggest you avoid commenting on editorial aspects, unless these convey misimpressions or raise fundamental issues.)
3. To facilitate your review, a summary of the Task Force's overall findings and recommendations is included in Chapter I. Chapters II, III, and IV present, respectively, CP operations, management and administration, and other matters studied, in greater detail. Supporting material, referenced in the basic report, is provided in Annexes I to XI. Implementation is discussed in Chapter IV and a proposed implementation plan is included in Annex XII.
4. Thank you for assisting in the review.

Distribution:

Messrs. El Darwish, Glaessner, Hendry, Pouliquen.
Stewart, Pennisi, Thint, Johanson, Cole

cc: (for information): Messrs. Vergin, Ballantine (o/r), Lynn, van Wagenen

Attachment

RLynn/MH:nm 

Mr. James M. Kearns, Chairman, Steering Committee
World Bank/Unesco Cooperative Program Review
D. S. Ballantine

July 29, 1976

Report of the Task Force

1. Since you have requested comments from the members of the Steering Committee within 30 days and since I will be away from the Bank during the month of August, I am dictating the following preliminary and first reactions to the report and recommendations of the Task Force. I hope before my reactions are taken as final that there will be an opportunity for the Bank members of the Steering Committee to exchange and compare their views.

2. My overall reaction to the report is that it is a thorough and highly competent piece of work. Its principal recommendations are well considered and, indeed, the only plausible conclusions that could have been drawn. If followed through as suggested, we may hope that the proposed realignment of work programs and changes in administration will, in some degree at least, counteract the effects on the CP of the Bank's reorganization of October 1972 and subsequent developments. The substantial duplication of effort could be reduced, administration of the Program improved, and the work programs become better adjusted to the situation and capabilities of the respective agencies.

Sector Work

3. One of the major recommendations is to concentrate Unesco's effort much more heavily on sector work (50%-60%) and it is in large part on the success of this part of the program that the whole program will depend in future. In my opinion the Unesco CP staff is, on the whole, competent to do good sector work - just as much so as the Bank staff. This recommendation will shift the CP work program into a somewhat less contentious and administratively difficult segment of the project cycle. Therefore, as an external contribution to a country's thinking about education development strategy the Unesco CP contribution can be useful.

4. However, especially in these changing times, we must keep in mind one cardinal rule: The principal beneficiary of sector analysis is the person or agency which does it. Thus far in the education sector our experience (e.g. Ethiopia, Sudan, Sierra Leone, Iran) with comprehensive sector reviews conducted by the country itself, and merely advised and assisted in low profile by the Bank, has been highly successful, and may well be the model for future dialogue between the Bank and the borrower. If this happens, the CP role will change over the next five to ten years from a player's to a coach's role and its field activity, in contemporary jargon, would shift from "parachute type" operations to "bus stopping". This transition has been described very well in the section of the report on project preparation (Chapter II, paras. 29-31) and I wish similar language had been applied to the section on sector work (Chapter II, para. 28).

5. Secondly, if Unesco CP sector work is to contribute effectively to the thinking of both the Bank and the borrower (between whom the dialogue ultimately must develop) it must be reinforced by a strong policy liaison relationship between the Bank and Unesco which does not inhibit the thinking of the CP but does assure that both agencies approach a given situation with broadly agreed objectives and policy. The Regional Education Divisions can contribute to this policy liaison in their normal contacts with the CP but the main burden will rest upon CPS and this must be built into its work program.

6. I have no objection to the description of the "Education Sector Reporting System" (ESRS) but I think it is over-elaborated in an effort to make the terminology parallel with that for economic and sector study procedures as defined for the Bank as a whole. This also has, perhaps unwittingly, the effect of identifying sector work and reports with missions. Although missions will continue to play a very large part I would prefer a much looser and more flexible concept of their relation.

Downstream Activities

7. I concur in the downstream recommendations, particularly for greater participation of Unesco in the implementation and evaluation stages of our projects so that they may have the benefit of feedback. I note in Table 1 of Chapter II that no CP time has been allocated for identification work. I agree that this should now be the responsibility of the Bank but I see a potentially dangerous gap between CP sector work and CP assistance to project preparation, unless its views have at least been taken into account in identifying the specific project content. Given the fact that Unesco's sector analysis will be communicated to both borrower and Bank largely through a report, it seems quite possible that the Bank and the borrower might approach the identification stage with their own ideas about sector strategy, which may be at variance with Unesco's. This is not necessarily bad but if Unesco is then asked to assist and advise on the preparation of a project with which it may not be in sympathy, I can foresee the possibility of destructive tension, as has sometimes been the case in the past.

Management and Administration

8. I fully concur in the analysis and recommendations of the report as they apply to administration on both the Unesco and Bank sides. I agree that the CPS coordinating role has not been as strong or effective as it might have been. A change in the Program Coordinator and also the impending retirement of the Education Department Director (the only holdover from the old to the new Bank organization) may in time permit CPS to play the necessary role. However, I think it necessary to reduce the understandable, but extreme, sensitivity that Regional Division Chiefs have about anything they fear might be encroachment by CPS and thus hamper operations under their regular line

July 29, 1976

supervisors. For whatever reason, the exercise of "functional control" in the education sector by CPS has been difficult and no less so in the management of the Cooperative Program.

Summary

9. In the perspective of five, perhaps ten, years, I fully endorse the recommendations of the task force. I believe it has offered the only prescription which might keep the Program viable and reasonably effective. At the same time, I have mental reservations whether the Program can or should survive beyond a period of five to ten years, and I wholly support the suggestion that this new formula be reviewed after a three year period. It still needs to be demonstrated not so much that Unesco can do good sector work but that the results of its work can enter sufficiently into the thinking of the Bank and the borrower to have a significant effect on later stages of project work. I also believe that during this interval the need for and the usefulness of "parachute type" operations will decline very sharply. The emphasis should and can shift to work done by the country itself and the input from either the Bank or Unesco will be that of coach and facilitator rather than performer.

10. In conclusion, I would emphasize two points which have never been fully understood in the previous history of the Cooperative Program. First, it is necessary for Unesco to recognize that the CP and its relationship with the Bank is not just another case of its UNDP relationship, with the attendant notions of jurisdictional privileges and monopoly. The Bank is not going to cast itself in the role that UNDP has with Unesco and this must be understood.

11. Secondly, it is important for staff in the Bank to recognize more fully than they have that in the Cooperative Program Unesco is a partner and not a hired hand. While one need not expect the Bank to accept all Unesco points of view, unless it accepts the partnership concept it cannot get the full benefits of this collaboration.

cc: Mr. Lynn
Mr. Van Wagenen

DSB/h1

OFFICE MEMORANDUM

TO: Mr. Richard B. Lynn

DATE: March 26, 1976

FROM: *AC* A. P. Cole, *RJ* R. K. Johanson, *RJ* G. Pennisi, *JJS* J. J. Stewart, and R. M. ThintSUBJECT: Unesco/Bank Cooperative Program Review

On March 19, we discussed the progress briefing document on the above study which you had reviewed with us on March 17, and reached unanimous agreement on a number of recommendations which are described below. As you will note, these recommendations, for the most part, represent what we regard to be desirable elaboration of the document's conclusions, rather than any basic disagreement with these conclusions. It is recognized that the briefing document presented the Task Force's tentative conclusions in only an outline format, and it may well have been your intention to amplify these conclusions along the lines we are now suggesting; at least we hope so.

In any event, we present our views below for your kind consideration in the expectation that the revised Cooperative Program Agreement might thereby be more amenable to the operational needs of Unesco and each Bank regional division and thus become a more effective instrument for cooperation between the two institutions, for our mutual benefit and the benefit of our borrowers.

Sector Work

1. It was agreed that Unesco should spend a major portion of its time on sector work, not so much because it has a relative advantage in this area (which is disputed) but because this would free Unesco from the Bank lending program scheduling and would permit Unesco's contribution at an early point in the project cycle.
2. The proposal that Unesco should allocate the major share of its staff to sector work should not be interpreted, however, as an agreement that sector work would become exclusively Unesco's prerogative. The regions' active involvement in sector work will continue, and probably will increase above present levels. It is strongly recommended that the conclusions of the Task Force Study should state this fact explicitly. A corollary to this premise is that the regional divisions may from time to time opt for Bank led sector missions, with Unesco participation.
3. If Unesco is to allocate the major share of its work load to sector work, the Study should recommend a re-examination of the EFD staffing; some narrow specialists' posts should be replaced by education planners and economists.
4. For the proposed assignment of such sector duties to Unesco, a well defined sector work program with a five year perspective should be prepared by each regional division in consultation with Unesco.

Not done.

5. Considerable concern was expressed over the likely adequacy of Unesco's sectoral analyses and the degree to which they would be responsive to the Bank's needs. The following measures are recommended to help ensure that the Unesco sectoral analyses better serve the needs of the regional divisions:

not emphasized

- regional review of terms of reference of sector missions;
- extensive discussions between Bank staff and Unesco sector missions before mission departure, whenever possible;
- Bank representation in Unesco sector missions, when desired by the regional division;
- receipt of the Unesco sector mission's tentative findings and recommendations within one month of the mission's return to headquarters;
- review by the Bank of the draft sector mission report;
- adoption of present FAO Cooperative Program procedure for forwarding the Bank's comments on draft report. Under this procedure, Bank comments which are not incorporated into the final report are sent to the government at the same time as the final sector mission report.

not in report.

not mentioned

The 60-20-20 Formula

1. The primary concern with the proposed formula for Unesco time sharing is the degree of rigidity in its application which may be inferred from the final recommendations of the Task Force. As the amount and type of required external assistance in education varies significantly from country to country, the regional divisions request flexibility in determining how the Cooperative Program's resources may best be utilized in each country. We strongly urge, therefore, the inclusion of an explicit statement that the proposed formula is only indicative and that the actual deployment of EFD staff may vary significantly from Bank region to region and from fiscal year to fiscal year.
2. There is no objection to the proposed 20% allocation for participation in Secretariat activities as a means of achieving better interchange of staff within Unesco and better Bank access to specialists who are not in the EFD. This has some budgetary implications, however, which are discussed later.
3. The proposed 20% for secondment for Bank missions may prove to be insufficient, especially for some divisions who wish to have Unesco assistance in project preparation work and in institution building.

not mentioned explicitly - cf. p 21 para 23

4. Notwithstanding the recommended five year perspective in the sector work program, it is recommended that each regional division should annually prepare a well-defined two year work program in consultation with Unesco which would then make possible an assessment of how closely the deployment of EFD staff would approximate the above recommended formula.

Coordination

1. We note that a tentative recommendation would require some central coordination and that CPS or P&B are mentioned as likely departments to provide the coordination. The need for such coordination, we assume, is to enable the Bank to provide Unesco with a Bank-wide statement of requirements and thus prevent Unesco from being presented with conflicting regional division requests for Unesco missions or individual specialists. The principal function of such coordination seems to be to prevent such conflicting requests.
2. Insofar as most of the coordinating activities would resemble those of a post-office--collecting the regional divisions' requests, forwarding them to Unesco, receiving Unesco's views, and forwarding them to the regional divisions--such coordination appears to be an extremely inefficient use of Bank staff. Under this arrangement, Unesco would have to dis-aggregate the centrally provided Bank statement of requirements before determining how it could respond; if there were any questions, these would have to be sent presumably to the coordinating body who, in all likelihood, would have to relay them to the regional division for clarification, and the answers would be returned, again through the middle-man--the coordinating body.
3. Is such inefficiency justified by the relatively few instances when someone within the Bank would have to decide which regional division's request for Unesco assistance should be given preference over another division's request? We think not.
4. We recommend, instead, that a Committee of Regional Division Chiefs should meet periodically to discuss the regional requests for Unesco assistance, to agree, for example, on how one region's temporary under utilization of Unesco's resources might be allocated among other regional divisions who might be experiencing a temporary need for Unesco's assistance above those regions' pro-rated share of the Cooperative Program, and in general to ensure that Unesco's capabilities would be utilized fully. Based upon these discussions, the Committee would forward to Unesco a rationalized statement of overall Bank requirements. not
accepted
5. On all matters relating to the subsequent implementation of Unesco's program of assistance to each region, Unesco and each regional division should correspond directly with each other. not
accepted

6. In the event that staffing constraints would not enable Unesco to respond affirmatively to one or more regional divisions' requests for the same type of assistance at the same time, or if unforeseen events should cause the Unesco schedule to slip and result in a conflict in the schedule of activities requested by regional divisions, Unesco could inform the concerned division chiefs who would attempt to resolve the conflict. If they are unsuccessful, the regional division chiefs would meet as a committee to review the justification for each of the conflicting requests; the decision of the division chiefs who did not submit the request in question would be binding upon those who did.
7. We believe that the above procedures would provide adequate coordination with a minimum of formality and staff time. We recommend, therefore, that responsibility for coordination of the Cooperative Program's activities should be assigned to the Committee of Regional Division Chiefs.

Implications on Regional Division Budgets

1. While we agree with the proposal that the major share of EFD's work should be in sectoral analysis, the direct consequence of this decision will be to reduce drastically the amount of EFD time available for the other areas of assistance to the Bank in which Unesco has been heavily engaged, such as project identification and project preparation. For the Bank to shoulder the responsibility for these activities will require either a reduction in the regional lending program or agreement to increased divisional resources.
2. Moreover, we assume that the 20% of the EFD staff time which would be allocated to participation in Secretariat activities would result in a net reduction of 20% of EFD available time. If a partial recovery of this manpower by exchange of Unesco in-house specialists for the EFD personnel in Bank related work is intended, manpower would be available in addition to that which is indicated as 60% for sector work and 20% for secondment to Bank missions. If this latter possibility is the intent, then the amount of this recovery should be estimated, together with a proposal as to how it would be spent on Bank related work. If the former assumption is correct or even if a partial recovery of EFD staff time is intended, the net amount of EFD time available for Bank related work would thereby be reduced, with a corresponding need for increased staffing of regional divisions.

not adequately evaluated in the report

Budgetting Unesco's Activities

We strongly recommend that the proposals concerning cost sharing should include a statement that the travel and subsistence costs of Unesco staff members on either Unesco or Bank missions should be included in the Cooperative Program budget, as the present practice of Unesco staff members' salaries being included in the Unesco budget while travel and subsistence on Bank missions is included in the Bank's regional division budgets only complicates the budget preparation and monitoring unnecessarily.

cc: Messrs. El Darwish, J. B. Hendry, L. Y. Pouliquen, Heinz Vergin

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AND TYPE OF ACTIVITY :

EAST AFRICA - ETHIOPIA 12 PPM - KENYA 6 REVIEW OF WHITE PAPER -
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AND CARIBBEAN - HAITI 12 SECTOR UPDATING AND PREPARATION ACTIVITY

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AUTHORIZED BY:

NAME G. Le Blanc

DEPT. Education

SIGNATURE *G. Le Blanc*
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

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AT UNESCO IN THE MORNING OF JANUARY 5. ON JANUARY 19, THEY WILL BE JOINED
BY MR. ALBERTO DE CAPITAIN, PROJECTS EMENA. MR. KEARNS IS TELEXING THIS
INFORMATION TO UNESCO'S NAJAN TODAY.

REGARDS

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AUTHORIZED BY: Mr. Vittorio Masoni
Assistant to the Director, IRD
NAME
DEPT. International Relations Department
SIGNATURE *V. Masoni*
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✓ I - UNESCO /
Ivan Chupov
cc Education

December 12, 1975

Mr. Werner Moller
Acting Director
Educational Financing Division
Department of Planning and
Financing of Education
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Werner:

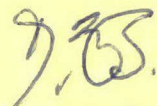
I enclose for your information, comment - and, hopefully, your gradual adoption into Cooperative Program procedures - a copy of a recent Guideline on Project Implementation, which was issued by this Department to the Regional Education Divisions. You will note that the main characteristic of this paper is to look at earlier stages of the pipeline from identification through appraisal and to suggest ways during those stages in which to anticipate and avoid later difficulties in implementation. For this reason the paper will be of particular interest to the EPD.

I hasten to point out that at this stage the paper is not a directive and only nominally a guideline since it describes procedures which in some regions are already in effect and in others may never be adopted. It is therefore part of a dialogue and we would ask you to approach it with that understanding.

Whatever view one may take regarding each of the many specific suggestions, there is one overall contention which is universally accepted, that is, that much time and trouble during the implementation stage can be avoided by fuller and more precise attention to project design and preparation during the earlier stages.

With cordial regards,

Sincerely,



Duncan S. Ballantine
Director
Education Department

Enclosure

EDUCATION SECTOR MEMORANDUM NO. 5.1

IMPLEMENTATION OF EDUCATION PROJECTS

GUIDELINES

This paper suggests action to be taken at successive stages of education project development, as measures for anticipating and alleviating the problems which may delay implementation. It does not attempt to address the fundamental educational aspects of project preparation and appraisal - nor to catalogue all matters to be dealt with in the process of project development - for which other guidelines and checklists are available or planned. Factors to be considered - as bearing specifically on implementation - are organized under substantive headings in three sequential time phases: the periods of (i) project identification, (ii) appraisal and (iii) implementation.

1.00 PROJECT IDENTIFICATION

Project Formulation

1.01 The scope of a project should be consistent with the capacity to implement it in complexity as well as volume. Generally, the more administrative agencies involved, and the more regionally dispersed a program is, the more difficult project implementation may be. During the period of Sector Study, careful consideration should therefore be given to the questions of administrative responsibility for the items identified for investment and of their dispersion under different provincial jurisdictions. It should be ascertained to what extent the development of schools or other institutions in the investment areas identified may be phased according to administrative or regional groups under separate projects while still maintaining a balanced educational development plan. Even where phasing is impracticable and a large number of widely dispersed or separately administered items have to be developed concurrently, a number of separate projects may sometimes be preferable to a single all-inclusive one.

1.02 In the past, sluggishness in producing the curricula outlines necessary to plan facilities has been a frequent cause of project implementation delay. Therefore, availability of curricula material adequate for planning facilities and determining staffing requirements should be ascertained during the identification stage. Where they are not available, and particularly where the guidance of an independent institution or specialists may be necessary to prepare them (para. 1.09), the time required for the purpose should be assessed and phased into all subsequent processing of the project.

1.03 Particular care should be taken to assess the firmness of government commitment to policies or programs on which a project depends or, where experiments and innovations are to be supported, to explore as fully as possible the risks and implications of the experiment.

Project Management Arrangements

1.04 A major factor affecting progress in implementing education projects has been the establishment of suitable arrangements for project management. It is, therefore, necessary as a minimum to define such arrangements when project items are identified and, where possible, arrange for the assignment of key staff in time to assist with preparation and appraisal.

1.05 Experience with three different types of arrangements made for the management of education projects, and of resultant performance, was reviewed in 1974. Existing departments within permanent government agencies had been assigned management responsibilities for almost a quarter of the projects reviewed, and units established for earlier Bank projects had been used for a roughly similar number. For slightly more than half of the sample, where neither such units nor suitable permanent departments were available, "special" units had been created. While the review did not indicate that the type of management arrangement chosen has had any measurable effect on project progress or has been a root cause of implementation problems, it did suggest that the performance of key management staff in handling administrative and liaison tasks had been best when they belonged to existing permanent departments. Experience has also shown that the establishment of "special" project units which are essentially concerned with particular sub-sector programs may tend to create imbalances in overall educational development planning.

1.06 An existing department within a permanent government organization will probably have well established administrative procedures and lines of communication to other government agencies and the assignment of project development functions to an established department may best assure the continuity of organized development beyond the period of Bank/IDA assistance. Wherever such an existing department within the ministry or university concerned is properly organized and capable of undertaking project management responsibilities, these should, therefore, be assigned to it. Only if neither such a department nor an earlier Bank/IDA project unit is suitable, should the formation of a "special" unit be considered. Where this is unavoidable, the unit should be developed so that it will become, in time, a permanent department responsible for the preparation and implementation of all educational development programs.

1.07 The availability of any existing government unit capable of managing project implementation should be ascertained as early in project development as practicable and the possibility of its undertaking such responsibilities discussed with the government. Arrangements should be made for key personnel to participate in project development. If it is

found necessary to establish a special unit, the government should be requested to assign key staff in time for them to participate in the preparation and appraisal stages. Where local staff for key project management posts may be difficult to recruit, the need for technical assistance should be noted and a search for candidates begun.

Programming of Project Preparation and Implementation

1.08 As soon as possible after assignment, key project management staff should be guided - during identification, or otherwise, by the pre-appraisal mission - in preparing a realistic plan of operations and a timetable of coordinated activities for project preparation and implementation (in the form of a bar chart or simple critical path network diagram).

Technical Assistance

1.09 The sharp increase in Technical Assistance financing included in the lending program requires much earlier and more thoughtful attention to this project component. The areas in which guidance and training of a prospective borrower's staff are likely to be required in the context of a particular project - and the possible costs of such guidance - should be ascertained during the identification stage (as, for instance specialist support and/or training of local staff for management functions, educational planning, curriculum development, teacher training, audio-visual aids and use of new media, building design, determination of equipment needs, or specific technical/vocational or other programs).

1.10 Sector and identification missions should explore, and subsequent missions should determine more exactly, the local capacities available in all areas relevant to the project. Where external assistance will be required, possible sources of experts should be identified prior to appraisal and the modes of delivery determined (e.g., periodic short visits, resident experts, training abroad, etc.).

Location/Siting of Project Items

1.11 Preparatory action on the location or siting of possible project items is dependent on the type of project anticipated. Where it is likely to include a large number of simple facilities for a basic/primary program, a simple school mapping exercise should be arranged during the identification stage as a means of distributing opportunities and resources in terms of both equity and efficiency. Location criteria (i.e., for selection of the specific villages or rural areas to be served) should be agreed with the government. Where a project is expected to comprise larger scale institutions for specific locations (i.e., particular towns, etc.) selected before appraisal, the government should be advised to begin selection of sites, and criteria for selection should be agreed. In the interests of estimating construction costs as accurately as possible, and of obviating implementation delays, as many sites as possible (at least 50%) should be

selected before appraisal.

Construction Standards

1.12 The means of developing economical schedules of accommodation, building designs and construction techniques appropriate to the curricula, teaching programs, and methodology planned should be investigated as early in project development as possible, and cost-effective approaches discussed with the government.

1.13 Particularly where needs in basic/primary education are identified, adaptation or development of traditional methods may often provide the most economical solutions permitting replication to the extent required for program completion. Local - and especially rural - construction methods should, therefore, be noted at the identification stage, including any history of community participation. Where larger scale items are likely to be constructed on the basis of competitive bidding, contracting conditions should be noted and, where assistance to the local contracting industry may appear desirable, arrangements for a preparatory survey of the industry's capabilities should be considered.

1.14 For larger - particularly secondary school - items, the availability and quality of any standard school construction plans should be ascertained at the identification stage. If time permits, the availability of government architectural services and of private architectural firms may also be noted.

Equipment Requirements

1.15 Instructional equipment standards should similarly be explored at an early stage. Existing lists may be outmoded and the borrower's staff may not be familiar with the latest trends in the learning materials market or qualified to determine equipment needs in all areas. Copies of Bank/IDA Basic Equipment Lists and of complementary ILO and FAO lists should be supplied during identification. Methods of using them as guides for preparing equipment lists for the project and the necessity of adjusting provisions to particular needs and circumstances should be discussed. The borrower should be requested to complete priced lists of major equipment requirements for discussion during appraisal. The need for assistance in completing such lists should be ascertained (para. 1.09).

2.00 APPRAISAL

Appraisal Objectives

2.01 From the implementation point of view, an education project should be appraised on the basis of:

- a. firmly defined project content and educational objectives;
- b. suitability of institutional models and their physical forms (i.e., building designs, equipment provisions, etc.);
- c. realistic cost estimates, and evidence of a government's ability to meet its share of capital costs as well as all recurrent costs; and
- d. agreed institutional and project management arrangements.

2.02 In the past, education projects have generally been presented to the Board before the buildings to be financed have been designed or equipment requirements finalized. This characteristic of lending relatively early in the project cycle, combined in recent years with unpredictable and rapid price escalation, has been a major cause of cost overruns and delays in education projects. The adoption of procedures to defer lending until later in the project cycle has been suggested by management to minimize the effects of the delay/inflation phenomenon.

The "Two-Stage" Appraisal Process

2.03 Wherever practicable, Board presentation should be delayed until cost estimates can be based on completed building plans (either final sketch plans/schematics or - where feasible - even working drawings) and completed equipment and furniture lists and training program plans. This may be done by means of a two-stage appraisal process comprising two missions. The initial - or "pre-appraisal" - mission should result in agreement between the prospective borrower and the Bank/IDA on project content and objectives, based on educational and economic justification. The second - or "appraisal" - mission should not be mounted until drawings, equipment and furniture lists for agreed items and technical assistance programs (training and specialist support) have been completed for review and project management has been established. The question of financing the costs of any preparatory work prior to Board presentation is not covered by this paper, but the possible methods of helping to meet such costs may include "piggy back" arrangements, retroactive financing, and loans from the Project Preparation Facility.

2.04 Where this two-stage appraisal process is to be used, the principle should be discussed and agreed with the government as early as possible - preferably before pre-appraisal. During the pre-appraisal mission the processes to be followed in preparing the drawings, and other project data for final appraisal should be carefully explained.

Technical Assistance

2.05 An early start in recruiting specialists whose services are needed for the realization of a project is particularly important where

they may be required for its management, or for carrying out key tasks on whose accomplishment building design and other project implementation activities depend (e.g. curriculum development, program evaluation or assessment of equipment needs). The pre-appraisal mission should assist in finalizing terms of reference for all posts involved and should instruct the government to seek proposals for the required services from suitable agencies/organizations (in the case of studies or team efforts) or from individuals, in good time to meet needs. Wherever qualified local specialists are available, they should be used in preference to foreigners. (The costs of specialist services required before Board presentation may be covered by the possible financing methods referred to in para. 2.03). The borrower should similarly be guided to initiate any necessary staff development or fellowship training program as early as possible.

Siting of Project Items

2.06 Where sites selected for project institutions related to specific locations (para. 1.11) are not the property of the ministry or the university concerned, the pre-appraisal mission should consider - and advise the government - the degree to which action to acquire sites with legal title should be taken before final appraisal or subsequent negotiations.

Construction Arrangements

2.07 The most appropriate methods of carrying out the construction of project items - which may have been tentatively considered during project identification (paras. 1.12 and 1.13) - should be investigated in greater depth during pre-appraisal. Where it does not appear practicable or economical to contract work for small and remote items in the conventional way, the administrative and organizational implications of possible alternative means of having the work done (e.g., "force account" or other direct administration) should be discussed and agreed with the borrower while the mission is in the field (see also para. 3.01).

Design of Buildings

2.08 Should the architect on the pre-appraisal mission conclude from his investigation of possible executive arrangements that one of the government's technical or building organizations (e.g., a public works department) is capable of designing project buildings, arrangements should be made for an architect from that department to participate in the mission's discussions of building requirements. Where it is determined that available standard school construction plans (para. 1.14) are basically appropriate for facilities required; their adaptation by the government architects concerned should be encouraged in preference to the preparation of entirely new designs. Schedules of accommodation

(architectural worksheets) and building performance requirements should be developed, at least in tentative form, with the government architects while the mission is in the field, on the basis of tentative educational specifications (educational worksheets) agreed with the educational authorities.

2.09 If it is found during pre-appraisal that government architectural departments are not technically qualified, adequately staffed, or otherwise able to carry out architectural, cost control, campus planning, or other professional services required for a project, the borrower should be advised to proceed with the selection of a consultant or consultants without delay, as appraisal will not be finalized or a loan/credit negotiated until building designs have been reviewed. (Ref. para. 2.03, which deals also with the financing of consultancy costs.) The engagement of local firms should be favored wherever the services required are within their capabilities and experience. While in the field, the mission architect should visit as many of the local architectural firms as possible to enable him later to comment on the suitability of any which the borrower may propose employing. As required for the invitation of consultancy proposals and the briefing of selected consultants, schedules of accommodation (architectural worksheets) and building performance requirements developed in the field with the project management staff, should be left with the borrower on the mission's departure.

2.10 The pre-appraisal mission should impress on the borrower's project management staff the necessity for careful supervision of the design architects - government or consultant (paras. 2.08 and 2.09) - to ensure that plans prepared for review by the appraisal mission conform to the schedules of accommodation, performance requirements and cost limitations developed and agreed in the field.

Preparation of Equipment and Furniture Lists

2.11 Any adjustment of equipment or furniture lists necessary as a result of review by the pre-appraisal mission should be explained to project management staff while the mission is in the field. They should be advised to arrange without delay for the lists to be modified or completed by the appropriate educational authorities for each type and level of institution involved. Procedures should be established for the coordination of individual lists to avoid duplication and ensure consistency.

Procurement Procedures

2.12 The mission should investigate customary government tender procedures and the form of available standard bidding and contract documents to determine what modifications, if any, may be desirable for project construction or other procurement and to propose how Bank procedures should be applied. (See paras. 3.01 and 3.02.)

2.13 As time permits the pre-appraisal mission should explore the existence and quality of any spare parts and maintenance services operated by local representatives or distributors for ranges of instructional equipment.

Detailed Project Design

2.14 During the period between the pre-appraisal and appraisal missions when a project is being appraised in two stages, the borrower's project management staff should be assisted and guided in the processes of recruiting and briefing any specialists and consultants needed, and of organizing and controlling preparation of the drawings, the equipment and furniture lists and the training programs (for teaching, administrative, maintenance or other staff needs) to be reviewed by the appraisal mission.

"Single-Stage" Appraisal

2.15 It should be a general objective to prepare projects more fully before making loans, as outlined above. However, this may not always be practicable (as, say, where a large number of items have to be implemented in phases, or where the financing of consultancy services in advance of a loan/credit award cannot be conveniently arranged). In such cases, the appraisal mission should urge the borrower to select specialists and consultants so that contracts can be signed to become effective as soon as the loan/credit is signed. Copies of schedules of accommodation (architectural worksheets), as developed or modified on the basis of the tentative schedules prepared in collaboration with project management staff in the field, should be sent to them by the yellow cover report stage, together with the supporting educational specifications (educational worksheets).

2.16 A pre-negotiation visit mounted when project staff have had time to review the worksheets may be a useful aid to implementation, as well as a means of updating costs and simplifying loan/credit negotiation. Guidance on the initial implementation processes of recruiting any specialists and consultants - which under a two stage appraisal would be provided during the preparation period (para. 2.14) - may be conveyed during such a visit. The borrower's project management staff may also be advised concerning the criteria they should use in reviewing the drawings prepared by design architects - in terms of their adherence to agreed accommodation requirements and cost limitations (the architectural worksheets - para. 2.15) and the appropriateness of design and structural solutions. They should be instructed to satisfy themselves that sketch plans meet operational and environmental needs before forwarding them for Bank review and clearance. (In the past, time has frequently been wasted by failure to do this.) Project staff may generally be advised that working (construction) drawings need not be forwarded for Bank/IDA review unless they are known to deviate essentially from the approved sketch plans - but that draft versions of the specifications which will be issued with the working drawings should be cleared with the Bank before any bids are invited.

2.17 Particularly where it may not prove possible under the "single-stage" appraisal process to arrange a pre-negotiation visit (para. 2.16), the borrower should be advised to include key project management staff in the team sent to Washington for negotiation of the loan/credit.

3.00 PROJECT IMPLEMENTATION

Procurement

3.01 In most cases where the building components of project items are large enough, or can be grouped in bid packages of sufficient value to attract foreign bidders, the Bank goal of achieving economy and efficiency in procurement is best met when construction contracts are awarded on the basis of international competitive bidding (ICB). However, where building components are modest in scale and cannot be grouped to attract foreign competition, construction should be arranged on the basis of competitive bidding advertised locally in accordance with government procedures acceptable to the Bank (para. 2.12). Where building components are not only small, but are also of such a rudimentary standard, or are to be located in such remote areas, that they are unlikely to attract even local bidders (e.g., basic/primary education facilities), consideration should be given to carrying out construction by "force account" or - where government departmental construction capacities are also inadequate - by other methods of "direct administration", which may be based on "self-help" type operations with local community participation. (See CPM 7.12 with regard to competitive bidding in accordance with local procedures. CPM 7.11 deals with the employment of departmental forces for construction by "force account".)

3.02 Similarly, where equipment and furniture items are required in substantial quantities and items interrelate with numbers of others (in terms either of function or probable source), economy and efficiency in procurement are best served by bulk bidding on an international basis. (Bulk bidding on a "complete laboratory" basis is preferable to bulk bidding by equipment types as it helps to establish coherent, coordinated learning systems and facilitates maintenance and parts replacement processes.) However, where grouping results in bid packages of low overall value (as may be defined in the loan/credit agreement), procurement should be arranged on the basis of bidding advertised locally in accordance with government procedures acceptable to the Bank (para. 2.12). (In this respect, the Bank's guidelines for procurement have often been too narrowly interpreted in the past.) In the case of isolated items, of which only a few units are required, local "off-the-shelf" shopping should be agreed to, again in accordance with government procedures acceptable to the Bank (CPM 7.12 deals with bidding in accordance with local procedures).

3.03 Procedures for the prequalification of civil works contractors and the registration of equipment suppliers (the latter, not compulsory, but often useful) should be explained to the borrower's project management staff as early in the implementation stage as possible (para. 3.05) and guidance given concerning the drafting of notices and advertisements.

3.04 The modification of any standard government bidding or contract documents necessary to adapt them to project procurement use, or the preparation of such documents where none are available, should be discussed with the borrower's project staff as early in the implementation stage as possible - and well before drawings or lists are ready for tender (para. 3.05). Equipment bid invitations should indicate that preference will be given to goods for which spare parts and maintenance services can be provided by local distributors. For bulk-bidding on a "complete laboratory" basis (para. 3.02) bidding should be limited to a few qualified vendors to avoid over diversification.

Supervision

3.05 An initial supervision mission should be mounted as soon as possible following loan/credit signing. At the very outset of implementation, the borrower's project officers should be given detailed advice and guidance on the tasks to be undertaken by them at successive stages of project implementation. Such a mission will be particularly valuable where the borrower's project staff have not already been involved in project preparation (as covered either by para. 2.14 or para. 2.16).

3.06 Supervision should be systematically planned in accordance with a progressively updated implementation schedule (para. 1.08). Successive missions should be timed, as far as possible, to coincide with critical events - such as the completion of any plans or equipment lists (where not prepared before loan/credit signing), bid analyses, or the presentation of education studies. Material may, thereby, be reviewed and discussed in the field without repeated and perhaps time-consuming exchanges of correspondence. To the extent possible with regard to manpower and budgetary constraints, missions should involve multi-discipline participation (i.e., an educator or an economist as well as an architect) as frequently as possible - and in all cases where educational or economic problems are known to exist. The need to examine managerial and institutional aspects should also be borne in mind in planning supervision missions.

3.07 Sufficient time should be allocated for field visits to permit mission members to examine not only the implementation of physical aspects but also the progress being made towards achieving the fundamental educational objectives of the projects concerned. Particularly as implementation progresses, missions should have time to visit reasonable samplings of project locations - including those most remote from the government centers.

3.08 The gathering of information on actual and forecast project progress and costs is one of the objectives of any supervision mission, but it can usually be accomplished by means of data collected on forms supplied to a borrower's project staff at the start of the mission (similar to the ones used for quarterly reporting) and the major effort of the visit should be devoted to project problems and the consideration of processes for furthering implementation.


3.09 In general, a borrower's uncertainties regarding the procedures for the engagement of specialists or consultants, the determination of equipment and other project requirements, the prequalification of bidders, procurement, and the content and phrasing of the notices, forms and contracts required in such operations should be anticipated by providing sample material and assistance in preparing documents or adapting standard forms. The Handbook for Implementation of Education Projects will, hopefully, be a useful aid to a borrower's staff in augmenting the guidance which can be provided most effectively in the course of carefully timed supervision missions.

3.10 Continuity in the assignment of Bank/IDA staff to the supervision of specific projects is highly desirable. The growing familiarity with a project which a Bank staff member acquires from repeated field visits, and the personal relationships he establishes with a borrower's project counterpart staff and officials of government departments concerned with the project are investments to be fostered.

3.11 Formative evaluation should generally be a part of project implementation. Progress towards achieving the fundamental education objectives of projects - under the monitoring indicies defined in each case - should be ascertained and reported by supervision missions. Missions should review the methodology proposed for evaluation programs - including the establishment of tracer systems - and advise on procedures for the collection and analysis of data. Evaluation findings which suggest modifications in a particular education or training program should be noted and discussed with government officials. With government agreement, project objectives should be adapted or updated to changing circumstances and needs.

Project Progress Reporting

3.12 Establishment by a borrower of a regular progress reporting system provides a useful aid to supervision, particularly during periods between supervision missions. Information is needed to permit comparison of actual progress and costs with appraisal report projections and to assess a borrower's efforts towards achieving educational objectives and meeting obligations in the loan/credit agreement. Progress and problems encountered in evaluating program effectiveness should also be reported and the findings of evaluation operations noted (para. 3.11). A reporting format, devised to convey essential information concisely and clearly - and to facilitate preparation as well as Bank/IDA review - should be discussed and agreed with a borrower, preferably during loan/credit negotiations and, when necessary, finalized during the initial supervision mission. Sample reporting forms are provided in the Handbook for Implementation of Education Projects.



Duncan S. Ballantine
Director
Education Department

LI - UNESCO / IRD
Comp. Prog.

Mr. Lynn, Org. Planning

November 3, 1975

Shirley Boskey, IRD *SB*

Draft Terms of Reference for Study
of Bank/Unesco Cooperative Program

Thank you for letting me see the draft terms of reference for the Bank/Unesco CP Study. I have a few minor comments, and in what follows I have set them down in the order of the text to which they relate, rather than in order of importance. I hope you can readily identify the paragraphs I refer to; I'd suggest that in the final text the paragraphs be numbered, for easier reference.

1. I recognize that your first paragraph reproduces a paragraph of the September 15 Hoffman letter to Najman. I would nevertheless suggest a rephrasing as follows:

"The World Bank/Unesco Cooperative Program (CP) has been in operation for 11 years. Over that period, the emphasis of Bank activity in the education sector has changed significantly, and both the Bank and Unesco have made, or are contemplating, changes in their organization which have implications for the CP. The purpose of the Bank and Unesco in deciding to institute a joint study is to consider how the CP might be made more efficient and how its capacity to assist the developing country members of the two organizations might be enhanced. It would be assumed that the program should continue: emphasis would therefore be on its refinement and improvement."

2. I would also place under the "Purposes and Scope of Study" rubric the limitation which now appears in the third sentence on page 4, i.e., that the study will not go into the merits of the two organizations' educational philosophy, etc. It seems to me that such a disclaimer more appropriately comes at the beginning, and that it is useful to state in one place what the study will and will not seek to do. Moreover, since Najman made a particular point of saying how much he was taken with the statement in the report of the Joint Task Force on the Bank/FAO CP study that the study took as a "given" the "inherent strengths and weaknesses" of the two organizations, would it not be a good idea to work in a reference to the inherent strengths and weaknesses of the Bank and Unesco?

3. Could you add to the second paragraph on page 1, perhaps after the second sentence, reference to the number of Bank-financed projects in the first three years which the CP helped to identify or prepare, to contrast with the last sentence on the page? I assume

that would be less than 100% of even the 10 operations. But even if it is not, it would be interesting to learn what it is. I also assume that when you say "Bank", you include IDA, in which case perhaps the second sentence might read "Bank loans and IDA credits for education aggregated \$81 million for 10 projects, mostly for technical and teacher training, in eight countries."

4. At the top of page 3, there is a reference to users of "CP identification reports". I believe Mr. Najman was speaking of implementation, rather than identification. In the same sentence, would it not more clearly state the issue involved in implementation of the technical assistance component of our loans and credits to say "What should be the role of Unesco and the CP in the implementation of the technical assistance component of Bank loans and credits?" (Unesco's position is that it should have a privileged position, and not be regarded as merely one of several possible sources of assistance.) And in the last sentence of the paragraph, would the study "determine" the ultimate location of the CP unit, or simply "consider" the question or make proposals concerning it?

5. I would suggest that there be substituted for the reference to "developing country science and technology" in "(d)" on page 3, the words "transfer of technology and development of indigenous science capability in developing countries", and that "communications and information science" be changed to "communications, in particular the gathering, processing and use of information". It was in these terms that Najman spoke at our meeting.

6. I know that at the meeting Najman referred in the context of "(f)" on page 3 to what you have given as an "example". But it seems to me that Unesco's interest in, e.g., helping countries to make a kind of package deal, is not an example of one organization's "tapping the skills and experience of the other". Would you agree? Should not the study be confined to Bank/Unesco relationships, whether in the CP context or outside it? Why should it consider how Unesco might relate to the regional development banks or the UNDP, unless there is some IBRD or CP involvement?

7. On page 5, in paragraph number 2, there is reference to Mr. Hoffman as a member of the Steering Committee. By the time the study actually begins, he will have retired from the Bank, and I shall have succeeded him as Director of IRD. So my name should be substituted for his. But in any event, should not the terms of reference include titles as well as names of all individuals who are to serve on the Steering Committee (as has been done in the case of Mr. Kearns as Chairman)?

8. In numbered paragraph 4, on page 5, it is said that the taskforce will interview "all those directly or indirectly concerned with the CP". Surely not "all"?

9. Unless I have misunderstood the cost breakdown on page 7, there is no provision for a possible meeting of the Steering Committee in Paris, although that possibility is mentioned at the bottom of page 6.

SBoskey: tsb

LI-UNESCO
CC: LI-UNESCO/IBRD

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October 23, 1975

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October 22, 1975

D. S. Ballantine *DB*

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Meeting between Mr. McNamara and Mr. Najman, Unesco

1. Mr. McNamara met October 13 with Mr. D. Najman, Acting Assistant Director-General of Unesco (representing Mr. M'Bow) and Mr. Werner Moller, Acting Director of the Education Financing Division, Unesco. D.S. Ballantine was also present.

2. Mr. Najman confirmed that Unesco agreed to the Bank proposal of a management style review of the Bank/Unesco Cooperative Program, similar to that conducted for the Bank/FAO Program. Substance and procedures had been discussed and agreed at a staff level meeting that morning.

3. In addition, Mr. Najman raised the possibility of broadening the scope of Bank/Unesco cooperation to embrace more fully new concerns in world affairs as reflected in the recent Special General Assembly of the United Nations. Specifically he mentioned:

- (a) The possibility of incorporating 'cultural tourism', on which there is already ad hoc cooperation, into the Cooperative Program.
- (b) Cooperation in the field of communications emphasizing the collection, management and use of information.
- (c) Transfer of technology and more particularly development of local science capability as a basis for solution of local problems in the LDCs.

4. It was generally agreed that these questions might be raised during the Cooperative Program review. On the science question, Mr. McNamara stated that while he was satisfied with the Consultative Group on International Agricultural Research, he had some difficulty in defining objectives and means of achieving them in broader areas of science. Nevertheless, he would welcome any suggestions Unesco had or discussion of the question.

5. Mr. Najman suggested also that Unesco would like to contribute more fully to the supervision and implementation stage of Bank projects. He described the current status of Unesco's reorganization. No decision has been reached as to the ultimate location of the Cooperative Program unit and the Bank will be consulted before it is made. He did not mention the possibility of dividing the unit up.

6. Mr. Najman briefly described Unesco's current financial difficulties and asked if the Bank would be willing to advise it on how to secure short term funds at favorable rates. Mr. McNamara said that, if asked, the Bank would be happy to advise through its Treasurer, Mr. Rotberg.

cc: Mr. McNamara
Mr. Baum
Mr. Hoffman
Mr. Kearns

DSBallantine/h1

Education
✓ Ca Li UNESCO / ICRD
Coop. Program

Mr. Robert S. McNamara

October 9, 1975

D. S. Ballantine *D 103*

Visit of Mr. D. Najman, October 13, 1975

Dragoljub Najman, a Yugoslav national, has been in Unesco since 1957 and in the education sector since 1965, where he has been responsible for UNDP programs in teacher training. With others in the education sector, Najman had always felt that the benefits of cooperation with the Bank were being reserved too exclusively for the Educational Financing Division and that the Bank/Unesco relationship should be on a broader basis. He was active in setting up the Supplementary Cooperative Program, which we all felt at the time could help meet that objective and others as well. As you know, the Supplementary Cooperative Program was abolished at the end of December 1974, against Unesco's wishes.

During M'Bow's tenure as Assistant Director-General for Education, Najman became a key man in M'Bow's team and since M'Bow became Director-General he has assumed a major role within Unesco. In the current Unesco reorganization, one of the few definite actions so far has been the creation of a new Sector for Cooperation for Development and External Relations, with responsibility for coordinating Unesco programs at the country level and with other agencies but at present without operational responsibility. Najman is Acting Assistant Director-General for this sector.

I believe Najman will wish to talk with you concerning the procedures for the agreed upon review of the Cooperative Program. In a letter of September 15 from Mr. Hoffman to Najman, the Bank proposed a management study approach similar to that used for the FAO/Bank Cooperative Program and we expect Najman to come to Washington with Unesco's reaction. In a letter to you of July 26, 1975, M'Bow expresses preference for "close consultations", presumably at high level, over a "formalistic evaluation". We have yet no idea whether this preference has decreased following the Bank's proposal.

The points raised by M'Bow in his July 26 letter reflect his principal concerns. These are:

- (1) That the Cooperative Program be "based on equal respect for each other's competence". In this connection he cites the current handling of a request from Saudi Arabia to the Bank for help in the field of literacy, which grew out of a Bank assisted manpower development study. The Bank has requested Unesco's participation, which it has agreed to give but at the same time they feel that the Bank's primary and controlling role does not "respect" Unesco's assigned role in the UN system or its substantial experience in the field of literacy training. Another current case, Indonesia Education IV, is a variant of this question. The Bank has

agreed to act as executing agent for a package of UNDP financed technical assistance included in the project and has requested three UN agencies, including Unesco, to act as sub-contractors. However, Unesco resents not having full executive responsibility for administering its portion of the technical assistance. A similar situation could arise in a forthcoming project in Morocco.

These specific cases reflect Unesco's broader conviction that it has primary responsibility within the UN family for education policy advice and development. The Bank has always declined to reserve to any specialized agency exclusive responsibility for services to member countries in connection with Bank operations since it would not be consistent with our obligations to our borrowers or with the Bank's overall country program approach. Even so, without benefit of any exclusive right, Unesco is currently administering \$12 million of Bank financed technical assistance.

- (2) M'Bow would like to see the 75/25 cost sharing formula applied also "to the planning and use of staff time". This means he wants a freer hand in assigning Cooperative Program (CP) staff to non-CP tasks and not subject to CP priorities. In return, he promises to make other Unesco staff available to CP work. These exchanges have taken place to a limited extent but the Bank has been unwilling to discard the principle of a full time "identifiable unit" in Unesco in favor of a drawing account for a certain number of man-years of service. That idea did not work in the Supplementary Program.
- (3) M'Bow also alludes to frequent changes in Bank operation schedules which seriously hamper efficient management by Unesco of its CP personnel. He has a point, although many of the changes originate with the borrower and not the Bank. This is a good subject for the review.
- (4) M'Bow would like Unesco to have a larger role in the supervision/implementation stage of Bank projects, partly as feedback for its identification and preparation work, partly because he thinks it has something to contribute. Without compromising the necessarily direct Bank/borrower relationship, I believe the review could profitably explore this question.
- (5) It is possible that Najman will also propose that the review consider broadening the scope of the CP to include, for example, cultural tourism and the transfer of technology.

October 9, 1975

On the first, Unesco and the Bank have cooperated on an ad hoc basis. On the second, the linkage between Unesco's very general promotional concerns and the Bank's very specific project concerns would need to be demonstrated.

On our side, the division chiefs are concerned over internal quality control of the work of the Cooperative Program. We have always felt that Unesco made inadequate provision for CP management and now during the lengthy transition and reorganization the management staffing is even reduced. Finally, Najman's relation to the CP has yet to be defined. As above, these questions can be dealt with during the course of the review.

We will be meeting with Najman and Moller, the Acting CP Director, before your meeting and should other significant items emerge I will inform you.

cc: Mr. Baum
Mr. Hoffman
Mr. Kearns

GLEBlanc/DSBallantine/hl

LI-UNESCO/IBN
Copy Page

Messrs. Ballantine and Richardson

September 25, 1975

Michael L. Hoffman

Unesco Co-Op Program

1. I talked to Moller at Unesco this morning and told him we would prefer to receive them on the 13th and 14th of October. He said this was agreeable.

2. I asked Moller whether he had yet examined our proposal and the FAO study. He said he had and that he was personally all for it and thought he could persuade Najman to go along. Although I did not say so to Moller, if that is the case I am not quite sure why we need two days. As I will just be returning to the Bank on the Monday, I would appreciate it if Ballantine or Richardson would chair a morning meeting. Depending on circumstances, I will either sit in or meet with the Unesco people separately later in the day. I will plan to give a small lunch for the visitors on the Monday.

MLHoffman:pa.

MLH

September 19, 1975

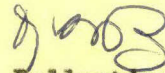
Mr. W. Platt
Deputy Assistant Director General
for Education
Unesco
Place de Fontenoy
75700 Paris, France

Dear Bill:


While reviewing some of the papers dealing with the CP, we have come across my letter to you of 3 April this year on the special studies undertaken as part of the now defunct SCP.

I would appreciate if you could respond to my request for the three remaining studies (in whatever form they exist). We are still as interested in the substantive issues raised in the studies.

Sincerely yours,



D. S. Ballantine
Director
Education Department

 G. Le Blanc/ums

LI - UNESCO/IBRD Conf.
Burgi

September 15, 1975

Mr. Dragoljub Najman
Acting Assistant Director-General
Cooperation for Development and
External Relations Sector
Unesco
7, place de Fontenoy
75700 Paris, France

Dear Mr. Najman:

This letter follows up on the interim reply of Mr. McNamara to Mr. M'Bow in regard to the prospective study of the World Bank/Unesco Cooperative Program (CP). It sets forth, in more specific terms, our views on the purposes, approach, and timing of this joint effort. As such, I hope that it can provide a basis for reaching agreement on the general objectives of the study with you on - or preferably before - the occasion of your visit to the U.S. on October 12 to 14.

Accordingly, in this letter, I will

- . discuss our understanding of the purposes and scope of the study
- . describe the approach we propose to adopt for undertaking the study
- . suggest a schedule for the overall effort.

Purposes and Scope of Study

Perhaps the most fundamental reason for undertaking the study is simply to examine the workings of a cooperative program that has been in largely successful operation now for 11 years, and to determine in what ways it might be rendered even more efficient and effective. A given in the study would be the presumed continuance of the program; therefore, the emphasis would be on its further refinement and improvement, particularly in view of significant changes in program emphasis and in Bank and Unesco organization structure that have occurred or are contemplated.

Need for Study

As you know, one important dimension of change has been the growth, increasing complexity and shift in direction of the Bank's lending in the education sector. In the first three fiscal years of the CP (1964-66),

the Bank's lending in education was US\$81 million in 8 different countries, with 10 operations, mostly in technical and teachers' training. In the last three fiscal years, the Bank's lending in education was US\$670 million - a more than eight-fold increase in volume. This lending was made to 47 different countries, in 49 operations covering primary, secondary, university, technical, and vocational training. The number of student places provided for in the last 3 years (approximately 1 million) is about the same as the total of the 9 previous years. It should be noted that CP was involved, during the past 5 years, in identifying or preparing 54 (or 70%) of 77 operations.

And, in the future, the Bank will place increased emphasis on providing a minimum basic education for all, promoting a more selective delivery of education and skill training beyond that basic level, and using a fuller range of formal, nonformal, and informal teaching and training approaches. Both the Bank and CP staffs will need to continue to adapt to these changing objectives.

The other area of change is internal to the two organizations. On the Bank's side, the regional form of organization now requires the Cooperative Program to relate to seven entities instead of one. On Unesco's side, organizational adjustments are now being considered that can also have an appreciable impact on the operations and working relationships of CP.

And, as Mr. M'Bow pointed out in his letter to Mr. McNamara, various operational problems have come to light in project implementation, monitoring, and field administration. These problems should be examined to see how the Bank and the CP might together improve the provision of development assistance to the countries concerned, which should, it seems to me, always be our guiding objective.

Scope of Study

As to the scope of the effort, I would envision that the study would include, but not necessarily be limited to, the following major questions:

- a) What changes, if any, should be made to the role played by CP vis-a-vis the Bank, Unesco, and the developing countries? (While the CP role has traditionally been that of project identification and preparation, the study could examine possible shifts in emphasis of the CP within the project cycle.)
- b) How can the CP's organization, operations, or activities be improved either in terms of efficiency or overall effectiveness, both to Unesco and to the Bank? Similarly, how can the Bank adapt its policies or approaches in order to obtain maximum value from the CP's services?
- c) What are the key factors today (and projected for the future) for successful identification and preparation work, and how may Bank and CP procedures for accomplishing this work be improved? (As Mr. M'Bow suggested in his letter to Mr. McNamara, this portion of the study should focus on the means of accomplishing agreed objectives.)

- d) How best can new activities of possible mutual interest to the two agencies, e.g., technology transfer or cultural tourism, be accommodated.
- e) What adjustments, if any, would be appropriate in the CP cost and professional time sharing arrangements? Do both parties obtain an adequate return from their respective dollar and manpower resource commitments?
- f) In what areas of concern other than the CP might Bank/Unesco coordination or working relationships be further strengthened? How can each organization tap more fully the considerable skills and experience of the other?

One by-product of the study could be revisions to the terms of the 1964 agreement, although this is not a foregone conclusion. The efficacy of work under the supplemental agreement would also be assessed in the study.

To help illuminate the possible scope of the CP study, I am enclosing for your perusal a copy of the draft report of our recent joint review with FAO of the Bank/FAO Cooperation Program. It is provided with two reservations. The first is that the recommendations have not yet been reviewed and adopted by FAO or Bank senior officials. Mr. Kearns advises me that the FAO and the Bank representatives concerned have agreed to let me provide the draft to you on a confidential basis with the understanding that you will limit circulation to a few key persons within Unesco. The second reservation is that this report and the approach taken in the FAO review must be regarded as illustrative only and would not necessarily represent the coverage of our joint review. The needs of the two sectors differ widely, as may those of the respective organizations. However, the FAO draft report does suggest one possible methodology for such a study. I believe it also reflects an attempt to achieve a balanced, objective look at improvement opportunities designed for the mutual benefit of the two organizations concerned.

Proposed Approach

We would plan to have the Bank's Organization Planning Department, a group formed as part of the Bank's reorganization, direct the effort in that it has demonstrated its professional independence and objectivity as well as its ability to deal with development substance from a top-level management viewpoint.

In brief, the approach we would propose to use in carrying out the study includes the following features:

- Use of an interdisciplinary team or "task force" approach, with members drawn from both the Bank and Unesco. This team would be comprised of two Bank management analysts versed in the conduct of this kind of review, augmented by education "subject matter" specialists. Thus, at least one full time team member would be seconded from the Bank's Education Department or from one of its

regional projects departments, and another from the Cooperative Program. Other persons from elsewhere in the Bank or Unesco would be called upon for full or part time assistance as needed.

- . Use of a Steering Committee comprised of key officials in the two organizations, which would approve the terms of reference, review findings and recommendations, and give direction to the working team's efforts. This Committee would include yourself, Messrs. Ballantine, Moller, Kearns, a Bank regional officer, myself, and others you might wish to designate.
- . Reliance on an objective, fact based review geared to the mutual benefits and needs of the two "client" organizations involved.
- . Use of quantitative as well as qualitative analyses. Typically, the task force would plan to look at available statistics, e.g., professional applied time as reported by the Bank and CP staff and characteristics of CP activities by project, geographic area and perhaps by subsector. The team would also plan to conduct extensive interviews in Washington and Paris of all those directly or indirectly concerned with the CP.
- . As appropriate, the task force may wish to develop survey questionnaires as a means of gathering consistent and comprehensive opinion information.

Typically, a study of this kind would begin with a period of initial assessment in Washington followed by a period at Unesco headquarters. After this fact finding in both locales, a "progress review" would be prepared, covering findings, problems identified, and improvement hypotheses. This review would be presented by the working team to the Steering Committee. Following this interim review, the task force would perform additional work as needed and prepare conclusions and recommendations. The Steering Committee would then be called upon to review these recommendations, agree to an appropriate course of action and assess the next steps needed to effect needed and agreed-to changes. This step could include preparation of recommendations for Messrs. M'Bow and McNamara.

Once the task force is assembled, a possible time table for these elements of the study could be as follows:

September 15, 1975

<u>Study Step</u>	<u>Estimated elapsed time</u>
1. Washington fact-finding phase (prepare study plans, conduct quantitative analyses, interviews)	4 - 6 weeks
2. Paris fact-finding phase (interviews, surveys, other analyses)	4 weeks
3. Progress review (preparation/meetings)	1 week (1-2 days with Steering Committee)
4. Completion of analyses, coordination on remaining issues, preparation of draft report	6 - 8 weeks
5. Review and reach agreement on draft Steering Committee recommendations and implementation plan for Messrs. M'Bow and McNamara	On completion of Step 4
<hr/>	
Total estimated elapsed time	15 - 19 weeks
	(completion of study phase)

Next Steps Needed

I would hope that, based on the approach outlined in this letter and following your perusal of the FAO draft report, we could agree to proceed with the study by early October. Mr. Kearns is prepared to assign two experienced management analysts for the review at this time; however, they will not be able to be reserved indefinitely. Following this agreement, we could then proceed together to nominate additional members of the task force and the Steering Committee. An immediate need in this regard would be your nomination of a senior, experienced CP member who could work full time with the Task Force from the outset of the study.

I hope that you can accept this letter as a basis for proceeding with the study. Because of the importance of early action, I will follow up this letter with a telephone call within the next ten days or so in the hope that you will be able to give us your response. Or, if you agree with the proposed procedure, you could simply send me a telex to that effect.

Mr. Dragoljub Najman

- 6 -

September 15, 1975

Coordination between large organizations is seldom easy and never perfect, but it almost always benefits from the sort of intensified dialogue that this kind of study can promote. I look forward to collaborating with you on this matter of mutual interest and potential benefit.

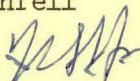
With best personal regards,

Sincerely,

Michael L. Hoffman
Director
International Relations Department

Enclosure.

cc: Mr. Ballantine
Mr. Kearns
Mr. Richardson
Mrs. Boskey
Mr. Carriere
Mr. Burney/Mr. Grenfell



RLynn/MLHoffman:jbl/pa.

OFFICE MEMORANDUM

TO: Files

DATE: September 9, 1975

FROM: G. Le Blanc, Education Dept. - CPS

SUBJECT: Meeting with Organization Planning Department on possible review
of Bank/Unesco Cooperative Program.

On 4 September Messrs. Kearns, Lynn and Groen from OPD met with Mr. Ballantine, Mr. Moller from Unesco and myself to look at the current status of a review of the CP. It was not yet possible to agree to the Unesco request for a copy of the discussion draft of the FAO/Bank CP Review as the report has not yet been cleared by the joint steering committee.

In general, the Bank staff felt an FAO type, i.e. management study, review would be useful for the Bank/Unesco CP provided it is wanted. It was understood, however, that both Unesco's Director General and the Acting Director General for Cooprex seemed cool to this approach and felt that high-level discussion would be sufficient to settle present areas of disagreement. Mr. Moller's own reaction to a review, initially negative, became less so during the discussion as he learned of the experience and policy of the Bank OPD group.

Mr. Kearns did point out that a management study is only one way of carrying out a review and that discussion should not preclude other kinds of possibilities - for example, a joint committee approach. In any case, it was understood that unless both Unesco and the Bank fully agreed upon and supported the type of review selected, the chances of success would be slim.

Mr. Moller requested specifically that the Bank respond formally to Mr. M'Bow's recent letter and that if possible a copy of the Bank/FAO CP review report be included with the response. Those present agreed with this suggestion and it was proposed to respond to Unesco in time for Mr. Najman to bring Unesco reactions when he comes to Washington on 12-14 October.

cc: Messrs. Ballantine, Kearns, Lynn, Groen
GLB/mms

OFFICE MEMORANDUM

TO: Files

DATE: August 28, 1975

FROM: D. S. Ballantine *DSB*SUBJECT: Meeting - Unesco, Paris, 25 August 1975

I met with Messrs. Najman* and Kabore, his deputy, and Ms. McKittrick to pass to them informally the terms of reference for the Bank/FAO CP review as one possible model for a similar review with Unesco. It was agreed that Unesco could give its reactions to this model during coming weeks and that by the time of Najman's visit to Washington in October it might be possible to reach a decision on the next steps.

It appeared that Najman himself was not enthusiastic about an extensive review. He wondered whether in view of repeated discussions on some of the problems of the CP it might not be possible simply to draft recommendations for changes. Moreover, might not some of these changes be made without recourse to the top management of the two organizations. I agreed with both these points for a number of the issues but pointed out that the diverging styles of operation between different regional offices of the Bank had raised a new family of questions for which study might be needed and the solution of which might require decision at the top. In such cases preliminary staff work would be required. Moreover, the agreement of 1964 is by now so anachronistic that it does not at all describe the operation of the CP nor - probably - would it cover changes introduced. We agreed on the desirability of informality but it still might be necessary to redraft the agreement and submit it to our governing board. Here too the preliminary staff work would be essential.

Finally, Najman himself suggested that consideration might be given to including new lines of activity in the CP such as cultural tourism or the transfer of technology. I suggested that he include such suggestions in Unesco's reactions to the Bank/FAO TOR, which should be sent by letter to Mike Hoffman. I subsequently passed the TOR to the Deputy Director General, John Fobes, who promised to discuss them with Najman.

* New Acting Asst. Director General for CPX (Coordination of Programs and External Relations).

cc: Messrs. W.C. Baum
M. Hoffman
J. Kearns
Ms. Le Blanc

L I - UNESCO /
IBK's Copying

AUG 6 1975

Dear Mr. M'Bow:

This is just to acknowledge your letter of July 26, 1975, which raises a number of matters concerning relations between our respective agencies that we will need to consider in the course of our review, previously agreed upon, of the Bank/Unesco Cooperative Program after ten years. Now that you have, as I gather from your letter, completed your reorganization of the Unesco Secretariat, our staffs can begin to consider the future size and role of the Cooperative Program in the light of your new structure.

I am not certain that I shall be in Washington on October 13 or 14 when Mr. Najman wishes to visit the Bank, but if I am, I shall be happy to see him. In any event, would you ask him please to keep in touch with Mr. Michael Hoffman, Director, International Relations Department, who will be informed of my plans and who can make arrangements for Mr. Najman to meet with those of my associates with whom he should be in contact in connection with his new responsibilities.

Sincerely,

(Signed) Robert S. McNamara

Robert S. McNamara

Mr. Amadou-Mahtar M'Bow
Director-General
Unesco
7, place de Fontenoy
75700 Paris, France

cc: Mr. Baum
Mr. Clark
Mr. Ballantine
Mr. Kearns

MLHoffman:pa
Typed: August 5, 1975

MLH



LI-UNESCO/IBRD
C. H. B. G.

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

7, place de Fontenoy, 75700 Paris

805
The Director-General

référence : 1.3/8050/2/6097

26 JUL 1975

Dear Mr. McNamara,

As you will recall we had an initial discussion, during my visit to Washington in May 1974, on the need to review our cooperative programme which originated with the memorandum of understanding signed by our two Organizations in 1964. The purpose of this letter is to share with you our views as to the main objectives of such a review.

Over the past ten years both the Bank's and Unesco's policies and objectives concerning education - particularly in relation to the development process - have evolved. Recently your sector paper on education outlined a most welcome shift towards social, as well as purely economic, aspects. In our own medium-term plan, on which work is well advanced, specific objectives aim at the democratization and renovation of education. Thus I am confident that your stated policy on income redistribution in the interest of the most poverty-ridden will be reflected in Unesco's aim to expand access to education through a variety of means, particularly the use of innovative and non-formal channels.

This being said, a formalistic evaluation of a programme set up in 1964 on professional criteria which today have been overtaken by world events would be, in my view, a wasteful, unproductive exercise. We should rather accept and respect the value of flexibility and close consultation which over these ten years has allowed the joint programme to continue its activities, incorporating, as it progressed, fundamental changes in concept, attitude and expectations.

Consequently, a review should to my mind concentrate on reiterating our joint objectives and the means for achieving them. I should like to summarize our views on these means as they have been expressed in recent inter-secretariat discussions at the working level.

Mr. Robert S. McNamara
President
International Bank for Reconstruction
and Development
1818 H street, N.W.
Washington D.C. 20433
U.S.A.

SECTION
COMMUNICATIONS

1032 MIC - S. W. N. 2: 32

RECEIVED

Rec'd in IRD

8/4/75

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RECEIVED

U.S.A.
Washington D.C. 20540
1818 H Street, N.W.
and Delegation
International Bank for Reconstruction
and Development
President
Mr. Robert S. McNamara

1975 AUG -2 AM 9:35

COMMUNICATIONS
SECTION

8/1/75
1818 H Street
Washington D.C.

Inter-governmental discussions at the working level
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efforts and expectations.
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This being said, a formalistic evaluation of a programme set up in

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our views as to the main objectives of such a letter.
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which originated with the memorandum of understanding signed by our two
Washington in May 1974, on the need to develop our cooperative programme
As you will recall we had an initial discussion during my visit to

Dear Mr. McNamara,

20 JUL 1975

Reference: T.2/8020/5/0021
The Director-General
802
1, Place de Fontenay, 75200 Paris



Organisation des Nations Unies pour l'éducation, la science et la culture
United Nations Educational, Scientific and Cultural Organization

Handwritten notes and signatures at the bottom right of the page.

I see a truly cooperative programme being based on equal respect for each others' competence, not on a formalistic division of that competence. The Bank must not be seen solely as a source of extra-budgetary funds in Unesco, nor must Unesco be viewed as a small, non-productive staff office of the Bank. As a case in point it might be helpful to examine the current handling of a request from Saudi Arabia in the field of literacy.

As regards the more practical means of operating the cooperative programme, I would like to see the ramifications of the 75/25 cost sharing formula under which the programme functions spelled out in greater depth. For example, an agreed application of this formula to the planning and use of staff time as well as to costs seems necessary. Furthermore, if we are to use man-power efficiently, means must be found for me to be able to plan the use of staff for at least a minimum period of six months.

Lastly, I would suggest that a review of our cooperative efforts could look seriously into the difficulties which both Secretariats and Governments have experienced in the implementation of projects, particularly those involving schools or training institutions constructed with Bank loans or credits. Questions of monitoring, supervision and general field administration create, I have been told, certain operational problems. Unesco is aware of some of them, but has not been in a position to contribute to their solution. In terms of making our cooperative efforts more effective, it occurs to me that this is a hitherto unexplored area of action which the review could fruitfully consider.

In conclusion, I should inform you that I am now undertaking an administrative reorganization within Unesco. In this respect your own recent restructuration has been followed here with interest, and I have been particularly struck by your decentralization of the decision level to six regional vice-presidents. As a part of my own reorganization of the Unesco Secretariat, in order to increase our operational capacity while at the same time preserving the Organization's predominant role in the United Nations system as the centre of educational, scientific and cultural action, I have established a new Sector for Co-operation for Development and External Relations, which has as one of its essential responsibilities the coordination of Unesco's action at the country level.

Mr. Dragoljub Najman, the Acting Assistant Director-General for this new Sector, will be in Washington in early October to represent me at a meeting of the American Council of Education. I should be most grateful if, during the period 12-14 October, he might have the opportunity to call on you on my behalf and to meet those of your colleagues whom you feel are, under the present Bank structure, essential points of contact for our joint efforts. If these meetings could be arranged, it would then be my hope that during the next ACC session in New York, on 21-22 October, we might agree on decisions concerning the future of our cooperative programme and the steps to be taken to assure the continuation, under the best possible conditions, of what I consider to be a most productive vehicle for achieving our common goal of a better future for a greater segment of the world's peoples.

With personal regards.

Yours sincerely,

A. N. A. Bow

Amadou-Mahtar M'Bow

LD-UNESCO/2000 ROUTINE CABLES

Form No. 27
(3-70)

INTERNATIONAL DEVELOPMENT
ASSOCIATION

INTERNATIONAL BANK FOR
RECONSTRUCTION AND DEVELOPMENT

INTERNATIONAL FINANCE
CORPORATION

OUTGOING WIRE

TO: **MAGNEN
UNESCO
PARIS**

DATE: **JULY 17, 1975**

WML

CLASS OF
SERVICE: **TELEX (Ext. 2557)**

COUNTRY: **FRANCE**

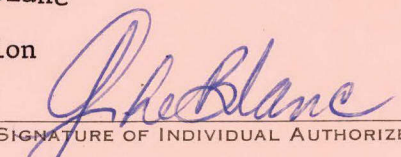
TEXT:
Cable No.: **67**

AAA MALI SUPERVISION MISSION POSTPONED FROM SEPTEMBER TO 8 OCTOBER
BBB GUATEMALA THINT HAS SENT DETAILS ON MISSION TO RAMOS DIRECTLY STOP
PLS CABLE IF ADDITIONAL REQUIRED
CCC PLEASE CHECK IF UNESCO HAS ANY EDUCATION IDENTIFICATION OR RECONNAISSANCE
REPORTS OR STUDIES FOR URUGUAY COMMA ARGENTINA COMMA MEXICO STOP ALSO
ANY ONE MAN PLANNING OR SECTOR REPORT STOP BANK INFORMATION VERY SKETCHY
GRATEFUL ANY ASSISTANCE YOU MAY BE ABLE TO GIVE

REGARDS

Le Blanc

NOT TO BE TRANSMITTED

AUTHORIZED BY:
NAME **G. Le Blanc**
DEPT. **Education**
SIGNATURE 
(SIGNATURE OF INDIVIDUAL AUTHORIZED TO APPROVE)

CLEARANCES AND COPY DISTRIBUTION:
cc: **Messrs. Lethem, Thint,
Germanacos**

REFERENCE:

For Use By Communications Section

GLB/mms

ORIGINAL (File Copy)

(IMPORTANT: See Secretaries Guide for preparing form)

Checked for Dispatch: _____

ORIGINAL (TYPE COPY)
 DISPATCHED
 JUL 17 5 14 PM 1975
 COMMUNICATIONS
 NOT TO BE DECLASSIFIED

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TO: DIRECTOR

RE: [Illegible]

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COPIES TO: [Illegible]
 COPIES TO: [Illegible]
 DATE: [Illegible]

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LD-FAO/IBRD COOP. PROGRAM
LD-UNESCO/IBRD COOP. PROGRAM

OFFICE MEMORANDUM

TO: Files

DATE: July 1, 1975

FROM: G. Le Blanc *GLB*

SUBJECT: Meeting with J. Kearns, P. Richardson on possible OPD undertaking
Bank/Unesco CP Review.

At a meeting on June 30, Mr. Ballantine and I discussed the progress of the Bank/FAO CP Review and the possibility of a Bank/Unesco CP Review with Messrs. Kearns and Richardson.

The draft Summary Report of the Bank/FAO Review is to be presented to the Review Steering Committee in July and Mr. Kearns suggested that we await the reactions to the review before suggesting a similar approach for a Unesco CP review. He was hopeful that sufficient reactions would be forthcoming on both sides by mid-August to enable us to judge whether or not we would want to go ahead with a similar approach.

Both Messrs. Kearns and Richardson expressed general interest in being involved in a review of the Bank/Unesco CP with the following provisos: if the FAO review seems to meet the needs of the Bank and FAO; if OPD staff time is available; and if there is a sufficient "clientele" within Unesco for such a review. Mr. Ballantine pointed out that the new Director General of Unesco, Amadou M'Bow, is very strongly in favor of a joint Bank/Unesco review of the CP. Concerning the other two provisos, it was agreed that I would be kept informed by OPD so that Mr. Ballantine could be notified prior to his Paris visit on 26 August as to whether or not a discussion should take place at Unesco regarding an FAO type review.

cc: Messrs. Ballantine
Kearns
Richardson

GLB/mms

248423A IBRD UK

L.F. UNESCO/IBRD COOP. PROGRAM

INCOMING TELEX

UNESCO 24461F (Telex Nr.)

RECEIVED

From: Paris

Distribution:

Contr. Mr. Mitchell

JUN 27 PM 2 20
COMMUNICATIONS
SECTION

INTBAFRAD WASHINGTON=

16290 FOR JONES IBRD SHARE JOINT ACCOUNT IN DOLLARS AAA APRIL
 JUNE 1975 1975 EXPENDITURE 353,248.72 BBB APRIL JUNE 1975
 EXPENDITURE AGAINST 1974 OBLIGATIONS 10,059.36 CCC JUNE EXPENDITURE
 CHARGEABLE TO WORLD BANK 144,51 STOP UNLIQUIDATED OBLIGATIONS
 30 JUNE 1975 AGAINST 1974 COMMITMENTS DOLLARS 11,679.02 1975 COMMIT-
 MENTS DOLLARS 522,723.10 STOP PLEASE INFORM GONKZ STOP LETTER
 FOLLOWS=

UNESCO COMPTROLLER+

END+

248423A IBRD UR

UNESCO 24461F

L I - UNIDO / IBO
Craig Perry

June 20, 1975

Mr. E. Becker-Boost
Director
IBRD/UNIDO Co-operative Programme
P. O. Box 707, A-1011
Lerchenfelder Strasse 1, A-1070
Vienna, Austria

Dear Mr. Becker-Boost:

Following your discussion with Mr. Gustafson yesterday, I enclose the current mission schedules of the five DFC Divisions. Very few of the missions planned through August 31 deal with small scale industry operations but I have marked them with an asterisk for easier reference.

Please let me know if these travel schedules are useful to you; if so, we can arrange to send them to you on a quarterly basis.

From the schedule of the Board discussions which you receive regularly, you know of course about upcoming dfc projects. Concerning projects dealing with the small scale industries area, I hope to send you a summary status report in the near future and I would be grateful if you could pass this on to Mr. Levitzky. In short, there have been five projects through FY1975 which aim specifically at small scale enterprises in the Philippines, Colombia, Cameroon, India and Ivory Coast. We have also concluded an evaluation of the small scale industry program of the Development Bank of Mauritius. Further projects are planned in Korea, Brazil, Nigeria, Lesotho and Swaziland and possibly also in Zambia and Kenya among others. All in all, it is likely that the Bank will undertake 10-15 DFC projects through FY1980 dealing specifically with small enterprises; in addition, work with some existing DFCs will continue to initiate or improve small enterprise financing programs under their auspices. We are also planning a review of the lessons to be learned from the Bank's Small Enterprise Financing program in about three years. For that purpose, we will have discussions with the Regions within the next two weeks on the data to be gathered for such a review to insure a reasonable degree of comparability.

We are anxious to intensify our contacts with UNIDO's SSI section. In this connection, we would be grateful if Mr. Levitzky and associates could send us a list on:

- i) Past activities of UNIDO's SSI section, including a listing of available SSI reports on various countries;
- ii) the status of ongoing SSI projects, a brief description thereof, and names/addresses of field advisors; and

iii) the work program over the next year including participation in or arranging of workshops and conferences.

If there is an internal evaluation of UNIDO's SSI activities and current issues, we would also be most interested in receiving it.

With best personal regards,

Sincerely yours,

Ernst Loeschner
Development Finance Companies Department

Enclosures: six

PS: I also enclose a report on current activities by the EMENA Division.

cc: Messrs. Fuchs/Kalmanoff
Mathew
Gustafson

cc: DFC Division Chiefs

Mr. Kalmanoff

June 12, 1975

Aroon K. Basak

UNIDO/IBRD Cooperative Program
Notes on 1975 Third Quarter Work Program

A. Defined Activities

Basak - Bahrain - Project Preparation

Dettinger - Zaire Copper Casting Project Preparation
Project Preparation
Report Writing

Al Ali - Egypt - Report writing for Economic Mission.

B. Probables

Tangania - Morogoro (one specialist in tanning leather
(one specialist in cotton textiles
Bolivia - Joint Fertilizer Mission with Fertilizer Unit

West Africa Fertilizer - Sheldrick

Nigeria - Small Industries - Consultant recruitment and training
facilities (through CP by ISI Division)

Bangladesh - Assistance in appraisal of BSIC

El Salvador/Guatemala - Small/medium Industry Review

Turkey - Technical assistance in project preparation by sub-borrowers
for agro-industry project.

C. General

Assisting on:

(a) Restructuring of UNIDO

(b) Preparation of Scheme for UIIC

(c) Examining in-house expertise in UNIDO in terms of Basak Aide
Memoire of June 11.

AKBasak:er

LE-UNIDO/IBRD COOP. PROGRAMME
Mrs. Boskey \$ 1044

UNITED NATIONS  NATIONS UNIES
UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

I understand from George that Mike and you had a meeting with Fuchs + Co and a telex went to B.B. in Vienna. That letter filed out more about this.
cc: Mr. Fuchs
Mr. Hoffman ✓
Michael

H74

LERCHENFELDER STRASSE 1, A-1070 VIENNA, AUSTRIA
P.O. BOX 707, A-1011
TELEPHONE: 43 500 TELEGRAPHIC ADDRESS: UNIDO TELEX: 75612

REFERENCE: Letter No. 79

23 May 1975

- Subject: 1) Proposal for a UNIDO Industrial Investment Centre
2) Industrial Development Board Meeting, April/May 1975

Dear George,

As you know, we had in January prepared a draft proposal for setting up a UNIDO Industrial Investment Centre along the lines of the FAO Investment Centre. You asked about details, and we also briefly discussed the idea with Michael Hoffman during my March visit in Washington. I have, however, not yet contacted Mr. Huyser, the Director of the FAO Investment Centre, on this subject, but I intend to do so in order to get more ideas and input in our own proposal as well as the experience which the FAO Centre has accumulated so far.

The idea of a UNIDO Industrial Investment Centre was also mentioned in two documents presented to the April/May meeting of the Industrial Development Board, as follows:

- (a) The Medium Term Plan for 1976/79 (ID/B/153) as presented to the 9th session of the IDB, on page 47, states that

"Within the Medium Term Plan period it is hoped to establish an "Industry investment centre", which would provide financing for all types of investment projects. The centre would consist of four main components: the UNIDO/IBRD Co-operative Programme; a multilateral/bilateral banking unit; a component dealing with commercial banks; and one dealing with industrial development finance institutions in developing countries."
(It is meant, of course, that the Centre would assist or advice in finding financing).

- (b) The proposed UNIDO Programme Budget for 1976/77, states on page 39(12.54):

"During 1976-1977, it is expected that a UNIDO industry investment centre will be established. This centre will require staffing, and the UNIDO/IBRD Co-operative Programme itself, which is now coming to full

Mr. George Kalmanoff
Deputy Director
Industrial Projects Department
International Bank for Reconstruction
and Development
1818 H-Street, N.W. Washington D.C., U.S.A.

1948 H-110000... RECEIVED

MAY 29 PM 3:38

UNITED STATES DEPARTMENT OF STATE... MAY 29 1948

(P) The following information was received from the...

(1) It is noted that the above mentioned...

(2) The meeting was held on May 27, 1948...

Reference is made to the above mentioned...

Very truly yours,

- (1) Information Development Board Meeting...

UNITED STATES DEPARTMENT OF STATE... MAY 29 1948

UNITED NATIONS DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS



UNITED NATIONS DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS

operation, will require additional staff. For these purposes, one additional P-4 post and one additional P-2 post are requested in 1976, as are a further P-4 post and a secretarial post in 1977. Provision is also made for a minimum level of consultant services."

Table 12-15, therefore, provides for an increase from 1974/75 to 1976/77, by 3 professionals and 1 GS post from the UNIDO Regular Budget. This does not yet consider any contribution by the World Bank to increased staffing costs."

..... I am attaching (1) a revised draft of "Annex D" dated
..... 21 May 1975, on the proposed Investment Centre. Also attached
find (2) "Annex C" on comments made by delegations during the
9th Board session. Since the World Bank/UNIDO Co-operative
Programme would be the core, or at least be closely associated
with such a Centre, as it is the case with the FAO centre, I would
very much appreciate your early informal reaction to those ideas.

At this occasion, I am also attaching the "Report of the
Industrial Development Board on the Work of its Ninth Session
(ID/B/156, 7 May 1975). Paras 142-144 deal with the proposed
Industrial Investment Centre idea.

Sincerely yours
and Best regards,

E. Becker-Boost
Director
World Bank/UNIDO Co-operative Programme

F. -
GABON
✓ cc LI-UNESCO/IBRD
any. Png.

May 8, 1975

Ms. G. Le Blanc

D. S. Ballantine *MB*

Paris - Discussions at FAC

Gabon - Completion Mission - Credit 540-GA

Paris - Discussions at Unesco on Cooperative Program
Terms of Reference

1. On or about May 15, 1975 you will proceed to Paris where you will discuss with FAC the Technical Assistance component of Gabon 540-GA as part of your participation in the Completion Mission.
2. On or about May 17, 1975 you will continue to Libreville, Gabon to join Messrs. M. Wilson and B. Hubert in order to review the results and condition of implementation of the First Education Project and in accordance with Terms of Reference furnished to Messrs. Wilson and Hubert on April 22, 1975.
3. On or about May 31, 1975 you will return to Paris, where you will visit Unesco for discussions on the Bank/Unesco Cooperative Program. These discussions will cover a review of the current operational activities. In addition and together with Mr. W. Lewis from P&B and Mr. R. Gomez, you will meet with the appropriate Unesco administrative staff to examine the current budgetary reporting system of the C.P. in order to work out a system more responsive to the Bank's requirements. Specifically, the Bank needs (a) more complete information on past manpower and expense data than is presently being furnished, and (b) a current reporting system which allows for better monitoring of expenses throughout the year against the fiscal year budget.
4. Upon your return to Washington on or about June 5, 1975, you will prepare a back-to-office report on the discussions in Paris on the Cooperative Program. You will also assist in writing the full completion report on the Gabon First Education Project.

Cleared with and cc: Messrs. Lethem and Erim (paras. 1,2 and 4)
GLB/mms *GLB*

Mr. Duncan S. Ballantine

April 11, 1975

Michael L. Hoffman

Unesco Cooperative Program

The word from Unesco is "don't rush things." Fobes had left Rome but I talked to Kit McKitterick, who usually knows what's going on. I also had a somewhat more formal talk with "Reggie" Najman, who both Kit and Varchaver say is the white haired boy in the M'Bow Unesco.

The task force on organization recommended changes that would create an Operations Service (or Department) reporting to the Deputy D-G (or the D-G). Najman will likely head it. Kit didn't go into detail but said the general effect could be described as:: back to Malcolm Adesaysha. The Coop Program would be in that complex and taken out of the Education Dept. I didn't react to this but my guess is it would be good on the whole for us. Is this wrong? According to Kit the D-G has just accepted this part of the recommendations of the task force, but says it can't be done all at once. He wants to do as much as he can on minor administrative changes without going to his Board.

Van Vliet is gone and three assistant D-G's are leaving July first. Platt may not stay in charge of the Program. Kit said by all means not to start a formal review of the Program before July 1, which seems to be a sort of D-day in Unesco. To this I said I thought you would be quite happy not to have to engage in the review any sooner -- I hope I'm right.

Kit stressed that the Coop Program as such was not dealt with at all in the internal review, so far. It was sort of treated as an alien body whose locus in the organization had to be considered, but not its nature or functions. She also said that M'Bow doesn't yet really understand what the Coop Program is or does.

I still think you ought to have a private talk with Jack Fobes as soon as possible, if only just to learn more about the winds of change in Unesco.

MLHoffman/pnn

MLH



LT-UNESCO

Executive Board Consejo Ejecutivo المجلس التنفيذي
Conseil exécutif Исполнительный совет

7, place de Fontenoy,
75700 Paris

téléphone : 566-57.57
câbles : Unesco Paris
télex : 27 602 Paris

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MAIL ADDRESSED
TO THE
PRESIDENT
IBRD

Subject: Executive Board, 97th session

... The Director-General has the honour to transmit the enclosed Provisional Agenda of the 97th session of the Executive Board, to be held from 5 to 22 May 1975 together with the documents prepared by the Secretariat for the session and issued at 5 April 1975.

Paris, 5 April 1975

Original to: *Mr Hoff*
Date: *Communication*
APR 30 1975
Section

LI-UNIDO/IBRD
Conf. Proj.

Letter No. 22

March 31, 1975

Ms. Herta P. Kaschitz
Research Assistant
IBRD/UNIDO Co-operative Programme
P. O. BOX 707, A-1011
Vienna, AUSTRIA

Dear Ms. Kaschitz:

Thank you for your letter of March 13, 1975, enclosing the "Checklist of UNIDO Documents".

We would like to receive the following documents listed on the issue dated 7 March 1975: (UNIDO/CS/SER.A/31).

UNIDO/IPPD.177
UNIDO/TCD. 411 (2 copies)

Thank you for your assistance in this matter.

Sincerely yours,

Jose M. Soncini
Industrial Projects Department

Mar



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