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THE WORLD BANK

Washington, D.C.

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The World Bank

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Washington DC 20433

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PUBLIC DISCLOSURE AUTHORIZED

EDI Update: Annual Meetings
Preparation

Tuesday, September 17, 1996
2:30 - 3:00 pm
E1227 Conference Room

DECLASSIFIED
WBG Archives



R2002-036 Other #: 24 Box #: 18647AB

30485703



President Wolfensohn - Briefings Books for Presidents Meetings - Meeting Material
Economic Development Institute [EDI] Update - Annual Meetings Preparation -

Archive Management for the President's Office

Document Log

Reference # : Archive-00808

Edit

Print

A. CLASSIFICATION

- ☒ Meeting Material
- ☐ Trips
- ☐ Speeches

- ☐ Annual Meetings
- ☐ Corporate Management
- ☐ Communications with Staff

- ☐ Phone Logs
- ☐ Calendar
- ☐ Press Clippings/Photos

- ☐ JDW Transcripts
- ☐ Social Events
- ☐ Other

B. SUBJECT: EDI Update: Annual Meetings Preparation
ATTENDEES: JDW, Thomas, Baird, Sandstrom, Bergen, Josie
--Evaluation of EDI by OED
--Memorandum of Understanding between the Government of the Republic of Singapore and the World Bank concerning a Third Country Training Programme

DATE: 09/17/96

C. VPU

Corporate

- ☐ CTR
- ☐ EXT
- ☐ LEG
- ☐ MPS
- ☐ OED
- ☐ SEC/Board
- ☐ TRE

Regional

- ☐ AFR
- ☐ EAP
- ☐ ECA
- ☐ LAC
- ☐ MNA
- ☐ SAS

Central

- ☐ CFS
- ☒ DEC
- ☐ ESD
- ☐ FPD
- ☐ FPR
- ☐ HRO

Affiliates

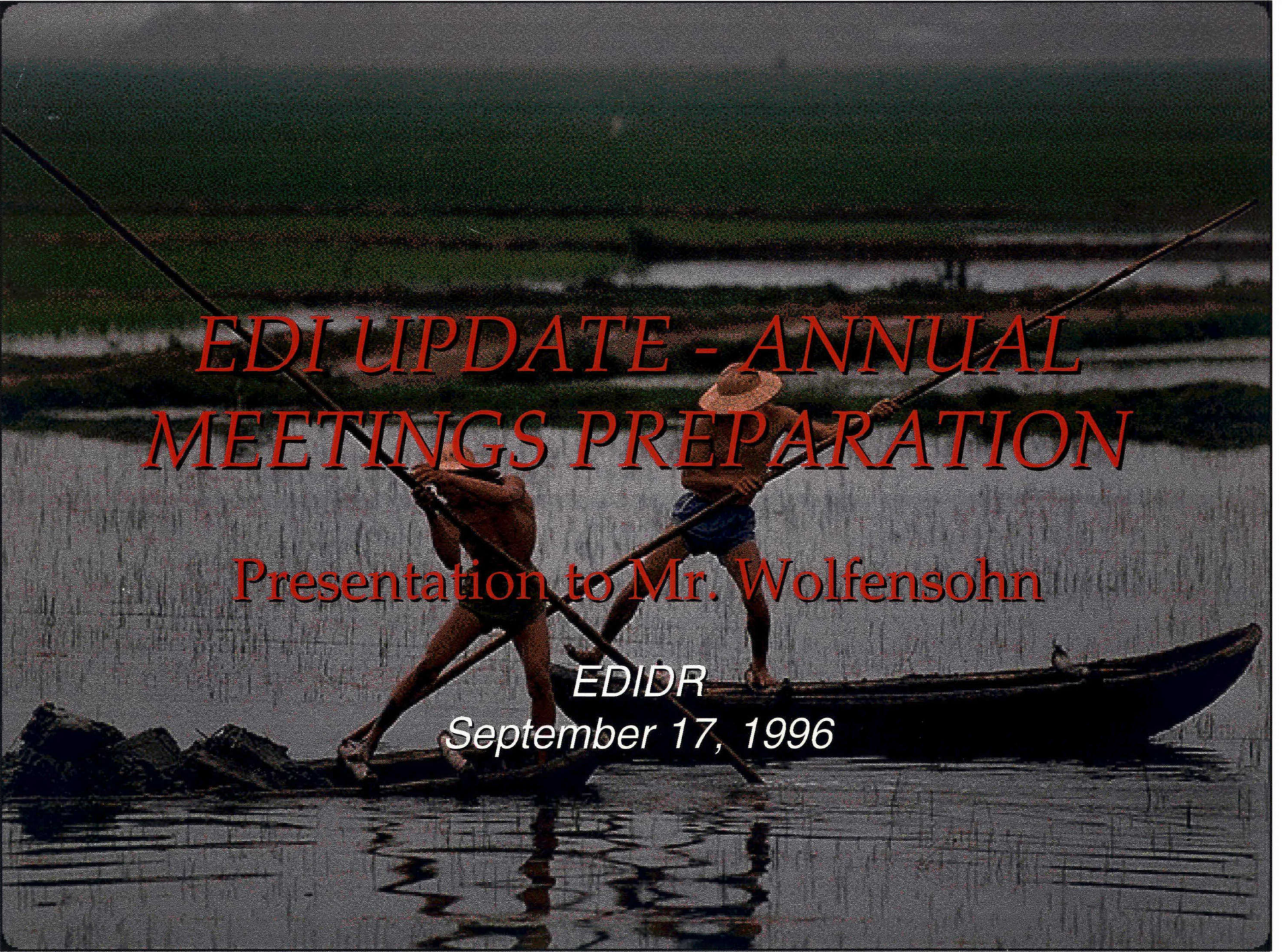
- ☐ GEF
- ☐ ICSID
- ☐ IFC
- ☐ Inspection Panel
- ☐ Kennedy Center
- ☐ MIGA

D. EXTERNAL PARTNER

- ☐ IMF
- ☐ UN
- ☐ MDB/Other IO
- ☐ NGO
- ☐ Private Sector

- ☐ Part I
- ☐ Part II
- ☐ Other

E. COMMENTS:

A photograph of two men in a dugout canoe on a river. The man in the foreground is shirtless and wearing dark shorts, leaning forward with a long pole. The man in the background is wearing a straw hat and blue shorts, also leaning forward with a pole. The water is calm, reflecting the sky and the men. The background shows a riverbank with some vegetation and a distant bridge.

EDI UPDATE - ANNUAL MEETINGS PREPARATION

Presentation to Mr. Wolfensohn

EDIDR

September 17, 1996

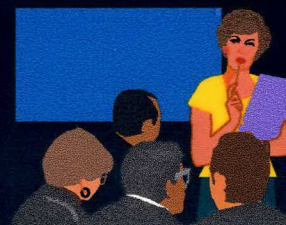


Learning and Partnership

*"Learning from others'
experience is one of the
keys"*

"I see the Bank ... as a partnership"

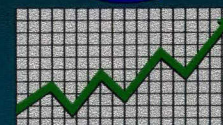
*(Mr. Wolfensohn's Speech at the
1995 Annual Meetings)*



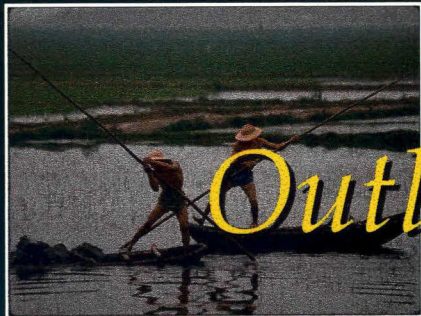
Learning



Partnership



Higher Project Returns



Outline of the Presentation

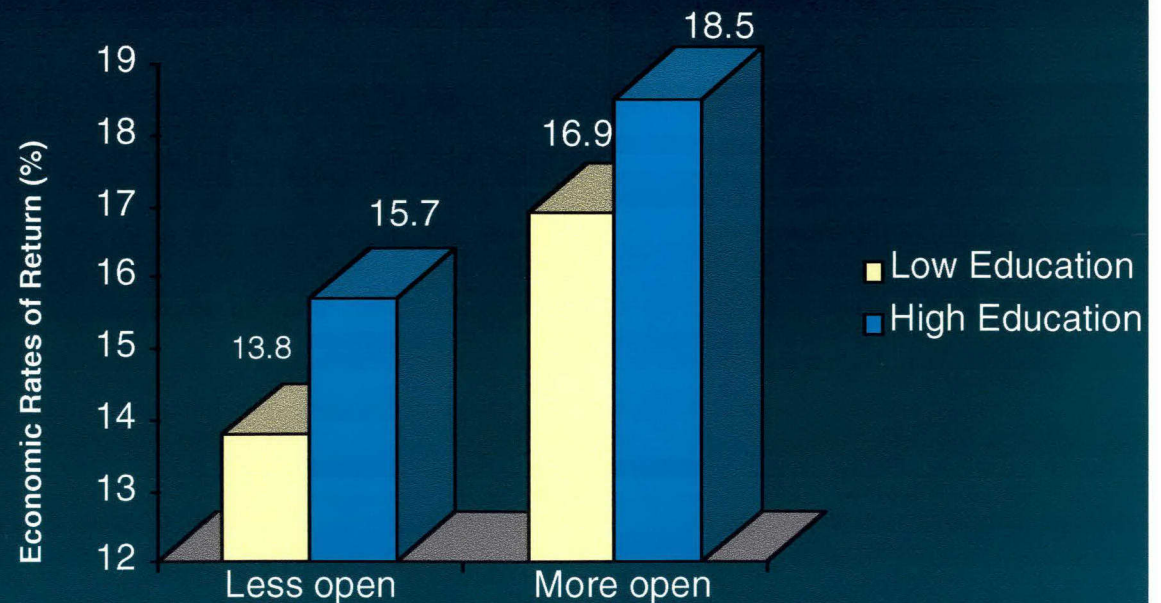
- ❖ Learning Improves Project Performance
- ❖ What the Bank is doing on learning
- ❖ Raising the Productivity of Investments
- ❖ Leveraging Knowledge Services
- ❖ Reaching Out Through Technology
- ❖ Forging New Partnerships
- ❖ Leading the Bank to New Initiatives



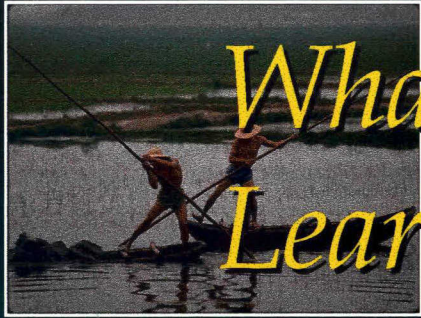
Learning Improves Project Performance

Increases in
education
and
openness
promote
investment
returns

Education, Openness, and Economic Rates of Return
of 1,426 World Bank Projects



Economic rates of return: Evaluation database by Operations Evaluation Department.
Education: average level of schooling of the labor force (Nehru and Dhareshwar, 1995),
Openness: logarithm of foreign exchange black market premium (Currency Yearbook).



What the Bank is Doing on Learning

1996

- ❖ Administrative budget: 80m (of which: EDI 30m; other capacity building efforts 50m)
- ❖ IBRD/IDA financed training: 500m

1997

- ❖ One third increase in EDI's budget (40m)
- ❖ Loan-financed training being estimated



Raising the Productivity of Investments

- ❖ Sri Lanka and Nepal EDI Manila Seminar on Economywide Policies and the Environment leads to Government/Bank decisions to integrate environment in the CAS. EDI providing national seminar support.
- ❖ El Salvador EDI and Operations collaborating with country officials to make learning for competitiveness and public sector modernization a central part of the CAS



Raising the Productivity of Investments (2)

- ❖ Colombia EDI supported consultation process brings teachers' unions for the first time into design of education projects supported by the Bank
- ❖ Cote d'Ivoire EDI and Operations bring the Prime Minister, local mayors, the private sector and NGOs together to build consensus for the launch of Local Government Strengthening Project
- ❖ Burkina, Guinea, Mali, Mauritania, Senegal EDI's Social and Gender Analysis Training (SAGA) prepares extension agents to work effectively with the primary producers of crops -- the women



Leveraging Knowledge Services

- ❖ Lessons of Adjustment Seminar
- ❖ Pension Reform Conference (Toolkits)
- ❖ WTO Accession
- ❖ Social Assistance Reform



Reaching Out Through Technology

- ❖ Global Links Television
 - Education, Environment, Governance
- ❖ Web-sites
 - African Economics Research Consortium (Nairobi)
 - FSU Universities (Moscow)
 - EDI Home page



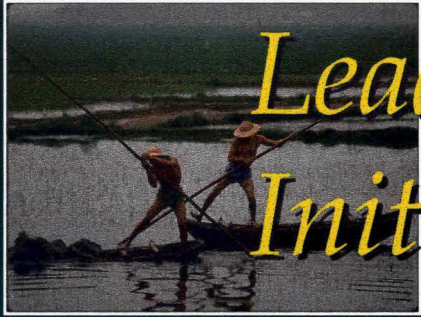
Reaching Out Through Technology (2)

- ❖ Web-sites being developed
 - EDI/UNICEF Development Education
 - Uganda School to School Initiative
 - Global Training Resources Network
- ❖ CD ROM
 - Project Management
 - Early Childhood Education



Forging New Partnerships

- ❖ Singapore EAP and EDI signed a 4 million program for 4 years to provide training in the environment and finance for Asia and Pacific countries. Agreements with Switzerland and Korea being discussed
- ❖ Annual Meetings EDI, EXT, USIA and the Soros Foundation collaborate to provide Eastern Block journalists with a week's training in economic journalism, a chance to cover the Annual Meetings, and a week's study of US financial institutions
- ❖ Bosnia EDI joins the Austrian Peace Institute to develop training in project management and conflict resolution

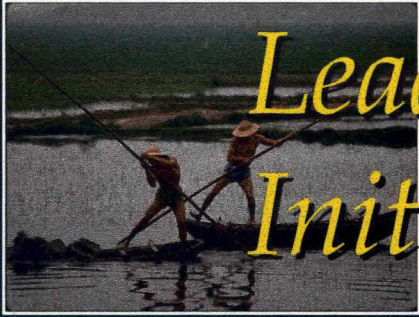


Leading the Bank to New Initiatives

Biodiversity: World Bank and EDI

Activities in the 24 Critical Ecosystems:

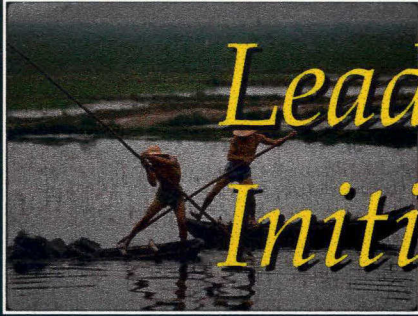
- ❖ Technical assistance and GEF support
- ❖ Establishment of a critical ecosystem partnership fund
- ❖ EDI's training to help countries develop their biodiversity
- ❖ Investments, community participation



Leading the Bank to New Initiatives (2)

Corruption: Bank actions in 4 broad areas:

- ❖ Economic policy reform
- ❖ Institutional reform
- ❖ Control of corruption within Bank financed projects
- ❖ EDI's role to strengthen civil society and self-promotion of national integrity



Leading the Bank to New Initiatives (3)

The Global Learning Forum

- ❖ First Global Conference in Toronto, 22-25, 1997
- ❖ James Wolfensohn, Canadian Prime Minister, others to give opening address
- ❖ Advance understanding of knowledge capital
- ❖ New public/private partnerships
- ❖ Exposition of best practices including technology
- ❖ Initial sponsor commitments: USAID, Swiss Government, Canada, 10 private corporations



Leading the Bank to New Initiatives (4)

Next Steps:

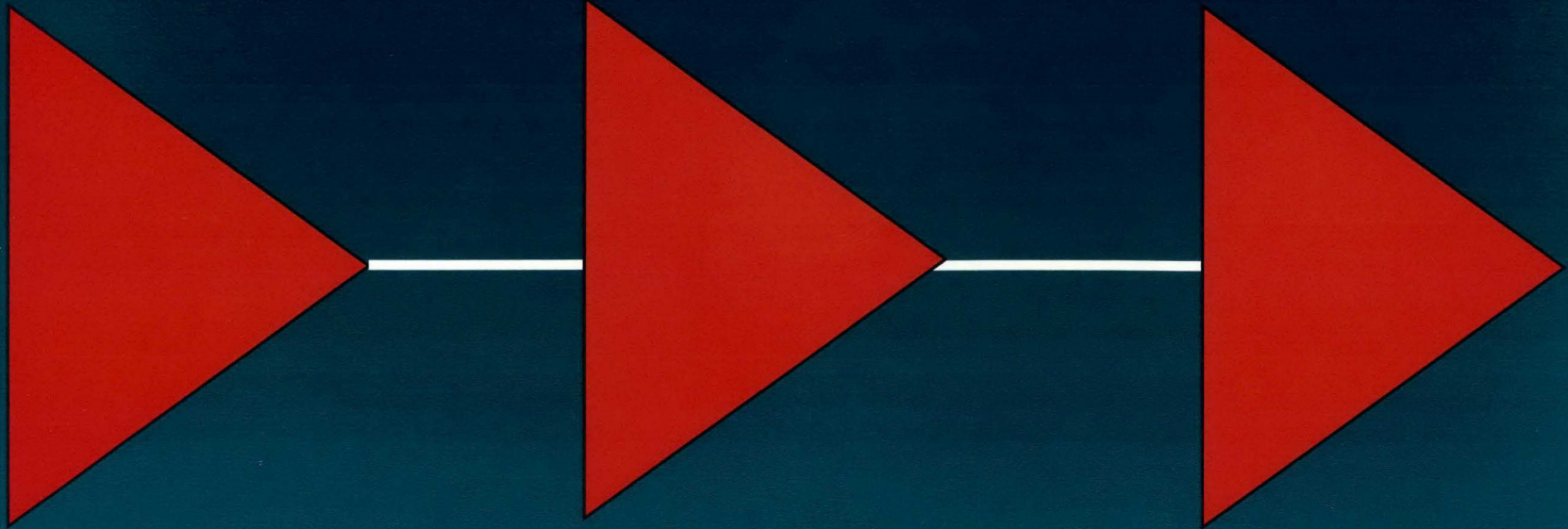
- ❖ Identify global leaders to speak
- ❖ Identify senior liaison in the President's Office



Rollout

**Improving
Bank's
Investments**

**Global
Information
Network**





The World Bank
Washington, D.C. 20433
USA

VINOD THOMAS
Director
Economic Development Institute
Development Economics

September 16, 1996

Mr. Jim Wolfensohn

Our Meeting on Tuesday September 17 at 2:30 pm

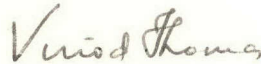
Dear Jim:

We very much look forward to our meeting tomorrow. Since the annual meetings are drawing near, we thought we would focus on learning, EDI and the annual meetings speech.

In addition to the main points of the presentation, I also attach:

- EDI's update for this month.
- An evaluation by OED of EDI.
- Our Singapore agreement on training.
- A report on Iran's family planning.

Best regards,



Vinod Thomas

OFFICE MEMORANDUM

DATE: September 16, 1996

TO: James D. Wolfensohn, EXC

FROM: Vinod Thomas, EDIDR *Vinod Thomas*

EXTENSION: 36300

SUBJECT: **EDI September Update**

As promised at our breakfast meeting in early August, this progress report provides actual FY96 results and plans for the FY97 program and budget. Though challenges remain, we continue to make progress in implementing EDI's expansion.

Background - FY96 Results

1. As reflected in EDI's FY96 Annual Report, EDI carried out its work program in FY96 with a \$44 million operating budget, 68 percent of which (\$30 million) came from World Bank funds and 32 percent (\$14 million) was cofinancing from bilateral and multilateral sources (see Annex 1). In addition, EDI managed \$9 million from the Government of Japan for the Joint Japan/World Bank Graduate Scholarship Program.
2. EDI reached a worldwide clientele in FY96 through 356 training activities in various regions, an increase of 18 percent over FY95. About \$7,000 participants benefited directly from EDI's training activities, and approximately 25,000 indirectly through training of trainers activities. EDI's resources were primarily used on learning activities (\$26 million) and on other operational activities (\$7 million) including regional coordination, ex-post evaluation, new product development, outreach and publications. Actual expenses and a fuller description of the summarized thematic and geographic results (see below) are detailed on Annex 1.
3. EDI has five Divisions, which provide the thematic framework for the program. In FY96, results by theme were as follows:

Themes	FY96 \$m	%
Regulatory Reform and Private Enterprise	7.2	27
Environment and Natural Resources	5.8	22
Human Resources and Poverty	5.5	21
Macroeconomic Management and Policy	5.3	20
New Products and Outreach	<u>2.6</u>	<u>10</u>
Total	26.4	100

4. As in the past, more than half (52%) of EDI's operations were focused on Africa (AFR) and Europe and Central Asia (ECA). This geographic distribution reflects not only the areas of greatest need in learning but also preferences of the external donor funds. Activities that encompass more than one region appear as World Wide.

Regions	FY96	\$m	%
AFR		7.8	30
EAP		2.8	10
SAS		1.8	7
ECA		5.8	22
MNA		1.9	7
LAC		2.5	9
World Wide		3.8	15
Total		26.4	100

The FY97 Program and Budget

5. EDI's program will expand considerably in FY97. As a result EDI's World Bank resources increased from \$30 million in FY96 to \$40 million in FY97. As in the past, these resources will be leveraged with cofinancing of about \$14 million. EDI's increased operating budget is \$54 million. Funding from the Government of Japan for the Joint Japan/World Bank Graduate Scholarship Program will be \$9.5 million.

6. The expansion is not only about increasing EDI's activities by one third but more importantly, increasing EDI's overall impact. To this end, EDI's strategy is fourfold:

- roll out successful and cost efficient programs in all developing countries, i.e., beyond AFR and ECA which were our regions of concentration;
- increase Regional Coordination to mainstream the rollouts and other programs at the Bank, and help to mainstream learning itself in the Bank's lending and policy work;
- help transfer EDI programs in countries through institutional/capacity building and partnerships; and,
- use new technologies to help connect the developing world in development learning.

7. Linked to this strategy, planned use of the resources is provided below

Activity	FY96 Actual	FY97 Plan
Learning Activities	26.0	33.0
Other Operational Activities	7.0	10.0
of which		
Regional Coordination	1.5	3.4
Institution Bldg./Partnerships	-	1.2
Ex-Post Evaluation	0.1	0.5
New Technology ¹	-	0.5

¹ Excludes Capital Budget allocation of \$2.5 million, for public education TV and distance education.

8. EDI has hired four (AFR, EAP, ECA, MNA) of the six ***Regional Coordinators*** planned for the year. Discussions to hire the LAC and SAS Coordinators are well advanced. The planned geographic distribution reflects the discussions with the Regions. We have established a \$2.4 million Regional Coordination Fund to be used as "seed money" for new activities where EDI and the Regions will collaborate:

	FY96		FY97	
Regions	Actual	World Bank	Donor Funds	Total
AFR	7.8	7.3	3.5	10.8
EAP	2.8	3.1	1.3	4.4
SAS	1.8	2.0	1.2	3.2
ECA	5.8	4.0	2.8	6.8
MNA	1.9	2.7	0.9	3.6
LAC	2.5	2.9	1.1	4.0
World Wide	<u>3.8</u>	=	<u>3.2</u>	<u>3.2</u>
Total	26.4	22.0	14.0	36.0

9. ***New Partnerships*** are beginning to be forged within and outside the Bank to leverage and get better impact. EDI is establishing new partnerships with Switzerland, Austria, and the graduated economies, Korea and Singapore. These partnerships will add to our existing one hundred fifty partners (Annex 2).

10. Our work on ***program quality*** is progressing well. We have hired a Program Manager who will manage the overall program. He was the Resident Representative in Cameroon, has a solid operational background and an extensive network of contacts to build on in reaching out to the regions. The Evaluations Adviser will be joining later in the fall and will primarily deal with ex-post reviews of the work program content.

11. We are putting a ***management information system*** in place as a tool for decision-making. The system will facilitate program and budget management and will permit a broader reporting on our activities than in the past. We are planning to report to the Board at Midyear.

12. Internal controls are in place. Accounting has been consulted and new guidelines have been issued.

EDI's FY96 Budget

Total Budget (in \$m)

EDI's Administrative Budget from the World Bank	30
Donor Trust Funds	14
EDI's Operating Budget	44
Japan/WB Graduate Scholarship Program	9
Total Budget	53

Operating Budget by Activity (in \$m)

Learning Activities	26
Other Operational Activities a)	7
Management, Overhead & Other b)	11
Total	44

a) Includes coordination, ex-post evaluation, new product development, outreach and publications

b) Includes leave, staff development, facilities and other overhead

Actual Expenses (in \$m)

	World Bank Admin. Bdgt.	Donor Trust Funds	EDI Operating Budget
Staff Costs	13.6		13.6
Consultant Fees	3.3	3.8	7.2
Travel Cost - Staff & Consultants	3.7	2.3	6.0
Participants' Costs a)	2.2	8.2	10.4
Procurement	2.1		2.1
Field Office Costs	1.1		1.1
Office Occupancy	2.2		2.2
Other Costs	1.7		1.7
Totals	29.9	14.4	44.3

a) Includes participants' travel, board, lodging, logistical arrangements overseas, contractual services, etc.

FY96 Learning Activities by Theme and Region (in US \$m)

	AFR	EAP	SAS	ECA	MNA	LAC	World- wide	All region	Percent
New products and outreach	0.3	0.2	0.0	0.8	0.1	0.0	1.2	2.7	10
Macroeconomic management and policy	1.5	0.5	0.0	1.4	0.3	0.5	1.2	5.3	20
Environment and natural resources	1.7	1.2	0.8	0.4	0.9	0.6	0.1	5.8	22
Human resources and poverty	2.6	0.3	0.7	0.6	0.3	1.0	0.1	5.5	21
Regulatory reform and private enterprise	1.8	0.6	0.3	2.6	0.3	0.4	1.2	7.2	27
Total	7.9	2.8	1.8	5.8	1.9	2.5	3.8	26.5	100

Geographic Distribution	FY96 Actuals		FY97 Plan					
	Total \$m	%	World Bank \$m	%	Donor TF \$m	%	Total \$m	%
AFR	7.8	30	7.3	34	3.5	25	10.8	30
EAP	2.8	10	3.1	14	1.3	9	4.4	12
SAS	1.8	7	2.0	9	1.2	9	3.2	9
ECA	5.8	22	4.0	18	2.8	20	6.8	19
MNA	1.9	7	2.7	12	0.9	6	3.6	10
LAC	2.5	9	2.9	13	1.1	8	4	11
World	3.8	15			3.2	23	3.2	9
Totals	26.4	100	22.0	100	14.0	100	36.0	100

EDI PARTNERS

EDI is constantly developing financial, intellectual and operational partnerships in its efforts to expand and improve its work program and products. The lists below reflect most of the organizations with whom we have actively worked over the past year.

Principal Multilateral, Bilateral and Foundation Partners

Multilateral Development Organizations

African Development Bank (AFDB)
Arab Monetary Fund
Asian Development Bank (ADB)
Bank for International Settlements (BIS)
Council of Europe
European Bank for Reconstruction and Development (EBRD)
European Union (EU)
Inter-American Development Bank (IDB)
International Development Research Center (IDRC)
International Fund for Agricultural Development (IFAD)
International Labor Organization (ILO)
International Monetary Fund (IMF)
Islamic Development Bank
Organisation for Economic Development and Cooperation (OECD)
UN Children's Fund (UNICEF)
UN Development Programme (UNDP)
UN Educational, Scientific and Cultural Organization (UNESCO)
UN Environmental Program (UNEP)
World Health Organization (WHO)
World Trade Organization (WTO)

Total	20
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Bilateral Agencies

Austria
Australia
Canada
Denmark
Finland
France
Ireland
Italy
Japan

Netherlands
Norway
Sweden
Switzerland
United Kingdom
United States

Total	15
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Foundations

Ford Foundation
Inter-American Foundation
Rockefeller Foundation
Soros Foundation

Total	4
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EDI Learning Institutions and Other Operational Partners

Academy of Management of the Counsel of Ministers, Minsk
Academy of National Economy of the Government of the Russian Federation
Administrative Staff College of India
Africa Capacity Building Foundation
African Association of Development Finance Institutions
African Economics Research Consortium
African Management Services Corporation
African Rural Development Network
Agence pour la Coopération Technique, Industrielle et Economique France (ACTIM)
Agriculture Management Training
Amazon Cooperation Treaty
Arab Monetary Fund, Economic Policy Institute
Arab Organization for Administrative Sciences
Association of Development Financing Institutions in Asia and the Pacific
Association des Economistes d'Afrique de l'Ouest
Association des Instituts de Management de l'Afrique Francophone
Association des Institutions de Formation et de Perfectionnement en Management d'Afrique
Association of Management Training Institutions of Eastern and Southern Africa
Bank of Mongolia
Bank of Tanzania
Banque Centrale des États de l'Ouest
Banque des États de l'Afrique Centrale
Belarus Scientific Industrial Association, Minsk
Bishkek School of Management (Business)
Bunda College of Agriculture (Malawi)

Bureau Régional d'Education en Afrique
Bureau Régional de Dakar (Unbsco)
Capital Market Institute, Prague
Capital Markets and Securities Authority, Tanzania
Center for Economic Reforms, Cabinet of Ministers
Central and Eastern European Privatization Network
Centre d'Études et de Recherches sur le Développement International (of the University of
Clermont-Ferrand)
Centre Africain de Management et de Perfectionnement des Cadres
Centre Africain d'Études Supérieures en Gestion
Centre de Perfectionnement aux Techniques de Développement
Centre de Perfectionnement et d'Assistance en Gestion des Entreprises
Centre for Management Development
Centre Ivoirien de Recherches Economiques et Sociales
Centre National de Recherches Scientifiques
Centre Ouest-Africain de Formation et d'Études Bancaires
Centro de Capacitación y Desarrollo de los Gobiernos Locales
Centro de Estudios de Transporte e Infraestructura
Charles University (Prague)
ComCen, Kaliningrad
Commonwealth Secretariat
Development Academy of the Philippines
Development Finance Institutions
Donors to African Education
East and Southern Africa Management Institute
École Supérieure d'Agriculture de Mograne (Tunisia)
Economic College, Ulan Bator
Environmental Economics Network for Eastern and Southern Africa
Enterprise Management and Restructuring Center, Ulan Bator
Ethiopian Management Institute
Finance Academy of the Government of the Russian Federation
Food and Agriculture Organization
Forum for African Women Educationalists
Foundation for Advanced Studies in International Development (Japan)
Ghana Institute of Management and Public Administration
Higher Education for Développement Cooperation
Institut Africain de Développement Economique et de Planification
Institut Agronomique et Veterinaire Hassan II (Morocco)
Institut International d'Administration Publique
Institut Mediterranéen de l'Eau
Institut National Agronomique de Tunis (Tunisia)
Institut Supérieur de Commerce et de l'Administration des Entreprises (Morocco)
Institut Supérieur de Gestion (Tunisia)
Institute Centroamericano de Administracion
Institute of Development Management (Botswana, Lesotho, Swaziland)

Institute of Development Management (Tanzania)
Institute of Economy, Academy of Science, Ashkabad
Institute of Economy and Business, Tashkent
Institute of Public Administration, Saudi Arabia
Institute of Strategic and International States, Malaysia
Institute on Governance
Interministerial Commission for Restructuring
International Business School "Future," Tashkent
International Business School, Kazakhstan
International Business School, Moscow
International Center for Market Economy, Almaty
International Finance and Banking School, Moscow
International Food Policy Research Institute
International Fund for Agricultural Development
International Irrigation Management Institute
International Management and Business Development Center, Irkutsk State University, Irkutsk
International Management Institute, Kiev
International Monetary Fund Institute
Joint Vienna Institute
Kaliningrad International School of Business, Kaliningrad
Kaliningrad Property Agency, Kaliningrad
Kazakh State Academy of Management
Kazakhstan Institute of Management and Economic Prognosis, Almaty
Kenya Institute of Administration
Kenyan Institute of Management
Kiev State University of Economics
Makerere University Institute of Social Research
Makerere University (Uganda)
Mananga Management Centre, Swaziland
Management Service Board
Mayak, Nizhny Novgorod
Moscow City Property Agency
Moscow City Government
Moscow Engineering Physics Institute
Moscow Institute of Economics and Statistics
Moscow State University
National Research Centre for Resettlement, Hokai University
NP Consult, Moscow
Pan African Institute for Development/Institut Panafricain pour le Développement
Pan-American Health Organization
Philippines Civil Service Commission
Port Elisabeth Technikon (South Africa)
Program Systems Institute, Pereyaslav
Programa de Estudios y Entrenamiento Econtitut

Retraining Institute of the Ministry of Economy, Almaty
 Samarkand International Business School, Samarkand
 Senghor University (Egypt)
 Shanghai University of Finance and Economics
 South East Asian Conference on Agriculture Training Center, Philippines
 State Economic University, Kiev
 State Hydraulic Authority (DSI), Turkey
 State Management Academy, Almaty
 State University, Vladivostok
 State University, Dnepropetrovsk
 Tanzania Investment Bank
 Tashkent State University
 Tashkent State University of Economics
 Tbilisi Banking Training and Consulting Center
 Turkish International Cooperation Agency (TICA), Istanbul
 UFE Foundation, Kiev
 Union of African Water Suppliers
 United Nations Environmental Program
 United Nations Development Programme
 United Nations Children's Fund
 United Nations Educational, Scientific and Cultural Organization
 United States Agency for International Development
 United States Information Agency
 Universities of the Amazonas
 University of Durban/Westville (South Africa)
 University of Orange Free State (South Africa)
 University of Stellenbosch (South Africa)
 University of the North (South Africa)
 University of the North-West (South Africa)
 University of the Witwatersrand (South Africa)
 University of Venda (South Africa)
 University of Western Cape (South Africa)
 Urals State University of Economics, Yekaterinburg, Russia
 VISTA University (South Africa)
 Water Utility Partnership for Africa
 West African Management Development Institutes
 World Health Organization
 World Resource Institute
 Zimbabwe Institute of Public Administration and Management

Total	151
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**Evaluation Practice in the
Economic Development Institute
A Review**

**Operations Evaluation Department
June 28, 1996**

1. Introduction, conclusions, and main recommendations

Introduction

In November 1995, EDI presented a report to the Board entitled "Looking to the Future" shaping its new strategy. That report outlines major areas for evaluation improvements in EDI, and proposes specific areas for strengthening its evaluation program. During the Board discussion, several Executive Directors requested that the Operations Evaluation Department conduct a review evaluation in EDI with a view to installing evaluation mechanisms appropriate to EDI's expanding role. This review is designed to meet that objective.

The review was carried out with the full cooperation and participation of EDI managers and staff. A Bankwide panel was set up to provide advice to OED on the review's terms of reference, and a senior consultant was engaged to provide valuable analysis of existing evaluation practices in EDI, as well as to explore evaluation strengthening options. The review, however, is the sole responsibility of OED.

Present practices

The review confirms that the approach to evaluation in EDI has changed for the better. OED is confident that EDI is taking the steps necessary to greatly strengthen evaluation. The new management sees evaluation as an essential requirement for quality assurance, lesson learning, and accountability. While the review recognizes that EDI employs valuable informal evaluation procedures, it concludes that important gaps in EDI's evaluation system need to be filled. Specifically:

- Scattered experience with formative evaluation (evaluation of the learning process itself) needs to be brought together with a view to adopting a systematic approach.
- End-of-seminar questionnaires are an important component of the Institute's evaluation work. Computerized analyses, comparing results for one seminar against comparable ones for other seminars, are used by task managers to improve their seminars and courses, but the information should become transparent, suitable for systematic analysis of crosscutting issues of importance to management such as it is being done for some issues, and shared with partner institutions.
- More participation by partnership institutions should be explored when evaluation programs are designed, particularly in follow up of training participants. Equally, EDI should strengthen the evaluation capacity of partnership institutions as a fundamental part of its work.
- Ex-post and impact evaluations should be planned according to a well thought out program of management priorities. They should focus on how the participants' assessments of their training experience link up to how they have been using it.
- Feedback systems have been introduced at the operational level, notably the SPARCS sheets, but there is a marked gap in feedback at the strategy/policy level.

Main recommendations

The review's recommendations address three groups of issues: (i) how can EDI best organize its evaluation work to meet the demands of EDI's strategy; (ii) what new evaluation practices should EDI introduce; and (iii) how should EDI's evaluation practices be enhanced. The conclusions section of this review, as well as section 2 and 3, cover in great detail the major suggestions for improvements in present and proposed evaluation practices and need not be repeated.

EDI management has unveiled a new strategy calling for a significant expansion in the learning programs and activities it will undertake. Its strategy calls for a key role for evaluation, and financial resources have been identified to meet the growing demands. EDI has kicked-off the implementation of its evaluation strategy by identifying evaluation as a specific responsibility. EDI's initial steps toward strengthening evaluation have been: (a) explicit senior management commitment; (b) establishment of an evaluation advisor position, with the search underway; (c) a five-fold increase in resources earmarked for evaluation; and (d) appointing Regional coordinators in EDI to work closely with Bank operations in order to identify needs, set program priorities, and get more impact. This review recommends additional steps which EDI is committed to take:

- EDI's evaluation strategy should be broadened to: (i) influence strategy setting, program design, and resource allocation; (ii) focus more systematically on the impact of its programs and activities; (iii) introduce process evaluations; and (iv) involve partner institutions in core evaluation work.
- Evaluation strategies should be built into each major program or activity sponsored by EDI and connected to CVPs and regional program evaluation efforts.
- Evaluation practice should be mainstreamed in each of the EDI divisions. An evaluation culture should emerge and take hold once division chiefs accept the responsibility to use evaluation mechanisms to improve the design and management of the programs and activities under their control, and to provide EDI's front office with systematic performance information and relevant lessons of experience.
- EDI's evaluation adviser should:
 - (i) provide advice, and training, to the EDI divisions on the use of appropriate evaluation tools and on the preparation of terms of reference for evaluation work;
 - (ii) report to EDI director on a continuous basis on the major cross-divisional and strategic issues emerging from evaluation work and support EDI management in assessing the implications of evaluation findings for efficient and effective allocation of EDI resources;
 - (iii) monitor the divisional evaluation work programs and assess periodically the status of EDI's evaluation system and processes, including monitoring the evaluations of programs supported by Trust Funds, as called for in the "Evaluation of Trust Funds" report (CODE 96-18); and
 - (iv) communicate with Bank units, including OED, to ensure appropriate two-way dissemination and feedback of lessons drawn from self-evaluation and independent evaluation work.
- To enhance accountability, EDI should rely on independent reviews by OED of a sample of EDI evaluations.

2. Improving EDI's present evaluation practices

The learning process

There is no systematic approach to evaluation of learning processes ("formative" evaluation) in EDI. Few task managers establish a baseline of the current situation in a particular country vis-à-vis what they are trying to achieve in the seminar or course. Baseline information is important so that the course content can be matched as closely as possible to the demand and participants are carefully selected. The quality of EDI activities and programs would improve if EDI relied on formative evaluation to assess its progress and allocate budget resources.

There is scope for more work by EDI in identifying promising ways of assessing learning. The extensive experience of task managers should be reviewed and documented, and proposals put forward for implementation by the EDI Divisions.

End-of-seminar questionnaires

These up to now have been the flagship of the evaluation effort in the EDI. EDI has developed a computerized system of analyzing the end-of-seminar questionnaires. The analyses are returned to task managers usually within six hours so that they can incorporate them into their management reports. However, there is a inevitability gap with respect to these questionnaires, because they usually come up with relatively high ratings. Most participants are appreciative of the experience, which they nearly always enjoy and which does not cost them personally anything. Therefore, they will give high ratings even though they may never expect to use what they have learned. This happens often with training everywhere, but agencies working in the field of training or learning dialogue still feel the need to have such end-of-course questionnaires. On balance, however, EDI believes that participants are likely to be responsible professionals in their evaluation of training activities. Small differences in end-of-seminar questionnaire ratings yield valuable feedback. For example, analyses carried out by EDI of these questionnaires have shown the importance of good participant selection and good matching of course content to participants' needs. The questionnaires are also important base material for impact studies of programs and for tracer studies and for researching into cross-cutting issues. So there is a need to continue to improve the system.

The analyses of the end-of-seminar questionnaires have shown that the way participants are selected is one of the main factors influencing the success or failure of an EDI activity. Some task managers ensure good selection through advanced client country visit, jointly with people from the operations side of the Bank, or targeting candidates linked with Bank operations. When the selection is made by the client country government, EDI attempts to influence their decision so that the right people are chosen. Evaluations suggest that if possible a fairly homogeneous group should be chosen so that the course content can be made as relevant to practical needs as possible.

While the design of the end-of-seminar questionnaires could be improved, and EDI's evaluation advisor should explore ways of doing this, the problem lies more in how they are used. They are not handled transparently by task managers and there is little dissemination of their content to EDI management and partner institutions. Up to recently a task manager had no responsibility to show the questionnaire results to anyone. *EDI management should establish an "open accounting" process, including sharing the results with the partnership institutions.* It should also develop a standard information instrument, such as a video, to explain the aim of questionnaires to all participants.

Tracer studies

EDI has experimented with tracer studies. These began in 1991, but eventually were abandoned because the participant response rate was too low. The best rate of response reached was only 26 percent. New approaches were tried without success so the experiment was brought to an end. A system of one-shot questionnaires, sent one year after the participant had returned, has also been tried, but again the response rate has been low—often not more than 20 percent.

Following up on participants to assess the effectiveness of learning activities and programs is a key responsibility of the EDI, yet tracer studies have not proven successful in yielding reliable information. Even information from tracer studies, conducted as part of evaluation reports of programs or activities, have not succeeded. The interview technique is regarded as a viable option. *EDI should consider introducing a system whereby partnership institutions do follow up interviewing.* Some of the evaluation reports reviewed (see Annex 1) show that partnership institutions can be effective in contacting alumni and interviewing them. These arrangements should be built into EDI programs or activities from the start and be an integral part of the management information flows. In addition, to complement this source of information, *EDI managers should consider setting up "longitudinal studies" on a sampling basis to assess the extent of behavioral changes, which require time to be observable.* Longitudinal evaluations would need to use measurement criteria appropriate to the objectives of the program or activity. This information should validate or provide a reality check on the shorter cycle questionnaire and interview approaches.

Ex-post and impact evaluations of activities and programs

A key objective of the present review was to assess the quality of a sample of 12 EDI evaluation reports. These are evaluations of stand-alone EDI activities such as seminars and workshops as well as evaluations of the larger EDI programs.

Criteria were defined and rated on a scale ranging from unsatisfactory (1) to good (4) (see Annex 2). The results show that the quality of most of the EDI evaluation reports is generally acceptable (see rating for each report in Annex 1). Evaluations of programs are generally of higher quality than those of activities and seldom leave out significant aspects such as poverty alleviation, gender or sustainability, whereas there is a greater tendency for these to be overlooked in the more focused activity evaluations.

An analysis of the main reasons for unsatisfactory or marginal ratings for evaluation reports indicates the following problems in order of frequency (high to low)¹:

- Little or no reference to: gender [8], cost effectiveness [6], EDI follow-up activities [5], and selection and preparation of participants [5].
- Survey results inadequately tabulated or presented [5].
- EDI's relationships with partnership institutions not adequately covered [4].
- Process of end-of-seminar evaluation not adequately covered [4].
- EDI's activities not compared with comparable ones [4].
- No actual examples collected of how alumni are using what they have learned [3].

¹ Number in brackets refers to the number of evaluation reports where the problem was observed.

- No reference to materials provided by alumni as evidence that they are using what they learned [3].
- Institutional strengthening not adequately covered [3].
- Evaluation team members not independent of activity being evaluated [2].
- Objectives of evaluation not clearly set out [2].
- Networking not adequately covered [2].
- Sustainability not adequately covered [2].
- Environment and poverty alleviation not adequately covered [2].

The analysis shows that some evaluations focus disproportionately on the EDI activity itself, and they tend to ignore EDI's learning and institutional strengthening objectives. Too few attempts are evident that evaluators collect actual examples of how the participants apply in their jobs what they have been taught. Among other aspects, these results confirm what is already known in the EDI, namely the importance of choosing the right participants at the beginning of an activity, and of following them up afterwards.

The review also shows:

- The lack of common approach to evaluation—making it difficult to compare and synthesize the lessons.
- A virtual absence of participatory methods.
- A scarcity of information of an impact nature, that is, they are mostly about participant's hind-sight impressions about their EDI experience, although they may have some slight reference to how they are using that experience, but again not much about actual impact.
- The difficulty of attributing cause and effect. It was seldom possible to say with any confidence that a particular policy decision, for instance, was the result of any particular EDI input. In fact, most evaluation reports ducked the issue. They simply asked former participants what they were doing with what they had learned. The replies covered such aspects as: EDI training materials being used in subsequent training activities; alumni preparing in-house guidance manuals based, at least in part, on their EDI experience; alumni networking with other alumni in their region; and alumni keeping in touch with EDI staff and resource persons—often in relation to follow-up activities.
- Little reference to behavioral changes that could be attributed to the EDI input, nor much attempt to test these with supervisors or subordinates.

Yet, the main problem with evaluation reports is not their quality, but that there are not prepared systematically and therefore their numbers do not provide a sufficiently broad base for learning. *EDI will need to introduce an evaluation plan which provides a sound basis for meeting its lesson learning needs and accountability requirement for the use of resources.*

EDI will also need to prepare guidance on evaluation to ensure that relevant issues are assessed and appropriate processes followed. Such guidance needs to address the role of the various stakeholders, including that of partnership institutions.

Evaluation feedback mechanisms

EDI has developed a number of feedback mechanisms, as described below, but they mostly relate to feedback at the operational level and there has been a marked absence of effective feedback at the strategy/policy level.

Seminar Practice for Raising Comprehension and Satisfaction (SPARCS)

In January 1992, EDI introduced a new system of very brief-notes (SPARCS) on innovative or useful ideas connected with any aspect of EDI's work. They have since appeared monthly, and EDI task managers find them generally useful and keep them for further reference. *This work could be more useful if it was made part of EDI's management information system and if it were summarized periodically.*

Stakeholder meetings

Participants who have distinguished themselves at previous EDI seminars, have been invited by EDI to participate in focus groups sessions. Two of these sessions have been held since March 1995. Stakeholders stressed a number of important lessons for the EDI including: the need for EDI to be demand driven through better assessment of participants' needs; the need for more follow-up and to foster closer cooperation with partnership institutions; and the need to focus more on ultimate beneficiaries. These stakeholder meetings are innovative and a cost effective approach to assess clients perspectives.

Seminars and retreats.

EDI has periodically arranged in-house seminars to enhance feedback from the more important evaluations, especially the larger program ones. However, attendance has generally been low. Effort needs to be made to make these seminars more attractive to staff. One way of doing this might be to synthesize evaluation findings around relevant topics, so that staff will be attracted to participate and give their views. EDI also has an intensive program of retreats and in-house meetings which provide opportunities for the feedback of evaluation findings. EDI management should ensure that evaluation work and experience is effectively addressed.

Publications

Over the years EDI has organized the publication of a number of manuals and other development studies. In addition to these, EDI publishes *The EDI Review*. These publications have enhanced EDI's public image and have helped to disseminate evaluation findings .

Major Findings from a review of present evaluation practices

The review has identified a number of serious gaps in the present evaluation practices, and these include:

- The lack of any systematic approach to formative evaluation
- Inadequate baselines
- Not enough being done about impact evaluation
- Not enough coordination and planning of the evaluation work of the institute
- Inadequate system of activity/program cycle management
- Above all, no system of effective feedback at the strategy/policy level
- Lack of process evaluation

3. Introducing new evaluation practices in EDI

Improving monitoring and mid-term evaluation procedures

At present there does not seem to be any formal monitoring procedures in place at EDI. However, with a recent trends towards programs there is now a need to ensure adequate monitoring. The information from an appropriate monitoring process can be an important element in effective strategic/policy level feedback as well as in programs and budgets. The monitoring process should be set up close to the activity or program cycle. In many development agencies, including in the Bank's enhanced supervision processes, the *Logical Framework approach seems to form an adequate basis for monitoring. EDI should consider adopting it.*

Process evaluations

Although each EDI division has internal quality review processes for its programs, at present the EDI does not undertake enough process evaluations. EDI recognizes the need to strengthen this area. These are evaluations of the various processes involved in the delivery of training, or learning activities. The Bank and many development agencies devote an important evaluation effort to this type of work. For example, OED carries out annual reviews of the process via which the Bank's prepares its annual review on portfolio performance. Similarly, *EDI should periodically examine its key processes, including the performance of its evaluation processes.* As a guide to the sort of process evaluations that might be appropriate for the EDI, the following provide an illustration:

- How partnership institutions are selected, and the development of relationships thereafter.
- How EDI is strengthening its partnership institutions in general, and in the field of evaluation.
- How participants are selected .
- How course content is decided in relation to needs.
- Cost effectiveness of holding activities in different locations, or using different pedagogic techniques.
- To what extent are Action Plans acted upon
- What techniques for assessing learning have proved to be most effective?
- How are resource persons selected, and how effectively are they used?
- How can EDI's relations with Operations be made more effective?
- How can the EDI's MIS system be made more quality-oriented?
- How can the activity briefs system be adapted to make it more efficient as a an activity/program management cycle system?
- What scope is there for market-testing in EDI?

Evaluating EDI's new areas of work

The EDI is moving into new areas of activity where it urgently needs quick feedback on what works well and what doesn't. This includes not only new technologies but new clients such as parliamentarians and journalists, and the general public through mass media. This is a different kind of evaluation work from that which the Institute has been concerned with in the past. The criteria for evaluation needs to be developed. If the market is the general public, then entertainment value may be the main criterion of quality from the user's standpoint. All this raises difficult questions of evaluation which EDI will need to address.

EDI's role in strengthening the evaluation capabilities of partnership institutions

This is not completely new since, for example, EDI has had some experience in providing assistance to the Russian Institute of Sociology in the Organization of their tracer survey. However up to now there has not been any systematic plan to strengthen the evaluation capabilities of the partnership institutions, and this must surely rank quite high in the priorities of EDI. It is clear that it will have to be the task managers who take the leading role in strengthening the partnership institutions and, therefore, the EDI divisions should place this up front on their evaluation strategies. *EDI management will need to be certain that implementation of training activities and programs does not undermine quality improvements at the partnership institution end.*

Evaluation's role in staff development

As EDI implements a new evaluation programs, the Evaluation Adviser should play a leading role in supporting staff getting up to speed on the evaluation issues involved. Furthermore, *a link between evaluation results and personnel planning and performance assessment may be explored.*

EDI and the evaluation of trust funds

A recent review of how Trust Funds are evaluated by the Bank (CODE96-16) found that trust fund operations were generally inadequately evaluated, especially in terms of their development performance. This is largely because donors seldom stipulate that evaluation should be carried out. This is rapidly changing. The Trust Fund report, which was endorsed by management and sent to the Board, suggests that the Bank has a responsibility for ensuring that these funds are used to pursue development objectives and should be evaluated systematically. The report presents an approach for how Trust Fund operations should be evaluated. As far as EDI is concerned, it has not handled the *evaluation of Trust Fund financed activities and programs any differently than other sources of funding, and therefore is an area where it needs to be responsive to the new evaluation requirements, whether donors require evaluation or not.*

Evaluation's role in fostering an activity/program management system

In most development agencies evaluations have found that the most important factor influencing the success or failure of most development activities is the extent to which they were well prepared in the first place, with clear objectives, and had some way of assessing progress towards achieving them. The main activity/program management system in use in EDI at present is the Activity Brief, and the Summary Activity Brief which feeds into the Management Information System. The activity briefs examined for this review varied greatly in content and usefulness. A few are almost Logical Frameworks, with objectives, indicators and risk assessments, but the majority are much more basic, are not prepared on time, so their effectiveness as a management evaluation tool is limited.

EDI is planning to introduce in FY97 an ex ante quality assurance program to help task managers improve the designs and documentation of programs and activities. It has also put in place "access" data bases for the information on programs, activities, and participants. These steps will deal with some of the weaknesses of the present system. However the *EDI may wish to consider the introduction of the Logical Framework system, especially as it is now coming into use elsewhere in the Bank, and is used extensively outside it. The system is indeed being taught in many EDI seminars*

on project management, so it is ironic that EDI doesn't use it for its own purposes at present - at least not uniformly.

Feedback at the strategic/policy level

One of the *main tasks of the Evaluation Adviser, in concert with the EDI management team, will be to start fostering a new culture of organizational learning in the EDI.* This is central to the organization of an effective evaluation system in the EDI, and to decide on its future evaluation program. Its aim is to encourage strategy/policy level feedback of evaluation results, and translating these into practical action.

Relationship between EDI and OED

This review has emphasized the importance of mainstreaming self-evaluation within the EDI divisions, and to build evaluation strategies into new programs and activities. OED staff are already advising EDI on impact evaluation of some major programs. In addition, this review has suggested some of the major functions of an EDI Evaluation Adviser, a position which EDI has created. *The Evaluation Advisor should maintain close professional linkages with OED and OEG.* The implementation of the recommendations of this review taken as a whole should enhance lesson learning, communication with all relevant Bank units and OED, and produce effective feedback. To enhance EDI's accountability, *OED will continue to review EDI's evaluation products on a sample basis, and, as with other non-lending services of the Bank, it will from time to time review the effectiveness of EDI's evaluation system.*

EDI links with Bank operations

EDI has been developing increasingly strong links to Bank operations. These links should be nurtured as they are providing a much enhanced level of ex ante evaluation of needs and priorities which should make a marked contribution to improved impact. To strengthen these links, EDI is recruiting senior staff with significant operational experience and knowledge of the region as Regional coordinators. Regional coordinators are working closely with counterparts in operations to develop joint strategies for linking learning with lending.

List of evaluation reports assessed²

- Bekker, S. and R. Cameron (1994). "Impact Evaluation: Project Management," Local government courses in Capetown, Rustenberg, Durban, and Port Elizabeth, South Africa. EDI: Washington, DC. [2.6]
- Adams, D. and R. Watanabe (August 1994). "Evaluation of the Joint EDI-FASID Program and the Six Activities Delivered under its Auspices between FY91 and FY93." EDI: Washington, DC. [3.5]
- Branson, W.H. (September 1995). "Evaluation of introductory courses in Moscow, Tashkent and Kiev." EDI: Washington, DC. [3.5]
- Chernysh, M. (1995). "Evaluation by the Russian Academy of Sciences, Institute of Sociology of the Impact of EDI Courses held in 1992." (Draft). EDI: Washington, DC. [2.9]
- D'Silva, E. H., S. Hampangpondh, and M. Adil Khan (August 1990). "Impact Evaluation of EDI-CIRDAP Activities in Asia." EDI: Washington, DC. [3.1]
- Rist, R. (December 1995). "Evaluation Report on the Collaborative Approaches Seminars Sponsored by the Economic Development Institute, The World Bank, and Cofinanced by the Government of Japan, FY88 through FY95." EDI: Washington, DC. [3.3]
- D'Silva, E. H., K.J. J. B. Keregero, and S. A. M. Sowah (July 1994). "Impact Evaluation of Training in Agricultural Project Analysis and Management in Africa, 1988-93." EDI: Washington, DC. [3.4]
- Taschereau, S., Y. Wang, and C. Yang (May 1995). "Impact Evaluation of Training and Institutional Development Activities, 1991-1994." EDI: Washington, DC. [3.6]
- Beaulieu, G. and R. R. Chizungu (March 1996). "Summative and Prospective Evaluation of the UNEDIL Program, 1987-1995." EDI: Washington, DC. [3.8]
- Locher, U. and R. McGill (June 1994). "The Municipal Development Program for Sub-Saharan Africa: Second and Final Evaluation of MDP(Phase I)—Eastern and Southern Africa Module." EDI: Washington, DC. [3.8]
- CAC International (1994). "Women's Entrepreneurship Development Project: Tanzania/Malawi, Final Evaluation." EDI: Washington, DC. [3.8]
- Ferguson, S. (September 1995). "EDIAE Resettlement and Rehabilitation Program, Mid-term Evaluation." Acres International Ltd. EDI: Washington, DC. [3.8]

² Rating of overall quality in brackets after each reference. Rating scale: 4 = good; 3 = satisfactory; 2 = marginally satisfactory; and 1 = unsatisfactory.

Check list for quality assessment of EDI evaluation reports

<i>EDI Activity Evaluation Reports</i>	<i>EDI Program Evaluation Reports</i>
Criteria	Criteria
<i>Coverage of preparation phase</i>	Objectives clearly stated
Evaluation team independent	Methodology explained
Objectives well described	<i>Relevance</i>
Methodology well described	Program design versus needs covered
Activity itself well described	<i>Effectiveness</i>
Did it match needs	Program objectives oriented
Participation selection well described	Management flexibility covered
Previous EDI experience taken in to account in design	Good EDI links to operations, partnership institutions, and other bodies
<i>Coverage of implementation phase</i>	Foster "critical mass" objective
Pedagogy well covered	Helping the poor covered
Course suits participants' needs	Protecting the environment
Problems well covered	Enhancing status of women
Role of resource persons	Strengthening institutions
Networking well covered	<i>Efficiency</i>
Skills versus dialogue	Cost effectiveness covered
Responsiveness of course manager to participants' needs	Monitoring and evaluation aspects covered
Extramural aspects covered	<i>Impact</i>
Cost effectiveness covered	Aspect of "ownership" covered
End-of-seminar evaluation covered	Affecting behavior/attitudes
<i>Coverage of follow-up and impact of the survey</i>	Achieving multiplier effect: (a) in general and (b) via T of T
Survey design well covered	Covers EDI's follow-up activities
Questionnaires or interviews used	Covers likely sustainability
Any interviews by telephone	<i>Impact survey (if included)</i>
Examples given of how alumni were using their learning	Sampling process described well
Survey results tabulated	Questionnaires or interviews
Questionnaire and interview forms in annex	Telephone interviews
Materials supplied by alumni	Examples of alumni using learning
<i>Other follow-up aspects</i>	Results of survey well presented
Links to operations covered	Copy of Questionnaire or interview guide in annex
Institutional strengthening	Covered materials supplied by alumni as evidence of use of the learning
EDI follow-up actions	
Comparable activities elsewhere	
Multiplier effect covered	
Sustainability covered	
Gender aspects covered	
<i>Conclusions and recommendations</i>	
Lessons learned well covered	
Useful recommendations made	

Memorandum of Understanding
between
the Government of the Republic of Singapore
and
the World Bank
concerning a Third Country Training Programme

MEMORANDUM OF UNDERSTANDING BETWEEN THE GOVERNMENT OF THE REPUBLIC OF SINGAPORE AND THE WORLD BANK CONCERNING A THIRD COUNTRY TRAINING PROGRAMME

The Government of the Republic of Singapore and the World Bank, desiring to cooperate in extending technical assistance to developing countries for their economic and social development, have reached the following understandings:

- 1 The Government of Singapore, represented by the Technical Cooperation Directorate of the Ministry of Foreign Affairs (hereinafter referred to as "TCD") and the World Bank, represented by the Economic Development Institute (hereinafter referred to as "EDI"), will jointly establish and administer a programme to train selected participants from developing countries in Asia and the Pacific region under a Third Country Training Programme (hereinafter referred to as "TCIP") arrangement. The list of developing countries (hereinafter referred to as "third countries") will be mutually agreed upon by the Government of Singapore and the World Bank.
- 2 The Government of Singapore and the World Bank will designate the third countries from which the participants are to be selected. The participants will be nominated by the governments of the designated third countries and jointly approved by both the Government of Singapore and the World Bank.
- 3 The training will usually take place in Singapore. When the training takes place in Singapore, expenses for the provision of Singaporean and other experts (excluding Bank staff) and training facilities as well as the participants' airfares to and from Singapore, their living expenses and accommodation will be shared equally by the Government of Singapore and the World Bank. However, the Government of Singapore and the World Bank may conduct training in countries other than Singapore, if the

Government of Singapore and the World Bank agree that such an arrangement will be cost-effective and/or when such training is not available in Singapore. When training takes place in a country outside Singapore pursuant to this Article, the Government of Singapore and the World Bank may use experts and/or trainers provided by the Government of Singapore. The Government of Singapore and the World Bank will select the necessary experts to prepare and conduct the training programme.

4 The areas of training will be jointly decided by TCD and EDL. They may include activities in such areas as environment and natural resources, finance and banking, human resources and poverty, social insurance, port management, productivity, information technology and other similar fields, to be mutually agreed upon by TCD and EDL.

5 The TCIP will start in 1996 and will run for an initial period of four years. The number of courses - which may be initially in the order of five per annum - will be mutually agreed upon by TCD and EDL. The courses will be conducted in English, or any other language if mutually agreed upon by TCD and EDL, and will not exceed three months in duration. The details of the arrangements (programmatic and administrative) for the individual training course will be jointly decided by TCD and EDL.

6 This Memorandum will come into effect on signature and will continue for an initial four-year period. After this four-year period, the Government of Singapore and the World Bank will review the extension of this TCIP. This TCIP may be terminated by either signatory giving six months' written notice to the other.

7 This Memorandum may be amended by mutual consent of the Government of Singapore and the World Bank. Any amendment of this Memorandum shall be without prejudice to any right or obligation accruing or incurred under this Memorandum prior to the effective date of such amendment.

The foregoing record represents the understandings reached between the Government of the Republic of Singapore and the World Bank upon the matters referred to therein.

For the Government of the
Republic of Singapore



Kishore Mahibubani
Permanent Secretary,
Ministry of Foreign Affairs



Pek Hock Thiam
Deputy Secretary (Management)
Ministry of Foreign Affairs

Date: 5 September 1996

For World Bank



Russell J. Cheetam
Vice President, East Asia and
Pacific Region
World Bank



Vinod Thomas
Director, Economic Development
Institute
Development Economics
World Bank

Date: 5 September 1996

With Iran Population Boom, Vasectomy Receives Blessing

By NEIL MacFARQUHAR

TEHERAN, Iran — In the vasectomy department of a birth control clinic serving this city's hard-pressed southern quarters, a single letter lies pressed under the doctor's glass desktop.

Without exception, the wary men shuffling into the office first seek reassurance that the operation will not result in their voices rising or their beards falling out. Then, in this ardent Muslim theocracy, the questions often swing around to whether Islam condones the procedure.

The doctor just taps on the glass. The letter is no simple document. It is a religious edict that the clinic recently solicited from the country's supreme leader, asking him whether men could practice birth control.

In the brief edict stamped with his official seals and carrying the full weight of law, Ayatollah Ali Khamenei listed the withdrawal method, condoms and vasectomies as acceptable contraceptive procedures for men. He scrawled two lines at the end that roughly read, "When wisdom dictates that you do not need more children, a vasectomy is permissible."

The Islamic revolution is trying to curb its population growth. The early vision of producing an Islamic generation that would be a challenge to the West in its very size has been drastically redrawn, overshadowed by the staggering difficulties of managing a population that has vaulted to more than 60 million from 35 million since 1979.

"Back then we had just had a revolution that faced threats from both internal and external enemies," said Grand Ayatollah Nasser Makaram-Shirazi, a top spiritual guide. "We wanted to increase the number of people who believed in the revolution in order to preserve it."

The legal marriage age was dropped to 9, and everyone from a popular television preacher to some of the most learned clerics addressing the weekly Friday prayers exhorted Iranians to make babies. As a result, at least 45 percent of the population is under 17.

But in the late 1980's, as officials pondered the prospects of educating, housing and employing them all, es-

Continued on Page 14, Column 1

TODAY'S SECTIONS

The Current View
Arts & Leisure

Richard Darman, in "Who's in Control?," argues for moving his Republic

"All the News
That's Fit to Print"

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\$3 beyond the price

Continued From Page 1

pecially in the face of continued economic difficulties and American trade sanctions, they made a startling policy reversal. And now Iran has one of the world's more aggressive programs to encourage smaller families: to get a marriage license here, you must take a course in family planning.

"Now instead of thinking about the quantity of Muslims we have to think about the quality; we need healthier, more educated and better informed Muslims," Ayatollah Makaram-Shirazi said in an interview, sounding more like an American foreign aid official than a religious leader of a fundamentalist Islamic state. "I would not recommend it for all countries, but we have understood that if we do not control the population we will have problems in economics, education, health and culture that will leave the deprived who made the revolution even more deprived."

Even without the religious edict, soaring inflation and eroding wages would probably have pushed Iranians to have smaller families. But rapid public agitation was made possible by support from influential members of the clergy ready to fight battles over which Koranic verse or which saying of Mohammed carried the necessary weight.

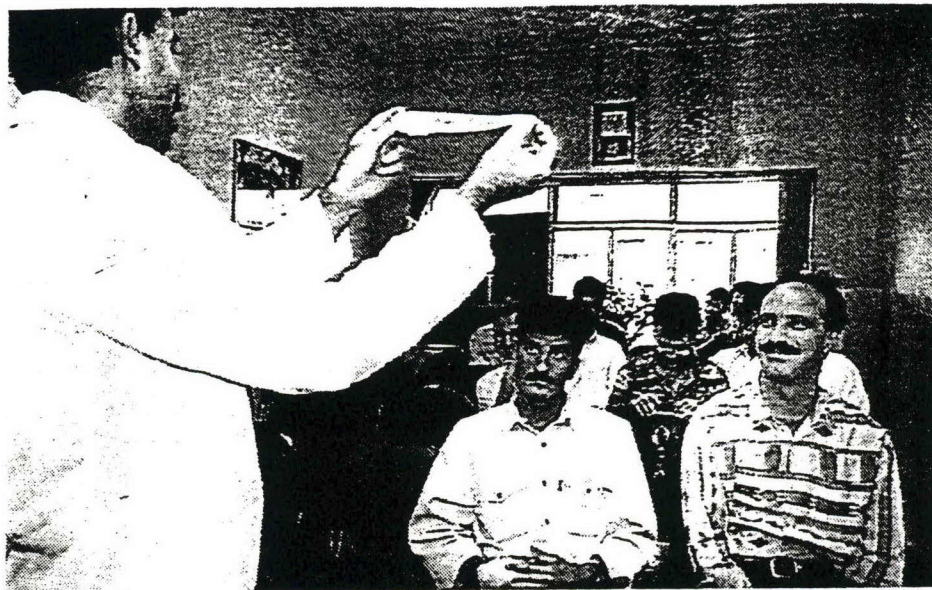
"There was always some question whether family planning was approved by the religious leadership or not," said Dr. Alireza Marandi, Iran's Minister of Health. As a deputy minister in the early 1980's, he recognized that the population growth rate, among the world's highest, was rocketing out of control. But he also knew that any attempt to haul the issue into the public arena might let slip the unstoppable forces of religious intolerance.

So the ministry quietly kept alive a prerevolutionary program of distributing free condoms and I.U.D.'s while maneuvering for an opening. "We could never advertise on television or put anything in the newspapers," Dr. Marandi said. "If we had offended anyone, the whole thing would have gone down the drain."

He was most sensitive to what Ayatollah Ruhollah Khomeini, the Leader of the Revolution, would think. Knowing that if Ayatollah Khomeini had uttered one word against birth control the whole nation would have tossed away its condoms, he always hesitated to ask. He finally did after the Cabinet approved birth control by one vote in 1988, but the internal opposition was so vehement that the Prime Minister refused to announce the decision.

Ayatollah Khomeini suggested a public discussion. That unleashed a tumult of medical seminars and sent Muslim scholars digging through their texts for religious sanction.

Iranian officials cited two examples of the better-known sayings of Mohammed used to oppose birth control until that time. Once Mohammed said he was proud of those who had a large number of children; another time he mentioned that he hoped that the number of Muslims would outnumber all other faiths by Doomsday. But birth control supporters argued that those were from the early days of the faith when his followers



Kamran Jebreili for The New York Times

Dr. Khosrow Refahi gave instructions on the use of condoms during a premarital class for Iranian men. A near-doubling of the population since the 1979 revolution has prompted widespread birth control measures.

BY THE NUMBERS

Population Explodes in Iran

RATE OF GROWTH

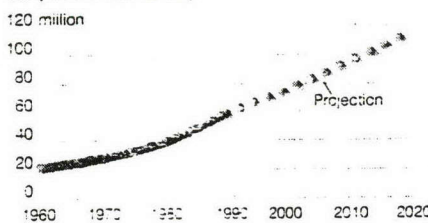
The average annual population growth rate peaked in the 1980's, but has dropped since the Islamic Government began encouraging family planning.



Sources: United Nations; Population Reference Bureau

TOTAL POPULATION

Yet the total population has grown to more than 60 million today, and is expected to top 100 million early in the next century.



The New York Times

were few, and they found a welter of other sayings by Mohammed and other lesser prophets that small families brought greater ease.

The debate culminated in a 1993 law that enshrined birth control, lifting subsidized health insurance and food coupons for any child after the third. Abortion remained illegal in all cases except when the mother's life was in danger.

But condoms and pills remained free. The state also introduced mandatory premarital birth control classes. Before getting a marriage license couples must submit a stamped form indicating that they attended a segregated, hourlong lecture on birth control.

One student in the class at Farman-Farman Health Center in south Teheran was Bijan Javar ("Call me Jim"), a 38-year-old Amtrak worker from Newark, who came home to find a bride.

"She's a good one. I got lucky in that," said Mr. Javar, taking the lecture in stride as his classmates

chuckled nervously and occasionally asked nontechnical questions like the best way to initiate sex. "This class might seem unusual for someone outside the country, but it is not surprising for Iran."

Indeed, Iranian birth control officials said that even more coercive measures, such as forcing women who have had more than five children to undergo a tubal ligation, are acceptable given the scope of the problem.

"Sometimes we just have to go after people to direct their activities," said Zakiah Rashad, a birth control counselor. The system seems to be working well enough that a recent directive told counselors to be a little gentler, to talk to people about the different methods rather than just ordering them to follow one.

Statistics are something of a lost art in Iran, but experts say the population growth rate has dropped steeply. By some estimates it has declined from about 4 percent in the 1960's — one of the highest rates ever

seen anywhere — to about 2.5 percent, though rural families still tend to bear many children. Some in the Ministry of Health assert that the growth rate is now even lower. In any case, there are certain to be some 100 million Iranians early in the next century.

Today new parents worry about their children's prospects, not to mention their own ability to pay for them. About 10 to 15 men demand vasectomies every day at the Farman-Farman Health Center. It is both the surest method and free.

Asim Aslami, 44, glanced nervously at the men walking stiff-legged from the operating rooms, trying to avoid groin pains. In the doctor's office he asked if Islam really permitted such a change. The doctor tapped the glass.

"Now that I have read the letter I am much more willing to do it," said Mr. Aslami, the father of two. "No one is proud of big families any-

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