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THE WORLD BANK

Washington, D.C.

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President Wolfensohn - Briefings Books for Presidents Meetings - Meeting Materials
Economic Development Institute [EDI] - Education Seminar for African Ministers

Archive Management for the President's Office

Document Log

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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: EDUCATION SEMINAR FOR AFRICAN MINISTERS (N) (B)
-- P: AGENDA NOTICE FROM VINOD THOMAS (12/3) - Wednesday, December 11, 1996 from 10:45 a.m. - 12:15 p.m.

VENUE: M-1050

CONTACT: V. THOMAS @ 36300

TO ACCOMPANY: ATSUKO & VINOD THOMAS

(B) EDI (V. THOMAS) // DUE: MONDAY, DEC. 9

12/2 - APPROVED BY JDW

EXC: ATSUKO O/R (HANY) // ALI (12/2)

DATE: 12/24/96

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: This brief contains the following:

WHITE BINDER

- A briefing note from EDI to V. Thomas
- Financial and Program Indicators
- EDI Staff Profile
- Selected Activities
- Global Knowledge Conf.
- School-to-School Initiative
- Cover note from Matt McHugh to JDW

File Location



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The World Bank
Washington, D.C. 20433
U.S.A.

Matthew F. McHugh
Counselor to the President

December 16, 1996

Mr. James D. Wolfensohn

Re: Your Briefing on the School-to-School Initiative
December 17th, 1996

Jim:

Attached are the briefing materials prepared by EDI in connection with the presentation on your School-to-School Initiative, to be held at 2:30 p.m. on Tuesday, December 17.

The briefing notes are comprised of the following three parts:

- A one-page status report on the pilot project linking one high school in Jackson Hole with three schools in Uganda.
- A two-page note raising four policy issues for consideration as we seek to expand this program. I asked EDI to identify the key issues that need to be discussed and, if possible, resolved as we move forward. Your judgment on this issues is particularly important and will provide needed direction to EDI.
- Two attachments to the foregoing note, the first of which summarizes EDI's concept of this program. The second attachment provides a current estimate of the costs involved.

The briefing notes do not address the question of how we engage members of the U.S. Congress and other parliamentarians in this project. This should not be difficult to do at the appropriate time, but we cannot approach them until we are further along on implementation, particularly with the identification of schools in the developing countries.



Matt

Attachments

Uganda School-To-School Initiative Briefing Note

1. The on-line launch of the Uganda School-To-School Initiative (STSI) took place November 1, 1996, between three secondary schools in Kampala, Uganda, and one secondary school in Jackson Hole, Wyoming, with more than 1,000 students involved. Each school in Uganda received three computers under the program.
2. The schools have agreed to undertake three initial joint research projects for students:
 - Impact of Industrial Growth on Environment in Uganda and the U.S.
 - Role of Women in National Development: Case Study of Uganda and the U.S.
 - Impact of Rural-Urban Migration on Economic Development in Uganda and the U.S.
3. The eight STSI teachers (two from each school) will jointly research the topic of:
 - Teaching Profession in Uganda and the U.S.
4. The Uganda STSI is the result of a unique group of partners who are sharing the direct costs of the 2-year pilot program. Partners include:
 - Uganda Ministry of Education (in kind)
 - Pan World Insurance Company, Uganda (\$30,000)
 - three secondary schools in Kampala (\$34,620)
 - World Bank (AF2PH, HDD, EDI, Resident Mission) (\$48,501)
 - Jackson Hole Chamber of Commerce (in kind)
 - one secondary school in Jackson Hole (in kind)
5. Resident Mission staff made surprise visits to the STSI schools in Kampala. They were particularly impressed with Mengo School and had this to say:

"The demand is enormous, with students not even wanting to go out of the computer lab for a break. The lab is open for students all day; and teachers use it after 5pm. They have about 200 students so far involved in the program. The coordinator of the STSI program is located at Mengo and has provided a very good direction to the program."
6. Despite the project's successes, several critical issues have emerged as the pilot has progressed:
 - technical problems with both phone service and Internet connectivity occur regularly in both Jackson Hole and Kampala
 - differing school terms, class schedules, and curriculum requirements make it difficult to coordinate activities
 - teachers must remain highly motivated and involved to keep the program vibrant.
7. The second phase of the Uganda STSI, scheduled to begin in spring 1997, will supply additional computers to the three schools in Kampala, which will use them to set up resource centers that will help share the benefits of STSI with the wider community, and to link up with additional U.S. schools.
8. Worth noting is the fact that Microsoft remains very interested in working with Jackson Hole and STSI to get software packages into additional developing countries.

Briefing Note
Discussion Points Regarding EDI's Proposal to
Expand the School-to-School Initiative

Objective: The STSI program's objective is to expand distance learning opportunities using information technology and educational on-line communities for secondary school students and teachers, in both developing and industrialized countries. A full description of the proposed program, based on the November 20, 1996 memo sent to President Wolfensohn by Vinod Thomas, is attached.

Key Discussion Points:

Justification/Rationale: STSI must offer real educational benefits to schools in both developed and developing countries, to be justifiable and sustainable. This means allocating time and resources to ensure educational quality and to closely monitor and evaluate the program's impact on learning. Simply linking schools to achieve political objectives might backfire if the educational benefits over time do not appear greater than the costs, leading schools to abandon the program.

Secondly, the World Bank should be clear about what value-added it brings to the numerous other initiatives which currently link thousands of U.S. high schools with their counterparts around the world. The Bank's comparative advantages appear to be (i) "connectivity" for developing countries; (ii) development data for collaborative learning activities; (iii) policy advice on telecommunications regulatory reform; and (iv) coordination for leveraging resources, both public and private. Building a separate network of "World Bank high schools" in the U.S., linked to developing country high schools, seems unwise.

Equity versus Scale: This issue concerns the selection of countries to participate in STSI. The poorest countries (e.g. Chad) might benefit the most from STSI ("the leapfrog effect"), and are also most in need of external financing to develop on-line education networks. Unfortunately, they are also the countries where expansion and sustainability are the most difficult to achieve, from both technical and financial perspectives. On the other hand, STSI could expand rapidly by focusing on middle-income countries (e.g. Mexico) and schools with existing telecommunications infrastructure, some of which have already introduced computers into classrooms. But these countries are less in need of external financing to develop on-line education networks, and are much closer to the industrialized world in terms of knowledge capital. There is also a middle ground between these two extremes (e.g. Ecuador, or the Philippines), composed of countries which could benefit significantly from STSI and sustain the program. What is the best balance between these two competing objectives?

Costs and Financing: The total cost of this program is estimated at \$48 million, spread over four fiscal years (FY97-FY00). \$5 million of this total cost would be managed by EDI, for staff-time, training, learning materials, networking with sponsors and partners, "seed money", monitoring and evaluation. An estimated \$18 million would be required for investments in hardware and software, and up to \$25 million (upper bound) would be required for three years of operating costs. (See Attachment 2 for more details.) Ultimately, program costs will be largely determined by the mix of countries involved, and their existing information technology and telecommunications infrastructure.

As for EDI, its current proposed budget for FY98 is insufficient to support this program, and resources for the remainder of FY97 are very tight. A proposal made in November 1996 by EDI to include this program under the Knowledge Partnership proposal was not retained by the Working Group. Additional funds are required if STSI is to go forward.

Secondly, given the capital investment costs of this program, and the potential for mobilizing significant financial and in-kind contributions from corporate sponsors, it is proposed to enlist corporate sponsors rather than rely primarily on World Bank lending and competitive bidding procedures. This approach is further justified by the fact that the relative economic benefits of this technology are unclear, while the costs of the proposed technology are changing rapidly, making a traditional cost-benefit analysis impossible. Possible international private sector partners include Microsoft Corporation, ATT/Lucent Technologies, IBM, Siemens, Toshiba, Hewlett-Packard, NEC, MCI, Apple Computers, and Motorola. Local private sector businesses would also be sought in each participating country. This approach may require President Wolfensohn to initiate certain contacts.

Partnerships: Contacts have already been made with GLOBE, Peace Corps, USAID, I*EARN, Sister Cities International, and the US State Department, all of which are highly receptive to joining forces with the World Bank. Linking up with GLOBE and I*EARN will give the STSI program access to over 2,500 U.S. high schools already on-line with counterpart high schools around the world. Additional contacts will be initiated with UN agencies (UNICEF, UNDP and UNESCO) and existing developing country programs (such as Chile's "Enlaces" program). Assuming the World Bank pursues the comparative advantages described above for the purposes of STSI, the issue is how to generate political benefits from the Bank's involvement. One possibility would be changing the name of this program, for example to "WORLD" (Windows Of Research and Learning for Development), to more easily associate the proposed program with the World Bank.

A World Bank/EDI Proposal to Expand the "School-to-School-Initiative"

Background: As part of the Bank-wide Knowledge Partnership, EDI will focus on two strategic objectives: (1) narrowing the global awareness gap in telecommunications policy and applications of distance learning; and (2) expanding the Bank's own use of technology to narrow our clients' development knowledge gap. Consistent with that strategy, this proposal's operational objective is to expand distance learning opportunities using information technology and educational on-line communities for secondary school students and teachers. This would be achieved through a rapid expansion over the next four years of the School-To-School-Initiative (STSI) program.

Description: The essence of the STSI program is students in developing countries exchanging writing exercises, science projects, geography lessons, ideas and dreams with their peers in developed countries, via Internet and the World Wide Web. Secondary level students and teachers will be the target audience, using inexpensive, readily available software and hardware. The pilot Jackson Hole-Uganda STSI activity is the first example. STSI would broaden this to reach thousands of schools, and deepen it in terms of the variety of applications offered through the exchange network. Specifically, STSI would: (i) promote "connectivity" for developing country high schools; (ii) supply educational content for collaborative learning activities; (iii) ensure training in telecommunications regulatory reform; and (iv) leverage resources through other agencies and corporate sponsors.

Benefits: Over a four-year period, 1997-2000, STSI would link at least 1,200 secondary schools in developing countries with 1,200 partner schools throughout the US, Europe, Japan or Australia. Forty-five developing countries across all developing regions would be initially targeted, with an objective of thirty schools per country. Assuming at least 200 participants per school, the program would reach about 240,000 students in developing countries each year. Given World Wide Web access already available to schoolchildren in industrialized countries, at least that number would be participating in developed countries by the year 2000.

Partnerships and Synergy: Within the Bank, EDI would work closely with education task managers in Operations, Resident Missions, the Human Development Knowledge Network, Information and Technology Services, and regional "connectivity" groups. A natural synergy exists with the Bank's recent proposal to extend connectivity to 30 countries, and to improve telecommunications policies in developing countries. Beyond the Bank, operational and financial partnerships would be developed with private, public and non-profit organizations. Contacts have already been made with GLOBE, I*EARN, Sister Cities International, Peace Corps, USAID and the US State Department, all of which are highly receptive to joining forces. Additional contacts would be initiated with UN agencies (UNICEF, UNDP and UNESCO) and existing developing country programs (such as Chile's "Enlaces" program).

Possible international private sector partners include Microsoft Corporation, ATT/Lucent Technologies, IBM, Seimens, Toshiba, Hewlett-Packard, NEC, MCI, Apple Computers, and Motorola. Local private sector business partnerships would also be sought in each participating country. Many of these partners could be expected to make financial and in-kind contributions to STSI, to develop future markets and demonstrate good corporate citizenship.

Implementation: For the remainder of FY 97, EDI would network extensively within and beyond the Bank, refining strategy, involving Bank task teams, selecting countries, preparing training programs, developing educational content, and mobilizing private partners. Operationally, it would attempt to link high schools in Accra, Ghana with those in Toronto, Canada (in time for the Global Knowledge Conference). An Advisory Committee within the Bank would be established to oversee EDI's activities. Beyond that, EDI would aim to enroll 10, 15 and 20 additional developing countries, respectively, in FY98, FY99 and FY00. This would include software and hardware installation, "linking" to developed country high schools, training, technical assistance and sustainable financing packages. Within EDI, the Human Resources Division would manage the program, conduct the training and liaise with partners, while the New Products Division would provide technical support related to software and hardware, and EDI's co-financing office would assist in mobilizing non-Bank funding.



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Document Date December 16, 1996	Document Type Chart / Table / Diagram			
Correspondents / Participants				
Subject / Title STSI - Scaling Up - Cost Estimates, 1997-2000				
Exception(s) Corporate Administrative Matters				
Additional Comments		The item(s) identified above has/have been removed in accordance with The World Bank Policy on Access to Information or other disclosure policies of the World Bank Group. <table border="1"><tr><td>Withdrawn by Diego Hernández</td><td>Date April 2, 2025</td></tr></table>	Withdrawn by Diego Hernández	Date April 2, 2025
Withdrawn by Diego Hernández	Date April 2, 2025			

The World Bank
Washington, D.C. 20433
U.S.A.

Vinod Thomas
Director
Economic Development Institute
Development Economics

December 6, 1996

Mr. James Wolfensohn

Jim:

We are all looking forward to your visit to EDI on December 11.

We would like to brief you (say 25 minutes) on what is being accomplished against the goals you set out in your previous visit on January 16, and the targets in our Board paper of April, 1996.

Immediately after this briefing, we would very much like you to participate briefly in a meeting on girls' education involving several African ministers and other partners (15 minutes), as well as a meeting of Italian donors (10 minutes), both of which will be taking place in EDI at that time.

In the remaining 25 minutes or so, we hope you can see the work of one or two divisions, plus say a few words to the entire department.

Let us take this opportunity to wish you belatedly a happy birthday!

Best,



Hatsuya Azumi



Barbara Bruns



Ines Garcia-Thoumi



Isabel Guerrero



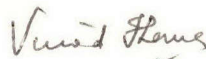
Joseph Ingram



Danny Leipziger



John Middleton



Vinod Thomas

**The World Bank's
Economic Development Institute**

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- 2. EDI Staff Profile**
- 3. Selected Activities**
- 4. Global Knowledge Conference**
- 5. School to School Initiative**
- 6. Selected Letters of Appreciation**
- 7. February 23, 1996 Presentation**

- 1 ☐ *During your last visit*
 - You set a vision of the Bank in which EDI would help make lending more effective through learning
- 2 ☐ *Budget Expansion for Capacity Building: 10 million*
 - Rollouts of client training.... 5 m.
 - Additional support to Operations... 2.4 m
 - New partnerships..... 1.6 m
 - New technology... 1 m
- 3 ☐ *Your Mandate and the 10 million*
 - Triggered changes in the entire work program
 - Seed money for 15 million additional financing and expanded partnerships
 - Stronger staff skills and program quality
- 4 ☐ *Dramatic Increase in Our Reach*
 - With 30% increase in Bank budget we are achieving :
 - 12 rollout programs to 120 new countries.
 - One and a half times more activities
 - Reaching over three times more participants
- 5 ☐ *New Countries in the Rollout*
 - Girl's Education: 15
 - Grassroot Management Training: 8
 - Social Protection in Transition: 7
 - Parliamentarians: 14
 - Decentralization: 15
 - Communicating Macro Reforms: 8
 - Restructuring Enterprises: 3
 - Banking and Finance: 5
 - Improving Service Delivery: 4
 - Resettlement and Rehabilitation: 12
 - Water: 12
 - Mainstreaming Environment: 16
- 6 ☐ *Learning and Lending: closer links*
 - CAS preparation in 14 countries (Russia, China, Mexico, Morocco, West Bank/Gaza, Lebanon, El Salvador, Kazakhstan, Kyrgyz Republic, Slovenia, Uganda, Madagascar, Tanzania, and Sierra Leone)
 - Supporting Project and ESW preparation in 33 countries
 - Regional coordinators
- 7 ☐ *Learning and Lending: making a difference*
 - **Cameroon Journalists' Teleconference** - Government now receptive to working with Bank on governance issues
 - **Kyrgyz Republic SAL** - training finance and planning officials to

- implement public sector management reforms
 - **Mali Education Conference** - Teachers' union now publicly supports education reform process
 - **Manila Conference on Mainstreaming the Environment** - Philippines, Sri Lanka and Nepal now incorporating environment in medium-term development plans
- 8 ☐ *Learning and Lending: making a difference*
 - **Colombia Study Tour** - Educators from 5 states in India introducing ideas from "escuela nueva" into ongoing Bank projects
 - **Swaziland Agriculture Conference** - Government now wants sector investment program and NGOs involved in sector planning
 - **Kenya Privatization Seminar** - Helped break deadlock over SAL privatization component by bringing labor unions on board
- 9 ☐ *Technology for the Knowledge Partnership*
 - Global Links Television Series: 19 countries, 400 million households
 - Distance Education: Africa and FSU Via Internet
 - Information on world training events on Web site
 - Connecting Bank Networks to Clients
- 10 ☐ *The Toronto Conference: Building the Global Knowledge Partnership*
 - Themes: awareness, policy environment, infrastructure, best practices
 - Partners: Canada (co-host), USAID, Switzerland, UNDP and more
 - Participants: 1,200 Ministers and policymakers, knowledge providers, foundations, corporations, NGOs, international donor community
 - Outcomes: leadership, partnership, understanding, connectivity
- 11 ☐ *Steps to Ensure Quality*
 - Evaluation Advisor
 - Ex-ante reviews
 - Joint work with Accounting and IAD to reinforce processes and financial management
 - Client feedback
 - market test and introduction of pricing
 - evaluations
- 12 ☐ *Issues*
 - Balance between Bank budget and outside revenue sources
 - Distance education
 - We are doing a lot more but

- *still small relative to Operations*
- *you don't get enough feedback*



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Correspondents / Participants				
Subject / Title WB's Economic Development Institute Statement of Income and Expenditures for FY ended June 30, 1996 EDI Staff profile				
Exception(s) Corporate Administrative Matters				
Additional Comments		The item(s) identified above has/have been removed in accordance with The World Bank Policy on Access to Information or other disclosure policies of the World Bank Group. <table border="1"><tr><td>Withdrawn by Diego Hernández</td><td>Date April 2, 2025</td></tr></table>	Withdrawn by Diego Hernández	Date April 2, 2025
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Item: Selected Activity Information

This section contains background information on each of six activities taking place at EDI today. Several of these are meetings with participation from donors, clients, other partners and colleagues from operations. These activities are listed below:

Girls Education Resource Planning: Stock-taking Meeting

Uganda-Wyoming School to School Initiative

Mediterranean Development Forum: Briefing and Planning Meeting

Russia Country Assistance Strategy: Meeting on Role of EDI

National Vision and Consensus in Southeast Europe: Review Meeting

EDI-UNHCR Workshop: Capacity Building in War Torn Countries: Briefing

Memo to the President re meeting on Girls' Education: Partnership for Strategic Resource Planning in Africa to be held at 2131, K Street NW, December 11 and 12, 1996

To jump start the global education system to a point of gender equality at the primary and secondary level is both a mountain --- and a very small hill. It is a lot compared to the funds we and others have available; it is, however, a fraction of overall national budgets. So if we can all work together to promote a modest shift in global spending priorities, we can reap a revolutionary return (James Wolfensohn, Beijing Conference).

Constraints There are three constraints on this in Africa. First is the limited technical capacity to develop costed, targeted plans which identify resource availability and efficient use, and which allocate these resources to the education of girls. Second is the political will to take difficult reallocation decisions. Third is the fragile capacity to implement changes in policies, spending priorities and programs.

EDI work During 1995, the Forum for African Women Educationalists (FAWE) began to support strategic resource planning in three African countries (Ethiopia, Guinea and Tanzania) in an effort to overcome the first of these constraints. A key aspect of FAWE's approach was to stress that national country teams carry out the analysis of available and potential resources, examine cost-sharing, cost-shifting and cost-effective use of these resources and develop a targeted plan for improving girls' access and attendance. At FAWE's request, in October 1995, EDI became involved in helping to support the development of these plans. In March, 1996, EDI brought together a group of funding agencies, international organizations and countries in Dublin, Ireland, to form a partnership in support of the development of strategic resource plans, and to help countries with consensus building and implementation. EDI established a special trust fund for this work and a number of funding agencies are contributing to this.

This meeting The two-day meeting in Washington is designed to take stock of progress in the work in Ethiopia, Guinea and Tanzania, to plan future work in those countries and to begin to identify other countries in Africa for strategic resource planning exercises. As the program is moving to a larger scale, an additional objective and the reason the meeting is being held in Washington is to inform a broader group of Bank staff of this work and to attempt to build more synergies between the work and Bank ESW and educational programs.

Participants The meeting will be attended by Ministers of Education from Ghana, Guinea, Malawi, Senegal and Uganda, senior education officials from Ethiopia and Tanzania, representatives of the Association for the Development of Education in Africa (ADEA), FAWE, HEDCO (Ireland), NORAD, Rockefeller Foundation, UNESCO, UNICEF and USAID, in addition to HDD, AFR-HD and EDI.

WHAT: Meeting on Partnership for Strategic Resource Planning in Africa

WHEN: 11-12 December 1996

WHERE: EDI
Rm. M1-050
2131 K Street, NW
Washington, DC 20433

OBJECTIVES OF THE MEETING

1. Review overall program goals, take stock of what has been achieved in FY96, and plan program priorities for the next two to three years.
2. Receive reports from Ethiopia, Guinea and Tanzania and discuss how the partnership might work with them to help build the political consensus needed to move to implementation of the strategic resource plans.
3. Plan selection criteria for additional Africa countries to be supported through the process of strategic resource planning.

INVITED PARTICIPANTS

Wednesday, 11 December 1996

Ethiopia (Yelfign Worku), Ghana (H.E. Harry Sawyerr), Guinea (H.E. Kozo Zoumaniqui), Malawi (H.E. Donton Mkandawire), Senegal (H.E. Andre Sonko), Tanzania (Mwatumu Malale), Uganda (H.E. Amanywa Mushega) FAWE (E. Gachukia, G. Kajubi, A. Adesina); Rockefeller Foundation (J. Moock, K. Namuddu, X. Mangcu, D. Court); IDS (C. Colclough, M. Tembon); HEDCO (J. Lynch); ADEA (R. Sack); NORAD (S. Volan); UNICEF (M. Pigozzi); UNESCO (A. Bah); USAID (J. Rea); AFR-HD (B. Fredriksen); HDD/PSP (M. O'Rourke); EDIHR (P. Murphy, P. Moock, T. Tierney);

Thursday, 12 December 1996

As for Wednesday, with AFR-HD (R. Bellew, C. Griffin, R. Kagia, J. Leno, D. Mutumbuka, B. Prouty, E. Velez); HDD/PSP (N. Etyemezian, M. Nguyen, C. Winter);

Wednesday, 11 December 1996

Purpose of the Day

Reach agreement on program priorities for FY97 and FY98. Agree on selection criteria for African countries to be assisted under the SRP program.

Agenda

9:15 a.m. - 10:15 a.m.

Introductions, and update for new members.

10:30 a.m. - 1:00 p.m.

Review work program, including outlines for regional seminars, state-of-the-art overview and other studies.

2:30 p.m. - 3:30 p.m.

Agree on selection criteria for African countries to be assisted under the SRP Program.

3:45 p.m. - 5:00 p.m.

Review structure for Group, steering committee, financial arrangements, timetable for future events, etc.

Facilitators

Paud Murphy, EDIHR, Moses Thompson (Team Technologies)

Dinner at The Bombay Palace (K & 21st Street) at 6:30 p.m

Dinner Speaker Jean-Louis Sarbib, Vice President, Africa Region, World Bank

Thursday, 12 December 1996

Purpose of the Day

To disseminate information about the SRP Initiative to a wider audience and learn from others.

Agenda

9:00 a.m. - 10:00 a.m.

Presentation and summary of SRP as described the previous day.
(Murphy/Colclough)

10:00 a.m. - 11:30 a.m.

Presentation of SRP studies and experiences and successes with the dissemination process. (Participating Ministers of Education will be asked to prepare short statements if appropriate which will be disseminated as background material to participants prior to the meeting. They will facilitate the discussions.)

11:30 a.m. - 12:30 p.m.

Sharing experiences -- What other related work is being done? Basic Education, Benefits of Learning, etc.

2:00 p.m. - 4:00 p.m.

Sub-regional dialogues and identification of potential countries participating. (J. Moock/P. Murphy)

4:00 p.m. - 5:00 p.m.

State-of-the-art overview. (J. Moock/P. Murphy)

5:00 p.m. - 5:30 p.m.

Wrap-up.

Facilitators

Prof. Christopher Colclough (IDS), Paud Murphy (EDIHR),
Joyce Moock (Rockefeller Foundation)

OFFICE MEMORANDUM

DATE: November 20, 1996

TO: Mr. James D. Wolfensohn, President

FROM: Vinod Thomas, Director, EDI

EXTENSION: 3-6300

SUBJECT: **A Proposal to Expand the "School-to-School-Initiative":
"Virtual Exchange, or VX 2000"**

Background: As part of the Bank-wide Knowledge Partnership, EDI will focus on two strategic objectives: (1) narrowing the global awareness gap in telecommunications policy and applications of distance learning; and (2) expanding the Bank's own use of technology to narrow our clients' development knowledge gap. Consistent with that strategy, this proposal's operational objective is to expand distance learning opportunities, using information technology and establishing educational on-line communities for secondary school students. This will be achieved through a rapid expansion of the pilot School-To-School-Initiative (STSI) program over the next four years.

Description: The proposed new name for this program, "Virtual Exchange" or "VX 2000", attempts to capture its essence: students in developing countries exchanging writing exercises, science projects, geography lessons, ideas and dreams with their peers in developed countries, via the World Wide Web. Secondary level students will be the target audience, using inexpensive, readily available software and hardware. The pilot Jackson Hole-Uganda STSI activity is the first example. VX 2000 will broaden this to reach thousands of schools, and deepen it in terms of the variety of applications offered through the exchange network.

Benefits: Over a four-year period, 1997-2000, VX 2000 would link at least 1,200 secondary schools in developing countries with 1,200 partner schools throughout the US, Europe, Japan or Australia. Forty-five developing countries across all developing regions would be initially targeted, with an objective of thirty schools per country. Assuming at least 200 participants per school, the program would reach about 240,000 students in developing countries each year. Given World Wide Web access already available to schoolchildren in industrialized countries, at least that number would be participating in developed countries by the year 2000.

Costs and Financing: The total cost of this program is estimated at \$48.7 million, spread over four fiscal years (FY97-FY00). \$5 million of this total cost would be managed by EDI, for staff-time, training, learning materials, networking with sponsors and partners, "seed money", monitoring and evaluation. An estimated \$43.7 million would be required for investments in hardware and software, and up to three years of operating costs (see Annex 1 for more details). This would need to be mobilized through co-financing, in-kind contributions, World Bank lending and government/beneficiary contributions. Ultimately, program costs would be largely determined by the mix of countries involved, and their existing information technology and telecommunications infrastructure.

Partnerships: Within the Bank, EDI would work closely with education sector task team leaders in Operations, the HD Knowledge Network, ITS, and regional "connectivity groups". Beyond the Bank, we would need to develop strong institutional partnerships with private, public and non-profit organizations. Possible partners include Microsoft Corporation, ATT/Lucent Technologies, IBM, Siemens, Toshiba, Hewlett-Packard, NEC, MCI, Apple Computers, Motorola, CNN, the Peace Corps, French and Canadian volunteers, bilateral donors, foundations, national professional education associations, and local private sector businesses. Many of these partners could be expected to make financial and in-kind contributions to VX 2000, to develop future markets and demonstrate good corporate citizenship.

Synergy: VX 2000 would complement other activities in the Bank's Knowledge Partnership program, such as extending "connectivity" in poor countries, and improving telecommunications policies. It would also build on initiatives outside the Bank, such as GLOBE (the environmental education program, championed by US vice-president Al Gore), Chile's "ENLACES" Project, UNICEF's "Voices of Youth" program, and the US State Department's "Leland Initiative". EDI has already met with GLOBE staff, who are highly receptive to joining forces; this would give VX 2000 access to over 2,000 US high schools which are already on-line.

Implementation: For the remainder of FY 97, EDI would network extensively within and beyond the Bank, gathering information, preparing training programs, involving Bank task teams, refining strategy, and mobilizing private partners. In each of the following fiscal years (1998-2000) EDI would aim to enroll at least fifteen new developing countries into the program, including software and hardware installation, "linking" to developed country high schools, training, technical assistance and sustainable financing packages. Within EDI, the Human Resources Division would manage the program, conduct the training and liaise with partners, while the New Products Division would provide technical support related to software and hardware, and EDI's co-financing office would assist in mobilizing non-Bank funding. Sam Carlson (EDIHR) has prepared a detailed proposal for VX 2000 and is available to answer any questions you might have.

Issues Needing Resolution: This program is not without risks or outstanding issues. The first issue concerns equity: to expand rapidly, VX 2000 would need to focus on countries and schools with the requisite telecommunications infrastructure, some of whom have already introduced computers into schools (e.g. Chile), which may seem inequitable. Secondly, given the heavy physical capital investment costs of this program and the potential for mobilizing significant in-kind contributions from corporate sponsors, we propose to enlist corporate partners rather than rely on competitive bidding procedures. Thirdly, there may be resistance to VX 2000 within and outside the Bank, on the grounds that it does not address the priority of improving the access and quality of *primary* education, and represents a costly investment whose educational and economic benefits are not entirely known or quantifiable. Incentives and resources would be needed to get "buy-in" from task managers in Operations. It is only over time, through demonstration of pilot exchange programs, such as the Jackson Hole-Uganda initiative, that the full benefits of a program such as VX 2000 can be evaluated.

Planning Meeting for the Mediterranean Development Forum

December 11, 1996, at 10:30 am

Goal of the MDF: The Mediterranean Development Forum (MDF) aims to foster the development training field in the MENA region by encouraging the creation and distribution of knowledge capital and strengthening the intraregional development dialogue.

Organization of the MDF: The first Forum will take place in Marrakech, Morocco, during May 8-18, 1997. It will consist of a series of parallel events -- seminars, training sessions, and conferences -- on a broad range of development topics, with a special emphasis on partnership between the various parts of society. Organizers will make special efforts to create events that maximize the synergy between the various activities, such as plenary sessions, special lectures, cultural and social events, and a book exhibit. The MDF will have three major components:

1. Specialized training and conferences (first 7 days): The backbone of this portion of the MDF will consist of a series of events led by EDI, including at least six regional seminars and conferences on such topics as banking for the poor, education reform, private provision of infrastructure, and training for economic journalists. Building on these core events, the Forum will try to attract other seminars and meetings organized by regional groups or international organizations. Together, these activities are expected to attract an audience of 200-400 development specialists and activists, private sector representatives, and government officials.

2. Workshop series (last 2 days): At the end of the MDF, some 100-200 private-sector leaders and high-level government officials will be invited to a series of workshops organized by groups participating in the first seven days of the Forum.

3. Training products: A crucial dimension of the MDF will be the dissemination of best practices in development across the region through a "virtual university." In the largely experimental first year, this effort will have three dimensions: heavy use of the media to disseminate the lessons of the MDF; real-time publication of the proceedings on an Internet home page; and development and distribution of select publications through partner institutions in the region.

EDI's partners in the MDF: The project is being proposed and organized jointly by EDI and the Royal Cabinet of Morocco. The MDF will also draw on a range of regional partners, including at least one research and training institutions from each country in the region. Other possible partners include international organizations such as the EU. Within the Bank, the MDF's organizers will work closely with the planners of the June 1997 Toronto conference on knowledge and technology, both to build MENA support for that effort and to showcase the products of the MDF in Toronto.

Purpose of this meeting: Ishac Diwan will brief seminar leaders, MENA region managers, and Toronto conference organizers on the MDF and on what he learned during his recent trip to the region. Participants will brainstorm on how to add value to the event and develop synergies among the various activities. Finally, the participants will decide how to move the planning process forward and will distribute responsibilities among themselves.

**RUSSIA
COUNTRY ASSISTANCE STRATEGY
THE ROLE OF EDI**

I. Purpose of the Meeting

Russia has been selected as one of the countries where EDI will work closely with the Region in the formulation and execution of the CAS. A number of meetings have already taken place between EDI and EC3 (both at HQ and in Moscow) to explore how these two parts of the World Bank group can work more effectively together. This particular meeting takes place in the week following consultations between the Bank and the Russian Government on World Bank activities in Russia in the 1997-99 period, and as preparation of the CAS goes into its most intensive phase. We are seeking to reach agreement on (i) the priority areas for EDI, (ii) the basis on which specific lending operations will be selected for EDI collaboration, (iii) the areas where EDI will work in Russia in a more independent capacity, (iv) measurement of progress, and (v) the respective roles of field staff and HQ staff.

II. Background

EDI entered Russia in 1991, before Operations, and developed a substantial program of activities which focused on the most urgent training needs of the time (scarce skills training, and training for policy makers). The program has evolved in response to the changing economic environment, emerging training needs and the activities of Operations (new topics, new audiences and new techniques are evident), but there has been little systematic collaboration between EDI and the Region.

Russia's training needs are vast, and training is accorded high prominence in both public and private spheres. EDI is no longer alone in the field as many other foreign and local (public and private) training providers are entering the training market. EDI needs to re-think its competitive position in Russia. Preparation of a new Country Assistance Strategy for Russia presents an excellent opportunity to do this.

III. The Strategic Focus

EDI's Russia program could have four principal goals: (i) to work closely with operations, in the framework of the CAS, to bring learning opportunities together with policy-based lending and investment projects in situations where knowledge-based constraints exist; (ii) to reach out to a range of other audiences who are knowledge deficient and whose needs are not being met by other providers yet who can benefit in a major way from learning; (iii) to work at the cutting edge of knowledge advancement, with the view to off-loading delivery of knowledge to other agents once the development phase has passed, and (iv) to perform the role of "broker" in bringing other knowledge and training providers in contact with needs.

Within the potential fields where EDI has a comparative advantage¹ and in pursuit of the above goals, EDI should be selective in the areas on which to focus. Within the CAS framework, hard choices will have to be made. EDI cannot do everything, be everywhere.

IV. Possible Priority Areas for 1997-99

- ◆ **fiscal management** -- public expenditure, inter-government fiscal relations
- ◆ **social policy reform** -- pensions, health sector reform and education/training
- ◆ **agriculture and natural resource management**
- ◆ **public sector capacity building** --project management and implementation, enhanced capacity for policy analysis and implementation at federal and regional levels of government.
- ◆ **network development, websites** and other out-reach technologies

Obeing the general principle of working where there is a knowledge-based constraint, EDI should work both directly with Operations and in a more independent way in the above areas. Both traditional audiences -- government officials and managers -- and new audiences -- parliamentarians, journalists, opinion makers, trade unions, NGOs and local communities should be served. Specific links with operations already indentified include work of *pensions* in support of a possible *Social Protection Adjustment Loan*, and a series of seminars, study tours and commentary of draft legislation (land code) in support of a possible *Agriculture Sector Adjustment Loan*. *Project management and implementation* training could be available to all on-going projects that require this input, to be determined through EDI participation in the upcoming FY97 CPPR. EDI should expand its role as a broker of training provision, and advisor.

V. Organizational Issues

EDI's Moscow-based staff, soon to be intergrated into the Resident Mission, should play a key role in the execution of the program. As part of Operational Project Teams, they should perform routine project duties with regard to training, as well as work with HQ-baes EDI task Managers, local training partners and providers, and other training-related agencies. They should also play the role of "quick response" teams, responding to short-term needs as and when they arise.

Ruscasjw.doc
5 Dec 96

¹ EDI has a comparative advantage in a number of areas, which flow from: global experience, cross-cutting themes, the ability to reach out to a variety of audiences (either separately or together), and neutrality in bringing different approaches, as well being part of the World Bank group (*inter alia* working in conjunction with lending operations that deal in millions of dollars, and access to first class in-house materials from research, CVPs, operations and OED).

Meeting on:

Promoting a National Vision and Consensus in Southeast Europe

December 11, 11:00 a.m.

Competitive Advantage of Southeast Europe: Challenges for Ethnically Diverse Countries

Purpose: This meeting is organized jointly with country operations (Albania, Bosnia and Herzegovina, Bulgaria, FYR of Macedonia and Romania). It is a continuation of a joint activity which resulted in a new two-year project aimed at developing local capacity at the government and private sector level to better understand the needs for consensus building and visioning as an integral part of the development strategy.

The discussion of this meeting will focus on how this project can support the work carried out through the Bank's Operations, including the preparation of the CAS for the participating countries.

Background: EDI will present the country representatives' recommendations at the last Expert Group Meeting on the "Competitive Advantages of Regions - A Framework and Best Practices", which took place on November 25-29 in Austria. This expert meeting was attended by high level government officials, experts, and opinion makers from all five countries. Participants expressed significant interest in using this project as an opportunity for their involvement in CAS preparation. They believe that the IMF's and the Bank's activities will considerably influence the future of their countries and therefore, this project, with its emphasis on visioning and competitiveness (at both the country and regional levels) could provide an important input for the CAS. It is interesting to note that the representatives from Bosnia-Herzegovina came from both the Federation of Bosnia-Herzegovina and the Republic of Srpska. As they indicated in their letter to Mr. Wolfensohn, they "met together for the first time since the beginning of the war in 1992". Although they belong to all three ethnic groups - Bosniacs, Croats, and Serbs- the atmosphere was very friendly and productive. The letter they sent to Mr. Wolfensohn was published in the three major Bosnia-Herzegovina newspapers. On Thursday, December 3, there was a one hour roundtable discussion on the major TV station, relating to the Expert Meeting and the future steps to be taken. We expect that similar activities will take place in the other participating countries and that this is just the beginning of a broader public debate on the vision of the future at the country and regional level.

Briefing on EDI/World Bank-UNHCR Workshop
October 21-14 1996
Capacity Building in War-torn Countries

The Briefing will be held 11 December at 11:30 a.m.-12:30 p.m.

1. Purpose of the Briefing:

The briefing is intended to bring together colleagues in EDI and other Bank departments for a discussion about inter-agency initiatives related to capacity building in war-torn countries. The themes addressed in the Workshop cut across World Bank activities underway in a number of country departments and functional divisions.

2. Participation in the Briefing:

Invitations to the briefing have gone to all those who participated in the October Workshop as well as to a number of people who did not participate, but who share an interest in its outcomes and possible follow-up activities. The Workshop was jointly sponsored by UNHCR which sent 8 representatives. 14 international organizations in all participated as well as representatives of 5 countries. UNHCR will be represented at the briefing by a representative from the Washington DC office.

3. Themes to be covered:

- A summary of the major conclusions relating to post conflict reconstruction generally and, more specifically, to the sub-themes of the Workshop: governance and rule of law, general economic recovery, and basic community services.
- Reflections on aspects of the encounter that may encourage stronger partnerships between the Bank and other international agencies, as well as increased collaboration within the Bank on post-conflict reconstruction.
- Reflections on what was learned about the limitations and different institutional "cultures" brought to the task of post conflict reconstruction and the perspectives of client beneficiaries.
- A summary of proposed follow-up activities, including preparation of training materials, information seminars devoted to particular problem areas, and national workshops initially in Africa and Central America.

ADAPTING CAPACITY BUILDING STRATEGIES
TO THE NEEDS OF WAR-TORN SOCIETIES
Summary of Workshop 21-24 October

EDIEN hosted this Workshop, jointly sponsored by the United Nations High Commissioner for Refugees 21 - 24 October. External Affairs and various colleagues interested in post-conflict reconstruction issues in the Bank participated in planning the Workshop and attended the proceedings. The event was the first step in bringing the World Bank and UNHCR into a closer partnership, particularly in war-torn countries. Participating in the Workshop were a group of 27 policy makers and field officials from 14 international organizations and NGO umbrella agencies, as well as representatives from five war-torn countries: Angola, Cambodia, Guatemala, Mozambique and Uganda. Some 20 persons from different parts of the World Bank also participated in the Workshop.. Among World Bank officials who played important roles in the meeting were Vice President for External Affairs Mark Malloch Brown who gave a key note address; EDI Director Vinod Thomas who introduced the first session; Division Chief Hatsuya Azumi who both chaired one of the session and gave the dinner address, Senior Advisor to the Vice President Francis Colaco who facilitated a Working Group, and Division Director Ishrat Husain who addressed the closing session of the Workshop.

The Workshop was initiated in the context of the growing awareness within the international community of the multifaceted challenges of facilitating transitions from war to peace. The participants recognized the need to focus on a particular set of goals related to enhancing national and local capacity building strategies. The Workshop sought to establish better understandings of needs and priorities for durable programs of training and capacity building in post-conflict countries. The sessions were designed to facilitate the sharing of best practices and to identify areas conducive to greater cooperation.

The Workshop opened with addresses about the challenge of capacity building in post-conflict reconstruction from diverse perspectives: The World Bank, UNHCR, the broader international community approach, and the representatives of war-torn countries presented their perspectives. Following the plenary sessions, the Workshop divided itself into three thematic working groups: Governance and Rule of law, Socio-Economic Revitalization, and Basic Community Services. Each group grappled with the undeniably inter-related issues, and prepared a set of recommendations for discussion by all participants.

Common themes emerged both from the plenary speakers and the working groups:

- That capacity building strategies must be formulated at central, regional and local levels. For most of the international agencies, it is necessary to depart from traditional approaches in order to be effective at the local level.
- That while one or another international agency may provide leadership in post-conflict reconstruction, the issues that must be addressed are complex and inter-

related and require the multiple approaches of humanitarian, political, and developmental entities.

- That facilitating the transition from war to peace invariably implies long term international support, beyond what is usually mandated by agencies charged to work in these situations or funded by donors.
- That better understandings of the causes and legacies of conflicts, more systematic assessments of both human capital potential and needs, and greater cooperation will yield more durable results.
- That training components should be formulated within broader capacity building and institution building strategies, taking into account the political, economic, social and psychological legacies of conflict.

On the last day of the Workshop, the Bank and UN agencies met alone to discuss future actions. As this was the first encounter of its kind that brought together World Bank and United Nations agencies, and in view of the fact that participants generally presented their personal views on the issues debated, it was not possible to conclude with a concrete plan of inter-agency action. Instead, the proposals were necessarily of an agenda-setting nature. However, the participants strongly supported a continuing process of inter-agency consultation, evaluation, and field work in the capacity building area in war-torn/post-conflict countries. There was a consensus among participants that a future workshop should be put together in the field, possibly in Angola, and that a steering committee mechanism should be established with the Bank, UNHCR, UNDP and the UN Staff College to assure the continuation of the exchanges and the pursuit of the ideas put forward.

Item: Global Knowledge Conference in Toronto

This section contains information on a proposed international conference to be hosted by the World Bank and the Government of Canada in Toronto in June. In particular, it points to some issues that need attention on an urgent basis.

Global Knowledge '97
Knowledge for Development in the Information Age
June 22-25, 1997, Toronto, Canada

Background

The *purpose* of the Toronto conference is to advance the Bank's new role as The Knowledge Bank and give momentum to the Bank's Global Knowledge Partnership initiative. Conference content will focus on ensuring that the poor benefit from the knowledge revolution. *Expected outcomes* include greater understanding of the importance of knowledge in future development success, greater awareness of the need for supportive policies and expanded investment in connectivity, broader sharing of best practices in learning and in using technology, and movement toward new public/private partnerships. We expect 1,200 to 1,500 *participants* from developed and developing countries: 200-300 ministers and senior officials; 400 teachers and trainers; 200-300 business and industry leaders; 200-300 leaders and staff from the public and private development community, including NGO's. The attached flyer provides more details.

External partners will be very important for the *content* of the conference, and also its *financing*. We have a tight Bank administrative budget of \$500,000. We seek to raise \$1,000,000 for travel scholarships for developing countries from partners. So far, the Canadians, the US, the Swiss, and UNDP have agreed to make contributions. We still need about \$600,000 to meet our goal. Through fees for exhibit space and registration fees for developed country participants, we should realize about \$250,000 in income to be applied to the program. This level of financing supports a conference with few frills, although with large attendance and good content.

Issues

Short Timing: This is a Bank conference, facilitated by EDI. We are getting good cooperation from within the Bank from units including FPD, HDD, and PSP. However, we are operating on an extremely condensed planning schedule. Your visible support will ensure accelerated and stronger collaboration both inside and outside the Bank. It would be very helpful for you to mention the conference in your discussions on how the Bank is becoming a Knowledge Bank. In addition, we would benefit greatly by having a senior liaison in your office. If you were willing, John McArthur would be a desirable choice.

Tight Financing: To make the conference more attractive, we intend to approach major corporations for in-kind support for conference network and software support, video uplinks, and hospitality sponsorship. We hope that you will be willing to assist by making suggestions and initiating contact where appropriate.

Attracting Headliners: Getting the right high profile speakers, presenters and sponsors will be an important measure of our success. Again, we hope you will support this effort by suggesting and/or contacting individuals you feel would make a significant contribution to the conference.

GLOBAL KNOWLEDGE '97

Knowledge for Development in the Information Age

An international conference hosted by the World Bank and the Government of Canada in partnership with the United Nations Development Programme, the Governments of Switzerland and the United States, and other public and private partners.

June 22 - 25, 1997
Toronto, Canada

The Global Knowledge Partnership is not about machines. It is about people. The challenge is to harness the technology to link people together and to leverage its impact for development. That means both accumulating the right kind of knowledge, and helping our clients build the capacity to use it.

*James D. Wolfensohn
President, The World Bank*

Purpose

Global Knowledge '97 participants will explore the vital role of knowledge in economic growth and social development, and advance the Global Knowledge Partnership, a public-private collaboration initiated by the World Bank to ensure that the world's poor share fully in the benefits of the Information Revolution.

Participants

The conference will bring together 1,200 ministers and senior policymakers from countries undergoing economic and political transitions, representatives of the international development community, private industry, nongovernmental organizations, training and academic institutions, scientists, teachers, and opinion leaders who can contribute experience, skills, and insights to building and applying knowledge for sustainable development.

Program Overview

Global Knowledge '97 will present a rich mix of interactive learning opportunities, ranging from keynote addresses by world leaders, to interactive panels, seminars, workshops, consultations, film and video screenings, and discussions. A conference website will allow participants to connect easily to others with similar needs and interests, before, during, and after the conference.

Knowledge & Technology Forum

At the conference exhibition, participants will meet with leaders from business, academic and training institutions, and nongovernmental organizations. They will see demonstrations of products and services for building and mobilizing knowledge and information. An international business center will provide translation, communications and private meeting services to facilitate dialogue.

Program Themes

The conference will be built around four related themes:

The Global Knowledge Revolution: the nature of the emerging knowledge economy and its implications for developing countries, particularly the poorest; the power of new learning technologies; and the increasing importance of knowledge, information, and skills to sustainable development.

Policies: the policy frameworks that encourage the growth of the knowledge economy, effectively harness knowledge and skills for development, and foster private sector investment in knowledge capital.

Conference Outcomes

Practices: global best practices and the lessons of experience from the public and private sectors in harnessing knowledge and designing effective learning programs, with particular focus on programs that empower the poor with knowledge and information and that build civic dialogue and social cohesion.

Infrastructure: how to finance, build and sustain national information and communications infrastructures linked to the global information infrastructure; how to increase innovation and information flow in both the private and public sectors; and how to build sustainable rural communication systems.

Global Knowledge '97 will provide a forum in which participants can learn how nations and organizations can better harness knowledge on behalf of sustainable development. This enhanced knowledge is expected to:

- Accelerate policy reforms in telecommunications and informatics
- Increase investment in telecommunications and information infrastructure
- Expand use of information technology to build the knowledge resources of the poor and enable them to participate more effectively in development
- Strengthen public dialogue on development, contributing to enhanced social cohesion
- Build support within the donor community for country knowledge strategies
- Contribute to more and better public-private partnerships.

Call for Learning Activities

Global Knowledge '97 planners invite all interested parties to contact them about designing and delivering seminars, symposia, demonstrations, case studies, simulations, multi-media presentations, and other forms of interactive learning and discussion that will contribute to the objectives of the conference.

Languages

Conference plenaries will be conducted in English, French, and Spanish. Translators will be available for workshop sessions.

Registration

Conference registration is by invitation and application. Funding for travel and subsistence will be available for participants from developing countries invited by conference partners. Additional participants will be selected from applications received by the *Global Knowledge '97* conference organizers. The registration fee for the three-day event is \$750.00 US.

For More Information

Global Knowledge '97
The World Bank Economic Development Institute
1818 H Street, NW, M 7-075
Washington, DC 20433
Phone: (202) 473-6442
Fax: (202) 676-0858
E-mail: GlobalKnowledge97@worldbank.org

OFFICE MEMORANDUM

DATE: November 26, 1996

TO: James D. Wolfensohn

FROM: Vinod Thomas *Vinod Thomas*

EXTENSION: 36300 *JK*

SUBJECT: **Global Knowledge Conference Progress Report**

*Pl see me
about this
Jim*

Dear Jim:

The Toronto conference, which we discussed at our last EDI review, is now taking shape nicely, and I have enclosed some descriptive material of where things now stand. We would like to discuss all this with you at our forthcoming briefing. The conference tag line, 'Building the Global Knowledge Partnership,' aligns the conference firmly with the initiative you launched at the annual meetings, and we expect the conference to be a useful platform for you to discuss progress and challenges related to the initiative. As noted in an earlier memo, Canada has joined us as a principal cosponsor, and Prime Minister Chretien will address at the conference.

1. Program Development: You and Prime Minister Chretien are scheduled to address participants at the opening plenary on Monday, June 23, setting the stage for what is to follow. After our forthcoming EDI briefing, we would like to request your signature on letters to major speakers: it would be terrific to have Vice President Gore as a keynote speaker.

In addition to plenaries with top name speakers, we expect to have over 100 learning activities at the conference, provided by the Bank, its partners and other public and private organizations. The following are three examples:

- the Economic Commission for Africa will produce a panel and debate on bringing the African vision to reality by the Year 2020;
- AT&T will conduct seminars on its experience with learning networks and building knowledge communities
- the Bank's Finance and Private Sector Development Vice Presidency will merge its two day annual Science and Technology for Development Conference with the Toronto effort, bringing with it several Nobel Laureates; *infoDev* projects will be highlighted; TechNet is planning seminars on the role of radio in development;

2. Funding Participation: We also expect to raise funds from bilateral and multilateral cofinancing partners, in order to cover costs for the participants. So far Canada has committed \$500,000, Switzerland and UNDP \$100,000 each.

Attached, please see a letter for your signature to Prime Minister Jean Chretien thanking the Canadian government for cosponsoring the event and inviting him to speak at the opening plenary. Also attached are invitations to participate to the UN Secretary General, Undersecretary General Desai, and UNDP. I would like to follow up with a package of additional letters for your signature shortly.

We are experiencing good cooperation throughout the Bank for this event. We were particularly pleased to have the opportunity to sit down with Maurice Strong last week and get the benefits of his insights.

Thank you for your continuing support of this effort. We will continue to communicate our progress to you, and, as always, look forward to your advice and counsel.

cc: Sven Sandstrom
Maurice Strong

Happy Christmas
to you and Elaine -
Vivian

Item: Ugandan School Children on the Internet

This section contains several pages of email from students in a school in Uganda, connected to us and Jackson Hole, Wyoming, through the School to School Initiative. The students have offered their views on what they would do if they were President of the World Bank.

A L L - I N - 1 N O T E

DATE: 06-Dec-1996 09:21am

TO: Katherine Sheram

(ksheram@worldbank.org@INTERNET

FROM: MENGGO SENIOR SCHOOL,

(mengoss@imul.com@INTERNET)

EXT. :

SUBJECT: Re: URGENT:The President of the World Bank

Greetings from Mengo Senior School,

Students are busy typing in but get this one for the moment.

WHAT I WOULD DO IF I WERE PRESIDENT OF THE WORLD BANK.

I am Nakatudde Agnes of Mengo Senior School a student of Physics, Economics and Mathematics in form five. If I were the president of the World Bank, I would make efforts to supply educational equipment like computers and peripherals to schools and institutions of developing countries. I would also make further efforts to promote security to the world so that school going is possible. I would also provide text books to schools so that even the students who cannot afford buying them, can have them hence boosting literacy in the world. I would encourage governments in developing countries to provide Universal Primary Education. Literacy is a cornerstone for development.

[illegible]

I, NAMAKULA EDITH

I would mobilise resources for less developed countries in order to help them come up and stand on their own instead of depending on the United States and Europe.

I would also form agencies to help the street children and other people who have no home and nothing to eat. There are very many such people in Uganda.

I would also design programmes for the poor countries to enable them live as human beings rather than living a sub-human life. I would also help them build industries to provide employment opportunities for the people . I would encourage world trade so that all countries can get access to all the products produced in other countries . I would try to protect the poor countries from being over exploited by the rich ones through unfair terms of trade, buying their products at very low prices and and selling theirs expensively.

[illegible]

In my opinion if I were president of the World Bank , I would

If I were President of the World Bank, I would allocate more help to third world countries than I would to any other country, so that they may rise up to be as stable as the rest and avoid recolonisation by the more powerful states or dependency of the poor countries on the other countries which will limit stability.

Charity Ekuddu
S.3, Gayaza High School

If I were President of the World Bank, I would try to make sure that all or most refugees are cared for, irrespective of their nationality or religion.

I would help especially with the introduction of computers in learning institutions

Deborah Agumo

If I were President of the World Bank, I would lend money to the countries that are poor in order to help the street children and orphans. I would put people in charge so that I can get records of what the money is being used for and maybe ensure that they invest it in something viable like agriculture. This would make them self sufficient.

Doreen Nyakato, S.3

If I were President of the World Bank, I would make sure underdeveloped countries are loaned enough money to bring them up. I would also make sure that most of the children in the world get educated because they are the future generation.

Flavia Nakimuli, S.3

If I were President of the World Bank, I would come to Africa in person and see the problems myself. I would not want to have people report to me what is happening there. Then we would support their projects if necessary, then give them loans to help them rebuild their nations.

Olivia Nalubwama, S.3

If I were the President of the World Bank, I would put onto consideration the very poor countries of the world and try to support them in form of giving them money following a particular order, so that the money is handled by the right kind of people. I would also be strict about those countries that will have borrowed money, so that they return it soon enough.

Joan Kyomugisha

If I were President of the World Bank, I would unite the world in the field of business and financial management. I would donate money to organisations dealing with needy money, and I too would enjoy a lot luxury.

Juliane Obika, S3.

If I were President of the World Bank, I would avoid practicing racialism. I would try and be fair by giving an equal attention to all the different races especially third world countries which are black, helping them to develop accordingly.

Irene Nababoba, S.3

If I were the President of the World Bank, I would advise the countries which are poor to introduce methods of improving their economy and also educate the people about these methods of improving the economy. If I granted money to a country to improve on tax collection, I would send one of my personal to educate the people thus avoiding mismanagement.

Rose Muganga S.3K,
Gayaza High School

If I were President of the World Bank, I would grant loans for a good cause. I would make sure at least quarter or a specific amount of money is payable because if nothing is paid back, the World Bank would make losses thus making it unable to pay its members and unable to grant any more loans.

S.3S, No 130

If I were President of the World Bank, I would make sure that the member states all develop by financing them all equally. I would also not interfere in any countries' politics but their economy. I hope in time to come there will be an improvement in the economies financed by the World Bank.

Asha Konde
S.3S, Gayaza high School

If I were President of the World Bank, with all the money in my hands the best I would do is invest that money in developing countries where I am sure I would get a profit which I would use to give to countries in great calamity.

Nassuuna Mirembe
S.3S, Gayaza High School

There are very many children suffering all over the world, and because of this, they might make up the bad citizens in future. So, President of the World Bank, I would donate large sums of money to surround these children with normal conditions of living, that children around their age enjoy.

Mercy Banturaki
S.3

If I were President of the World Bank, I would give money grants to Third World countries to promote development in different fields like agriculture, industry, and improve the living conditions of the people mainly in the slum areas. This is to encourage uniform global development.

Joy Muballe

If I were President of the World Bank, I would try to develop the countries that are poor such as Somalia, by giving them loans and expatriates to improve on the infrastructure of the countries. I would also try to reduce on the corruption in many countries by trying to bring about honesty among the people, especially in the developing countries.

Rebecca Mayanja
S.3S, Gayaza high School

If I were President of the World Bank, I would support all organisations that help children in different nations. I would support them financially and ensure that a feedback is brought as proof that they have used the funds properly.

I would do this because these children are tomorrow's leaders and if they are not brought up properly or taught at this early age, then our future is sure to go down the drain.

Sarah Kaboggoza, S.3

If I were President of the World Bank, I would lend money to the poverty stricken countries and that would be non-refundable. With this money, I would expect that they would use it for infrastructure, for orphanages and other useful governmental organisations making sure that the money is not misappropriated.

I would also aid them in resettling street children who seem to be thousands around.

Patience Migisha, S.3

If I were President of the World Bank, I would give donations to the people living in poor areas, to orphanages and the like. I would invest the money in profitable projects like building of industries, factories and dams.

I would also give donations of things like cement, iron sheets and the like to people who want to start profitable projects.

Rachel Nakyanja, S3

If I were President of the World Bank, I would first of all make videos of the different parts of Uganda, for instance in the North and take them home with me so that my counterparts, seeing the problems in Uganda may try to help. Secondly I would offer funds to different places that need help such as orphanages, buildings, schools.

As privatisation is going on in Uganda, I would buy more company houses that the World Bank can use to invest in Uganda.

I would different banks in Uganda and advise them on what to do in order to improve on their banks. I would also make souvenirs from different places in Uganda like the National theatre crafts shops and collect different things to take home with me so as also to portray on the hidden potential of the people of Uganda.

For my school, Gayaza, I would give more funds for the computer centre for buying more computers.

Brenda Ruharo, S.3

Personally, I have never dreamt of becoming a World Bank president, but now that I have the opportunity to out myself in his shoes, I will express my would-be dreams.

If I were President of the World Bank, I would make sure that the money that is saved is used economically and most of it sent to the Third World countries that need help, those that are hunger stricken, or war-torn, as reports have always said about them.

I would also make sure that the people I am working with are faithful, not corrupt, and are willing to contribute in whatever situation is at hand.

I would also make sure that the money is evenly distributed, and also according to whatever state a particular country is in.

Nancy Kajwalo, S.3

As the President of the World Bank, I would encourage global cooperation for development so that developing countries do not only depend on World based organisations for loans but can help each other. I would increase the amount of resources going to developing countries, encourage free education for all children especially in developing countries.

I would encourage countries to strengthen the private sectors, offer expert advice and training to carry out development programmes and encourage environmental preservation.

Mwesigwa Julia. S.5

If I were the President of the World Bank, I would have to main objectives: first to eradicate poverty worldwide, and secondly development.

I would set out at least one branch in every nation, and my associates would try out surveys in which solutions solutions for poverty would be worked out.

For development, I would donate money, give advice and encouragement to developing countries. Help is offered in many ways; that is, monetary, advice, encouragement, and through all this, the nations would hail the World Bank for its commendable efforts.

S5S, No. 65

As a President of the World Bank, I would first of all encourage global cooperation through a wide range of activities and relationships. I would encourage people to maximise all their efforts in education to achieve maximum results. I would carry out an anti-poverty campaign, to improve the people's standard of living. this would also reduce on their debts and lead to economic growth. I would also provide expert advice, consultation, and training to carry out developmental programmes in low developed countries.

Jeane Kalibbala, S.5

As President of the World Bank, I would advocate for free education especially in developing countries. This would lead to awareness and eradication of the ignorance among the people I am helping. I would also increase the amount of resources going to underdeveloped countries to help finance their projects, support national economic reform programmes, offering expert advice to countries in need of it.

Item: Selected Letters of Appreciation

This section provides a subjective assessment of the impact of EDI activities through a selection from among the many letters of appreciation we routinely receive.

THE ALLIANCE OF RUSSIAN AND AMERICAN WOMEN

Tues
D

November 6, 1996

Jim Wolfensohn
President
World Bank
1818 H Street, NW
Washington DC 20433

Dear Jim:

I want to send you a personal letter of thanks for the World Bank support of the conference "Women in Business: Alliances for Success" which was co-sponsored by the Alliance of Russian and American Women and held in Novgorod October 8 and 9. As Vice President of ARAW and one of the Conference organizers I was deeply involved with this conference and can attest to its amazing impact.

Over 160 women attended from over 35 cities in Russia -- as far away as Vladivostok and Khabarovsk -- many riding several nights on the train in order to attend.

At the end of the conference, dozens of the Russian participants emotionally thanked me and the World Bank for providing them an opportunity to meet and interact with each other. It became clear that while regional conferences are held with some regularity, a nation-wide conference such as this one that both encouraged and gave opportunity for network development is rarely held in Russia.

There was also much appreciation for the practical workshops offered which many said were "the best that they had ever experienced."

Russian women constitute 80% of the newly unemployed in Russia. Bringing women into the new economic life of the country will make a major contribution towards greater political stability, a civil society, and a healthier and less criminal economy. Women can play a key role in building social capital.

The outcome of this conference will undoubtedly be new business associations, new businesses, new incubators, and most important of all, renewed hope on behalf of the women who should play a major role in the development of small business in Russia.

I thought you would like to know about this unusual grassroots project which the World Bank helped bring to fruition.

With best regards,

Grace Kennan Warnecke

Grace Kennan Warnecke
Executive Vice President

cc: Vinod Thomas ✓
Danny Leipziger
David Ellerman

Mr. J. D. Wolfensohn
President, The World Bank

Fax No. 1 202 522 3031

We are writing you this letter as individuals who met together for the first time since the beginning of Bosnian war in 1992. Thanks to the EDI of the World Bank we are participating in the Expert Group Meeting on "Competitive Advantages of Regions: A Framework and Best Practices", November 25-29, 1996, Vienna, Austria. We are coming from both Bosnia-Herzegovina Entities, Federation of Bosnia-Herzegovina and Republic of Srpska, and we belong to all three major ethnical groups - Bosniacs, Croats, and Serbs. Our professional and political backgrounds are considerably different but we all share the same will - having better living and working conditions for the people of Bosnia-Herzegovina.

We are addressing you as a President of institution whose activities are significantly shaping the future of our country. This expert meeting clearly demonstrated that the World Bank is coming closer to its clients, helping them, in addition to loans, to get and shape knowledge and experiences critical to development. We extremely benefited from this meeting. It has given us the opportunity to learn more about competitive advantages of countries (using Harvard Business School approach) and to share our experiences with our colleagues from Southeast Europe (Albania, Bulgaria, Macedonia, and Romania). It has helped us to put the future of each of these countries in a broader, regional framework, which is very beneficial for developing country's strategy. This is particularly important for Bosnia-Herzegovina, as we can see our problems in a broader context.

Since Bosnia-Herzegovina requires the strongest medicine for its economic recovery we think that only country team made out of strongest players from the World Bank and from local experts can provide appropriate therapy. Local experts can provide the critical inputs that reflect the country's circumstances, thus giving the development a human face. We can help to go beyond the standard economic indicators and also include the necessary ingredients that will give the people positive energy and motivation to shape their own future. We will do our best, through the media and internet (we will create a special web side) to inform the citizens about this EDI project and start a public debate about the future of our country and SEE region.

We would like to thank you personally as well as to the World Bank for the help which has been given to us. At the same time we would like to ask you to further support the mechanisms which will promote bigger involvement of local experts and organizations in developing our own future. This EDI project may become a good example of this. We do hope that in some of the next phases of this regional project we will have the pleasure of getting your personal involvement, to empower and motivate people of Bosnia-Herzegovina, as well as other participating countries from SEE to take care of their own future.

Dr. Meho Basic, Prof. of Economics

Dr. Mladen Ivanic, President of Serbian Intellectual Forum and former Member of BH Presidency

Dr. Sead Kreso, Member of Parliament and former Minister of Finance of BH

Dr. Zlatko Lagumdžija, Member of Parliament and former Deputy Prime Minister of BH

Dr. Bozidar Matic, Member of Academy of Science and former Minister of Science and Technology of Former Yugoslavia

TÜRKMENISTANYŇ
MINISTRLER KABINETIMINISTRLER KABINETINIŇ
BAŞLYGYNYŇ ORUNBASARYКАБИНЕТ МИНИСТРОВ
ТУРКМЕНИСТАНАЗАМЕСТИТЕЛЬ ПРЕДСЕДАТЕЛЯ
КАБИНЕТА МИНИСТРОВ744014, Ashgabat, Karl Marks köç., 24
Faks: (7-3632) 25-51-12744014, ш. Ашгабат, ул. Карла Маркса, 24
Факс: (7-3632) 25-51-12"28" *ноябрь* 1995 г.№ *8-458*To: Jean-Daniel Gerber
Executive Director
The World Bank

Fax 1-202-477-9110

DATE:	NOV 28 1995				
REF:					
TO:	JDG	SS			
CC:					

Dear Mr. Gerber,

The Government of Turkmenistan would like to thank The Economic Development Institute of the World Bank for conducting the regional seminar "Sustainable Growth of the Agricultural Sector Development", which has been successfully completed in the period from 9th to 25th of October, 1995 in Ashgabat.

In particular, I would like to extend my special thanks to Mr. Jose dos Remedios FURTADO for his skillfully handled operations to make this seminar extremely fruitful. We started preparation for the national seminar "Sustainable Growth of the Agricultural Sector Development of Turkmenistan" which is going to be held between February 12 - 18, 1996.

Taking into consideration the immense experience of EDI I would like to ask your support and possible assistance for conducting the national seminar. I very much hope to receive a positive reply and look forward to hearing from you soon.

Sincerely yours,

Valery G. Otchertsov
Deputy Chairman
Cabinet of Ministers
Turkmenistan

THE WORLD BANK/IFC/MIGA
Office Memorandum

~~Handwritten signature~~
by Guerrero

DATE: 1 May 1996

TO: Jean-François Rischard, FPDVP

FROM: Elkyn Chaparro, ~~FPDVP~~

EXT.: 35871

SUBJECT: EDI Seminar on Integrating Africa in the World Economy

I was happy to participate in a most interesting seminar which EDI organized in the last week of April on Integrating Africa in the World Economy. There was wide-spread participation by highly qualified African leaders from the private sector, public sector, labor union movement and civil society. It was a real satisfaction to see African leaders take a strategic view on issues and to see them look into how they could jump at the opportunities offered by the new world economy.

I made a presentation on what the new world economy has to offer for Africa in terms of opportunities and risks. Attached are the slides which I used which may be of interest to you.

cc: J-L Sarbib, C. Madavo (AFRVP); V. Thomas (EDIDR); Brian Ngo (EDIMP);
M. Iskander (PSD)

The World Bank/IFC/MIGA
O F F I C E M E M O R A N D U M

DATE: March 13, 1996 09:45am

TO: Vinod Thomas
TO: ISABEL GUERRERO

(VINOD THOMAS@A1@WBHQB)
(ISABEL GUERRERO@A1@WBWASH)

FROM: Donna Dowsett-Coirolo, LA2CO

(DONNA DOWSETT-COIROLO@A1@WBHQB)

EXT.: 30121

SUBJECT: Haiti - Parliamentarians Seminar

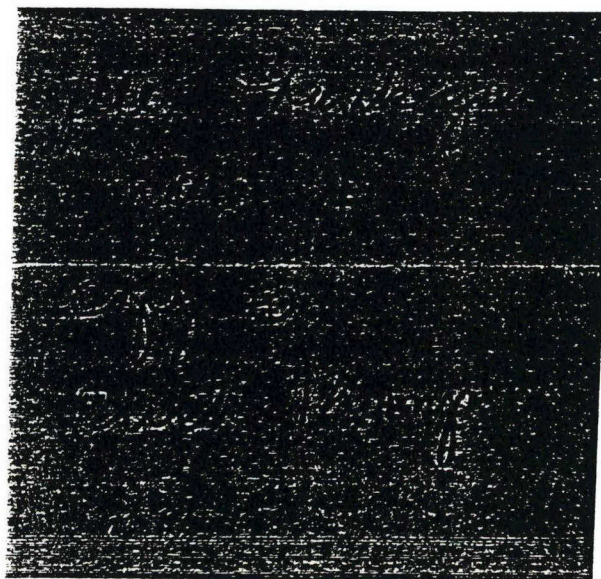
Vinod and Isabel,

I wanted to thank you both for supporting the exercise with the Parliamentarians in Haiti. All indications are that it was a huge success in getting the legislature to think that the mysterious World Bank just, maybe, might...be a little more user friendly to work with. Brian Ngo did a superb job, and now your only problem will be that now the Parliamentarians want all kinds of follow up sessions (environment, land reform, privatization, etc.), basically because they are thirsting for information and ideas. Thanks again,

Donna

CC: LAC ISC Files

(LAC ISC FILES@A1@WBHQB)



FEDERAL ASSEMBLY - THE PARLIAMENT OF THE RUSSIAN
FEDERATION

THE STATE DUMA

Committee on Agrarian Issues

103265, Moscow, Georgievski
Per., 2

Tel. 292-63-25 Fax 293-48-15

October 31, 1966

Our Ref. No. 3.10-19/1202

To: Mr. Michael Carter
Permanent Representative
of the World Bank in Russia
Fax No. (095) 956 21 62

Dear Mr. Carter,

Let me thank you for your personal participation and presentation at the Seminar on Agricultural Policies that was held jointly by the Committee of the State Duma on Agrarian Issues and the Economic Development Institute of the World Bank in Moscow on October 21-22, 1996. To my deep regret, I could not be present at the Seminar at the time of your presentation; however, my colleagues have informed me of the interesting exchange of views that took place.

Let me also express my gratitude to the Institute of Economic Development, and specifically to Mr. Khatsuya Azumi, Head of Department of Environment and Natural Resources, and to his personnel for preparing and putting through a Seminal on a subject which is so topical to us. This Seminar enabled us to compare our own experience in the understanding and shaping of agricultural policies with the understanding and shaping of agricultural policies with the experience of other countries, which was related to us by the representatives of the EDI. Moreover, your colleagues shared with the Representatives of the State Duma - the members of our Committee, and also with the group of

employees of the Ministries and Scientific Institutions who were invited to participate in the Seminar - some of their own views related to the problems that are faced now by the agriculture in Russia.

We would hold it extremely useful to continue our collaboration with the EDI for the purposes of our familiarization with the worldwide experience of Governmental regulation of agriculture. In our view, as the first step in this direction, it would be expedient to work out a Program of such collaboration, covering the holding of Seminars, visits to other countries, expert examination and reviews of draft legislation under development, etc. This could be done by joint efforts of the personnel of our Committee and of the Moscow Representation of the EDI. It would be our opinion that each one of the potential forthcoming joint events should be focused at an in-depth overview and discussion of one of the jointly pinpointed issues, involving an analysis of the actual experience of a selected foreign nation. More specifically, we would be interested in such topics as State support of the development of agriculture, the land ownership and use relationships, the evolution of a system of rural credit institutions, and cooperation.

We hope that our wishes as expressed in this letter will be responded to by concrete proposals on the part of the EDI, and we look forward to continuing the discussion of the issues raised here in the nearest future.

A.A. Chernyshev

Chairman of the Committee

*Embajada de El Salvador*2308 California Street, N.W.
Washington, D.C. 20008

November 8, 1996

Mr. Vinod Thomas
Director
Economic Development Institute
Washington, D.C.

Post-It® Fax Note	7671	Date	Dec/04	# of pages	02
To	Mr. MEYANATHAN	From	R. VARGAS		
Co./Dept.		Co.			
Phone #		Phone #	FBI		
Fax #	6769874 7	Fax #			

Ref: EDI Support

Dear Vinod:

Let me first thank you and EDI for the continuing support provided to El Salvador during this critical phase of our development. I would like to especially mention the support for the consensus building component of the Competitiveness Enhancement Project, and since our last meeting, EDI's support in the CAS process.

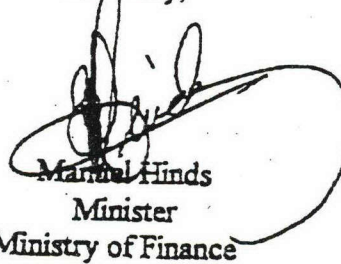
Let me dwell a little on the consensus building process. As you know, Saha Meyanathan, working with counterparts in our government and Bank operations, has been intimately involved in designing and implementing the consensus building process among key leaders and stakeholders in our society. He has done a great job. Last week, he convoked a joint meeting between the groups that went on the first and second study tours (as part of the dissemination efforts of the second tour). This was a crucial milestone. There was a felt-need among the 40 or so participants that they wanted to do more -- to share their learnings and participate constructively in national development on an ongoing basis.

We are not sure what to call this group (at the reunion last week some members suggested "friends of Saha"!) or how to institutionalize it. But we would like to make a modest start and request the services of Saha in facilitating the organization of this group and its interactions with the Government. Given our urgency to move forward, we hope to initiate and launch this effort by the end of this month. We propose the launching of the group through a one day discussions with the economic cabinet of El Salvador. At the end of this effort, we would evaluate how to structure the group, the frequency of such meetings and the group's contribution to the crafting of our vision 2021.

2

Once again I would like to thank you and EDI for deepening the process of change that is so crucial at this stage of our development efforts.

Sincerely,



Marshall Hinds
Minister
Ministry of Finance

Messrs./Mme. Ian Bannon, Danny Leipziger, Adriana Bianchi



19 й. « _____ » _____

№ _____

*file under
'Thank you'
letter & send to
Ruth Thompson*

Isabel M. Guerrero
Division Chief
EDI of the World Bank
Washington, D.C.
USA

June 6, 1996

Dear Ms. Guerrero,

On behalf of the Tashkent State Economic University let me thank you for the efforts of your division and your personally on development of the training capacity of our University and retraining of our staff involved into activities delivered. We also highly appreciate all efforts of EDI to address it's training activities relevant to the transitional issues of Uzbekistan. We would be glad to welcome you personally at our University at any convenient time for you to discuss our future plans as well as for showing you achievements we have already got through cooperation with the EDI of the World Bank.

Sincerely yours,

Saidakhror Gulyamov
Rector

THE INSTITUTE OF INTERNATIONAL FINANCE, INC.
2000 PENNSYLVANIA AVENUE, N.W. SUITE 8500
WASHINGTON, D.C. 20006-1812

Lex Rieffel
Senior Adviser

May 7, 1996

Ms. Isabel Guerrero
Chief, Macroeconomic Management and Policy
Economic Development Institute
World Bank
M-8105
Washington DC 20433

Dear Ms. Guerrero:

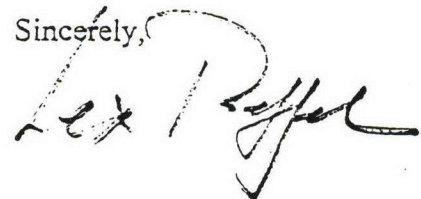
Many thanks for the support provided by EDI for our conference on
"Strengthening Latin American Banking in a Global Environment" held recently in
Buenos Aires. We have received very favorable feedback from the bankers who attended
the conference.

We also appreciate the efforts that EDI is making to get the conference
proceedings published. I understand that the proceedings will be ready for distribution in
July. We would like to have 500 copies of the proceedings for distribution to our
member institutions and an additional 300 copies for sale to non-members.

I look forward to hearing from you in the near future.

Best regards.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lex Rieffel", written in a cursive style.

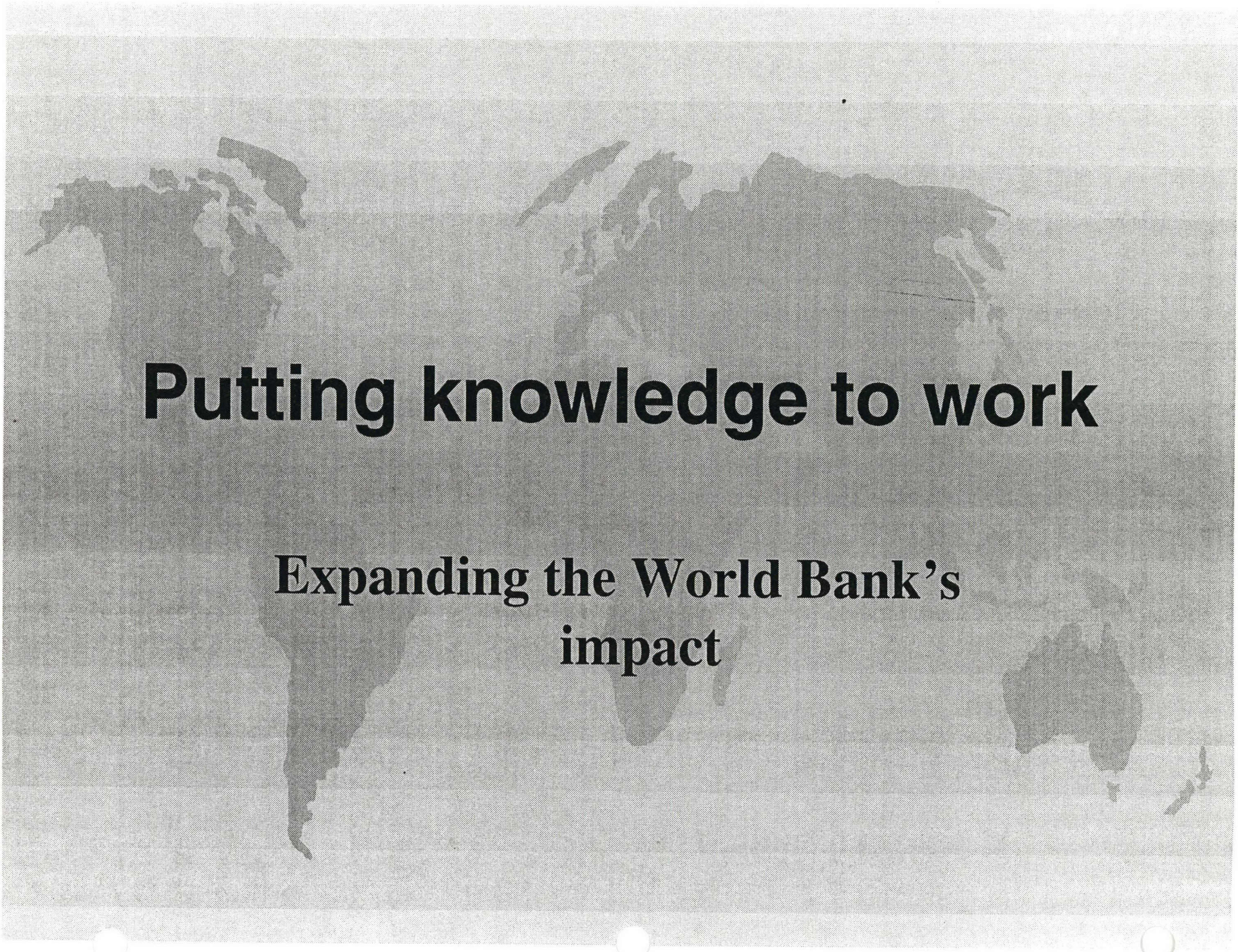
cc: Diane Cashman, EDI

February 23, 1996
Presentation

Item: Previous Briefing, February 23, 1996

This section contains a copy of the briefing given to you last February. Combined with the present briefing this should facilitate an assessment of where we are relative to previously discussed plans and targets.

**EDI's Expansion Presentation
to Mr. Wolfensohn
on February 23, 1996**



Putting knowledge to work

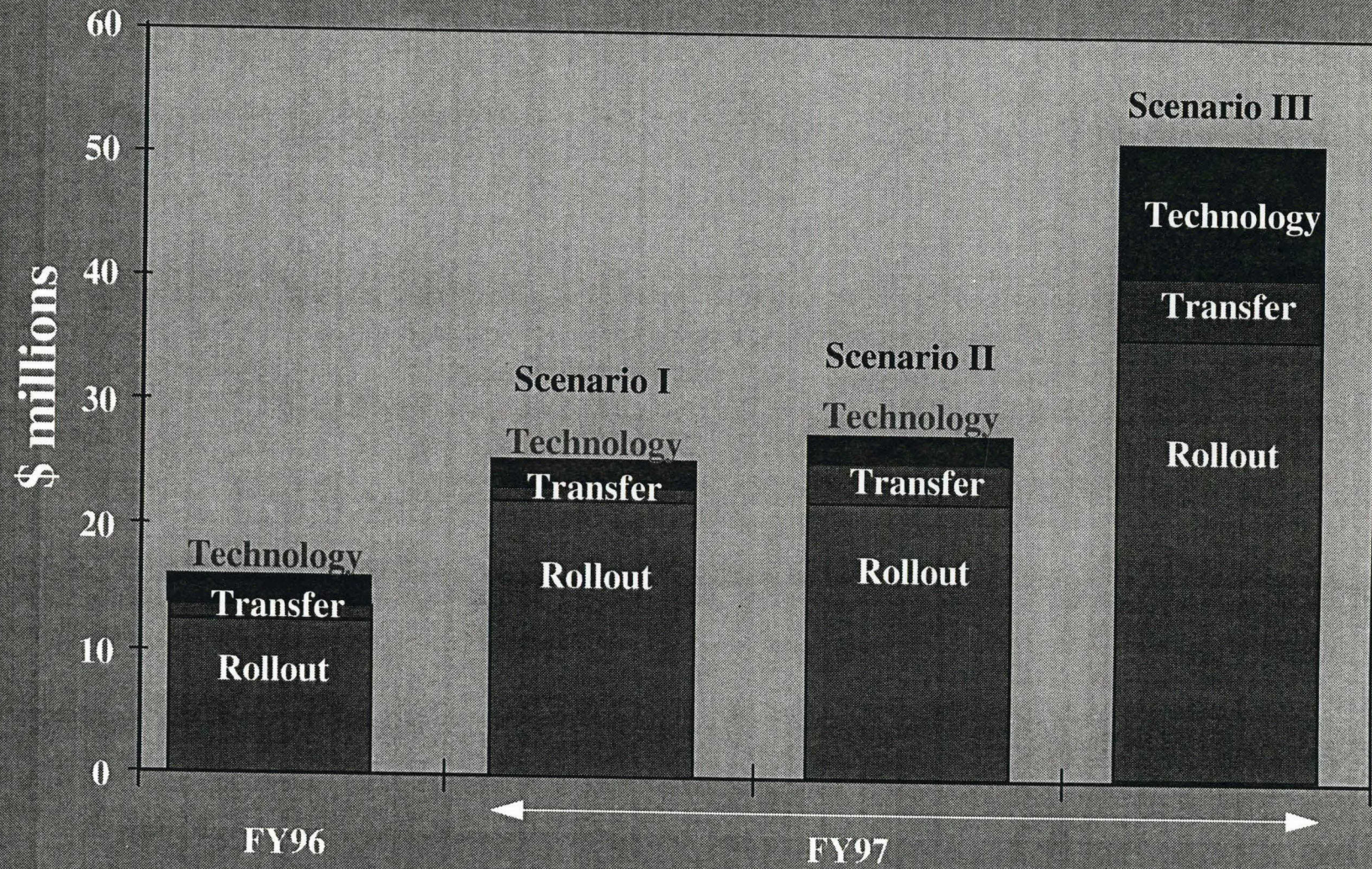
**Expanding the World Bank's
impact**

A faint, grayscale world map serves as the background for the slide. The continents are visible but not detailed, providing a global context for the text.

Major programs

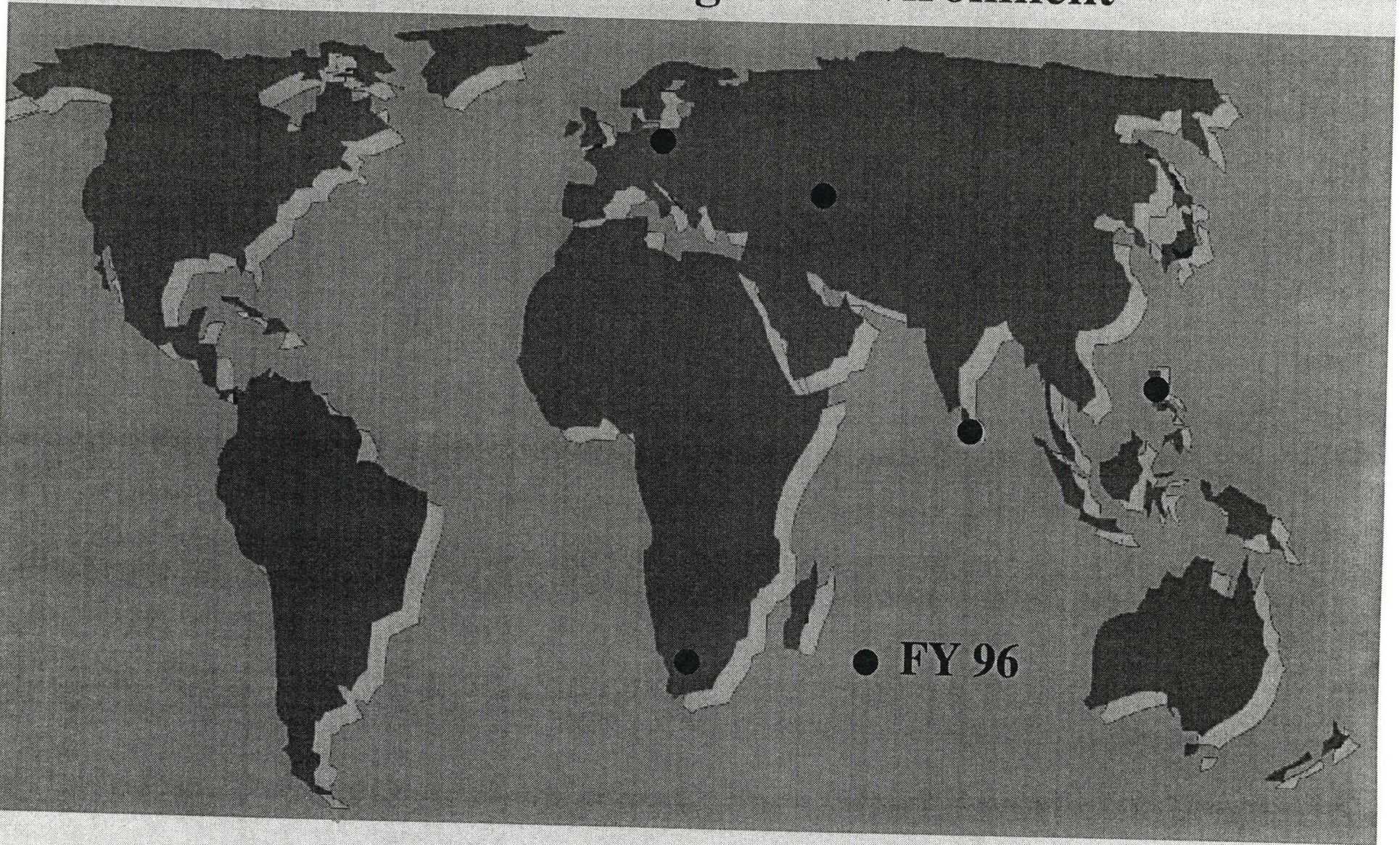
- **Roll out programs**
- **Develop new programs**
- **Develop partners**
- **Expand technology-based outreach**

Growth emphases



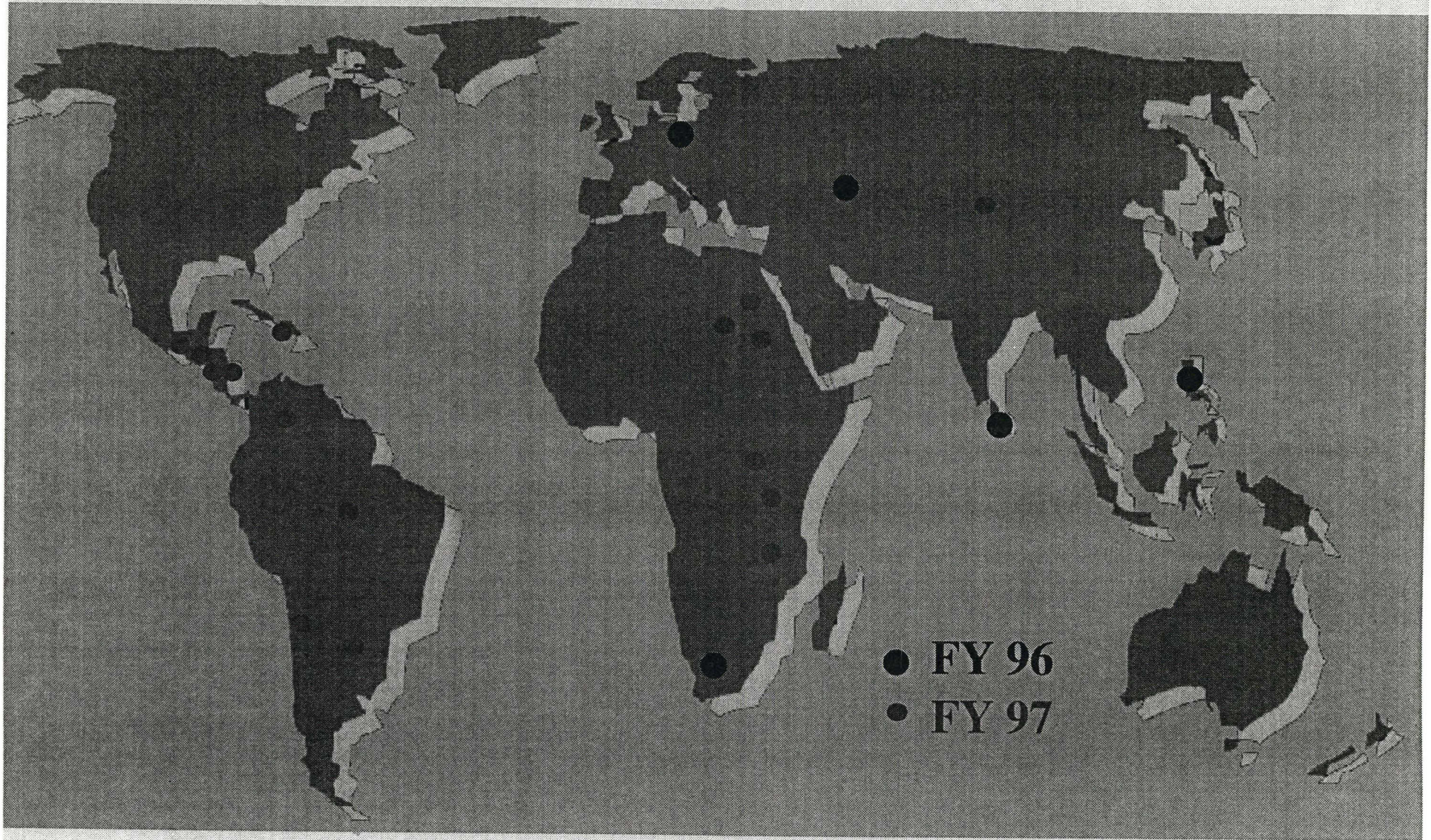
Geographical expansion

Mainstreaming the environment



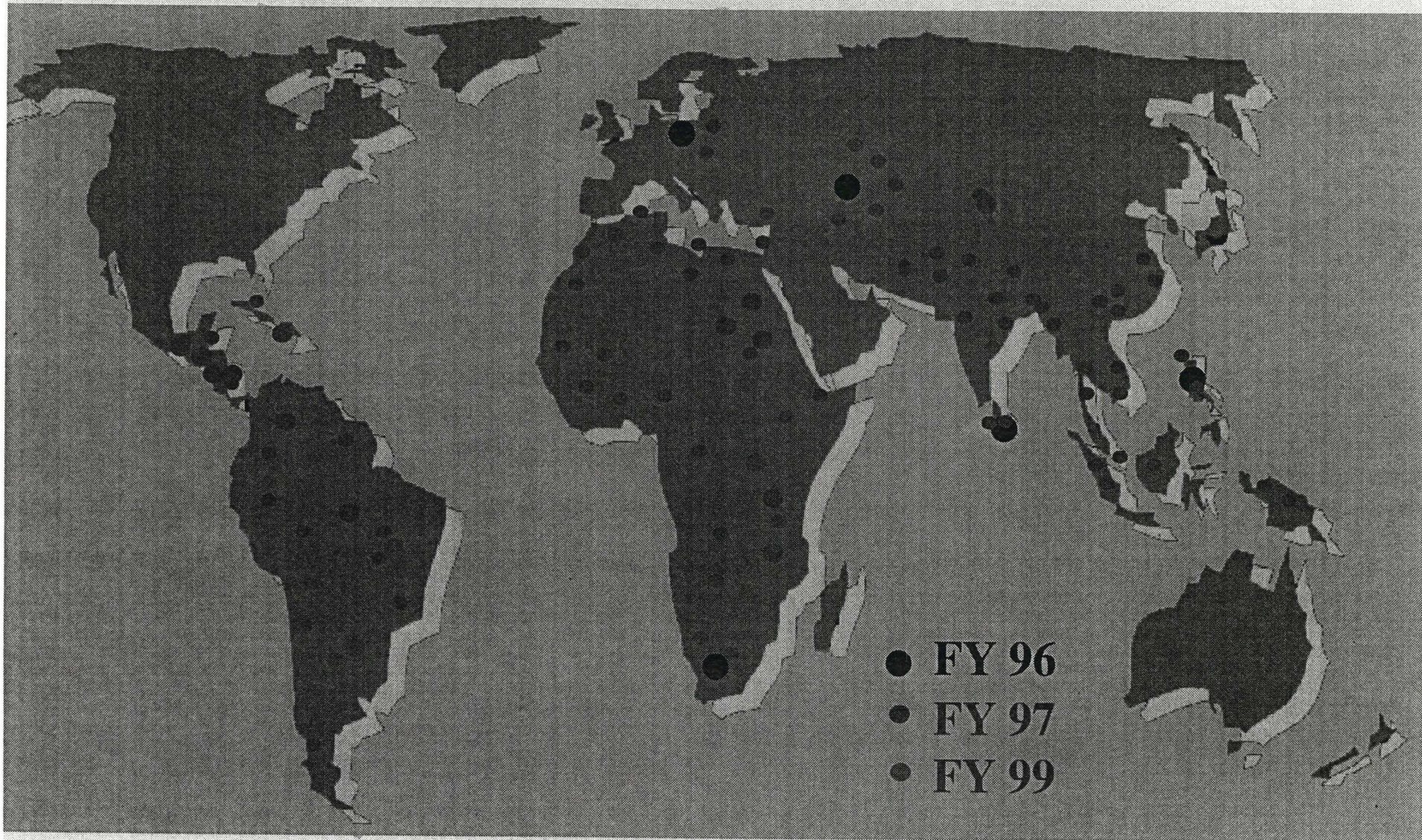
Geographical expansion

Mainstreaming the environment



Geographical expansion

Mainstreaming the environment



Social policies in transition

Expanding through trainer networks

Numbers reached

FY96
40

FY97
900

FY98
5,000

FY99
10,000

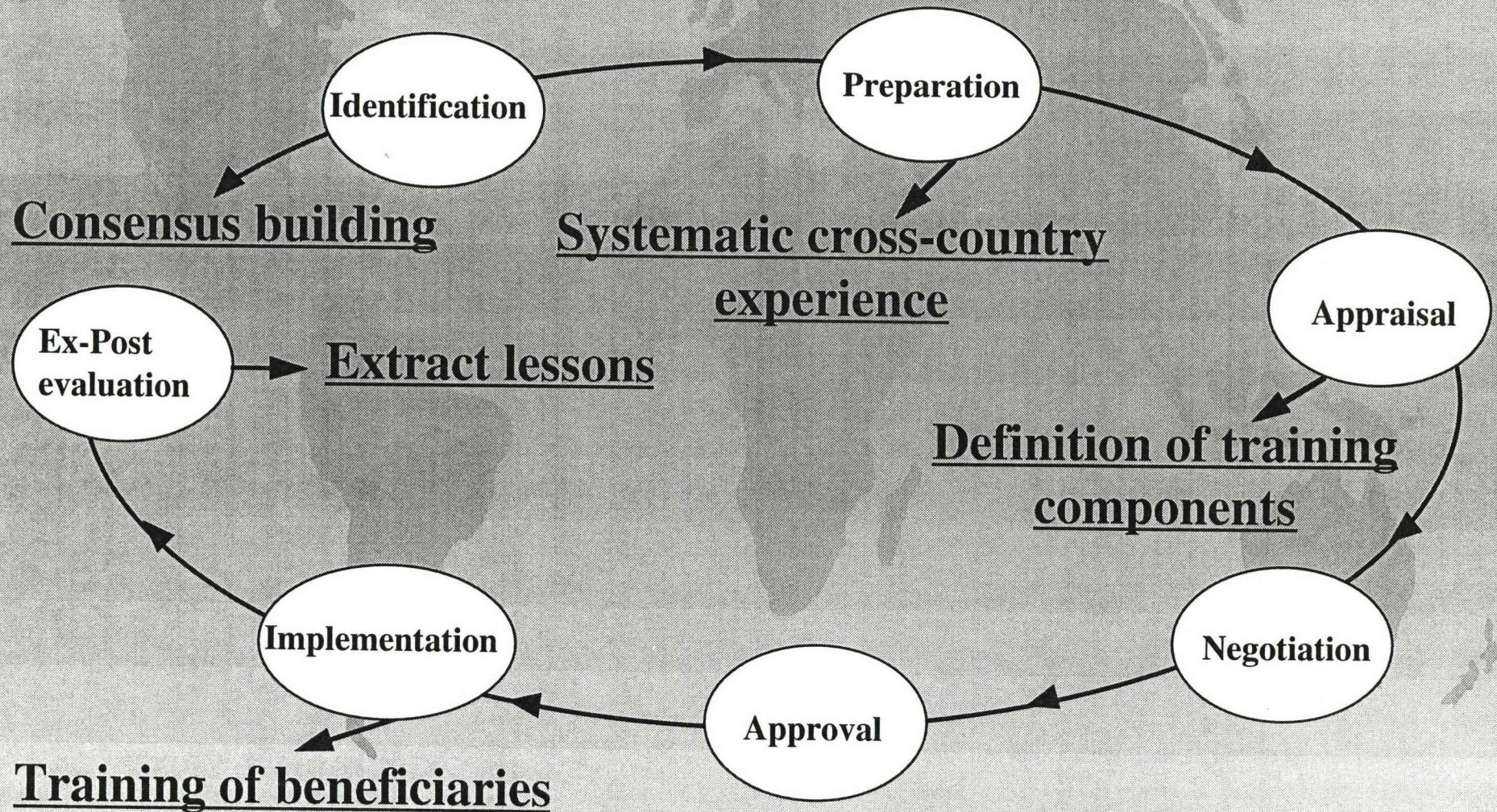




Proposals for integrating learning

- Build learning into selected country strategies
- Pilot EDI support for the project cycle

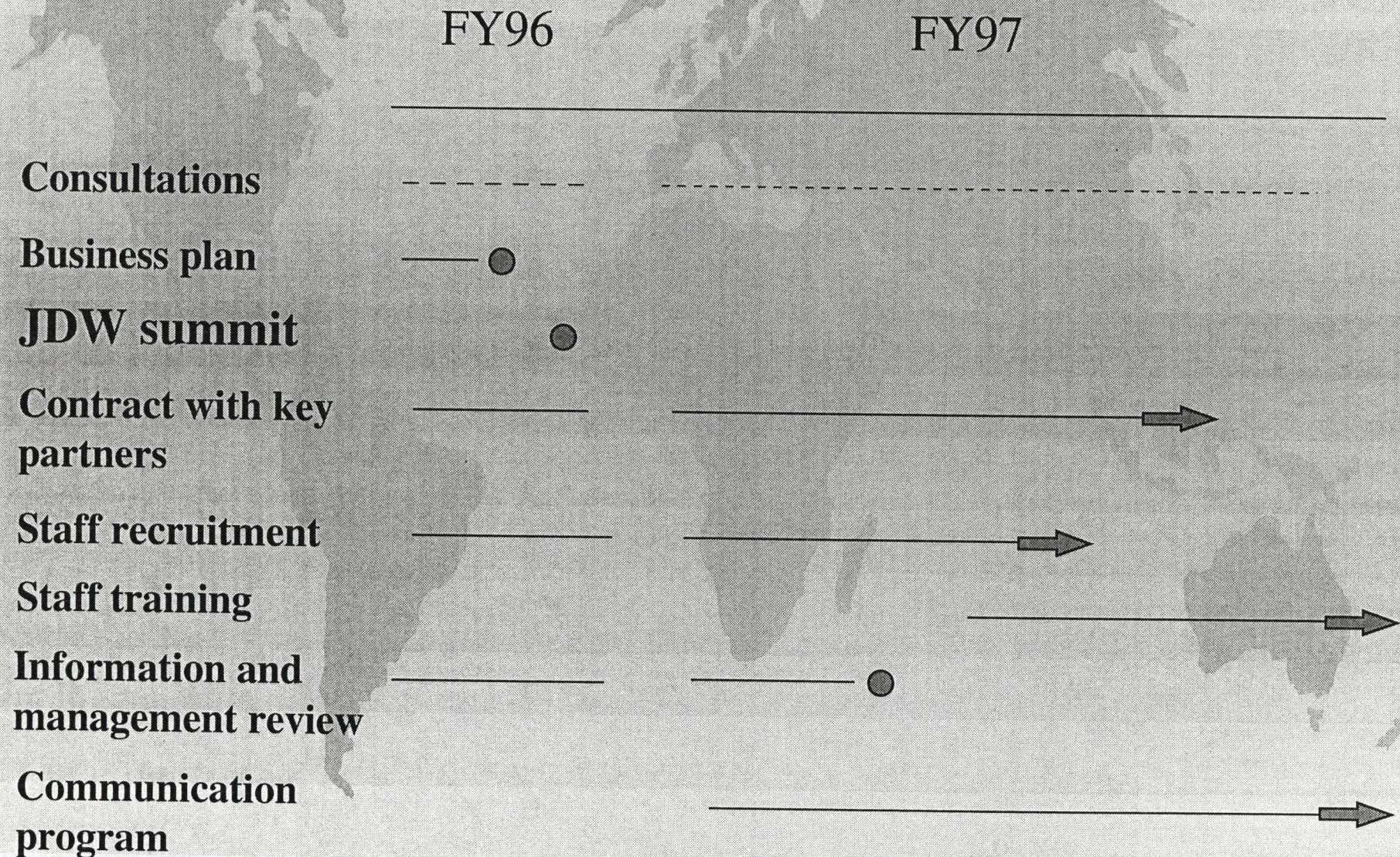
Integrating learning in the project cycle

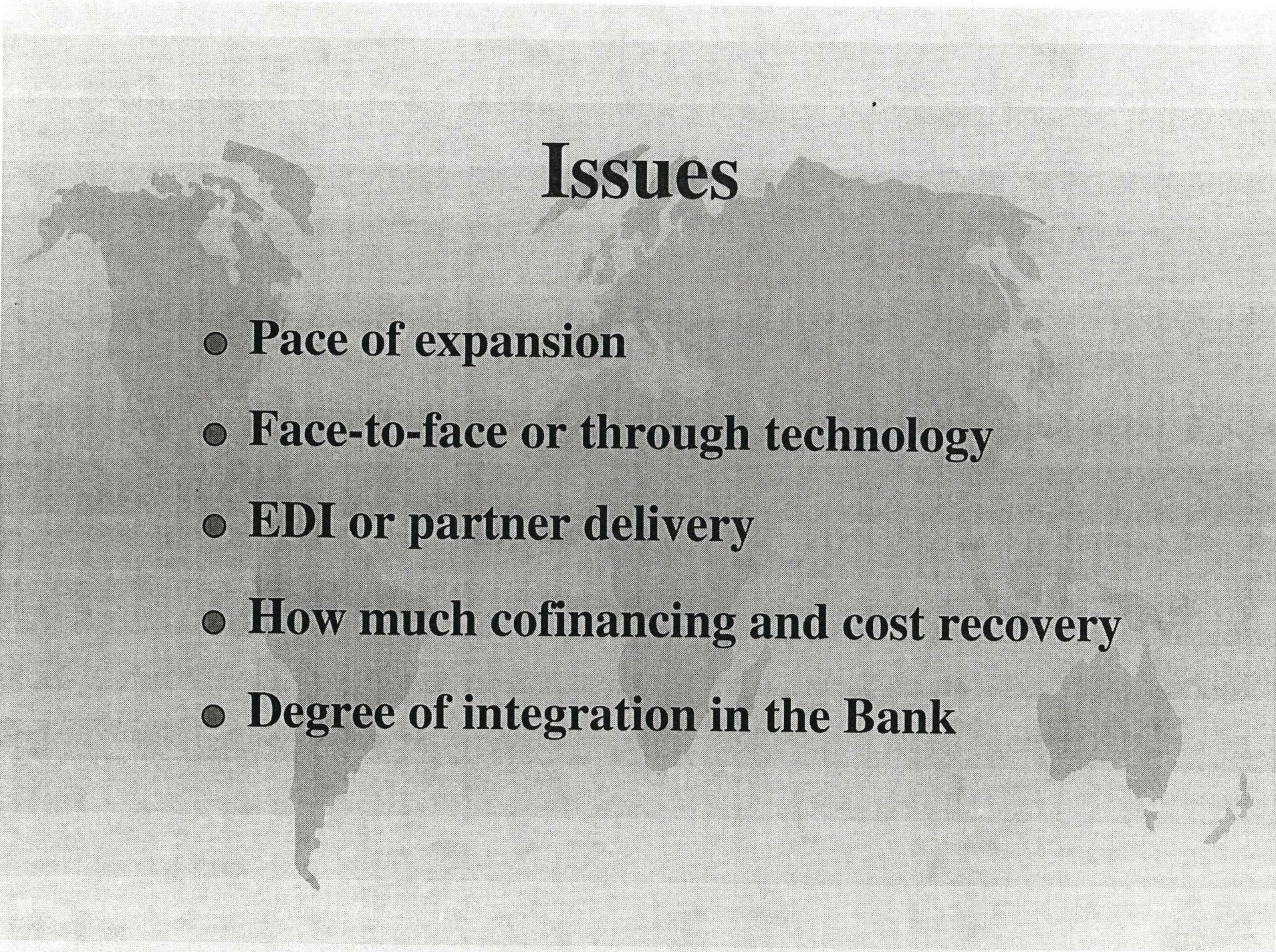


Management dynamics

- **Rollout program teams**
- **Contracts with partners**
- **Development fund to meet operations needs?**
- **Expansion fund for NGOs/other providers?**
- **Program renewal: evaluation and development**

Key management actions





Issues

- **Pace of expansion**
- **Face-to-face or through technology**
- **EDI or partner delivery**
- **How much cofinancing and cost recovery**
- **Degree of integration in the Bank**