APPENDIX 4:
WBI THEMATIC LEARNING PROGRAMS, FY02

Themes and Programs     Description

ATTACKING POVERTY PROGRAM

- Development Debates
- Poverty Analysis Initiative
- Attacking Poverty Course
- Clinics
- Seminar Series

The Attacking Poverty Program (APP) supports the preparation, implementation, monitoring, and evaluation of Poverty Reduction Strategy Papers (PRSP) through a comprehensive and adapted learning package.

Learning activities include: the Attacking Poverty Course, a customized and comprehensive training program providing capacity enhancement activities for the design and implementation of poverty reduction strategies, country-tailored courses on poverty reduction strategies, the Development Debates, a series of structured meetings on poverty-related topics held first at the national level (via face-to-face) and then at the regional level (via videoconference) with the goal of informing and shaping national poverty agendas, and the Poverty Analysis Initiative, which enhances capacity in the areas of poverty diagnostics, measurement, monitoring, and impact assessment of policies and strategies.

APP is also offering Advisory services to national PRSP teams in the form of tailored clinics, covering key PRSP issues in a particular country. In addition, APP offers special initiatives on decentralization and empowerment, public finance, rural poverty, and governance. Target audiences include PRSP teams, including a diversity of stakeholders such as policymakers, managers of poverty monitoring and evaluation systems, technical analysts, parliamentarians, academics, media, NGOs, and other civil society involved in the design, implementation, monitoring, and evaluation of poverty reduction strategies.

The Seminar Series, launched in March 2002, is conceived as a talk show with regular sessions on poverty reduction themes.

To ensure cost-effective capacity building, most activities are delivered regionally and are tailored to meet national and regional needs. Local partners play a critical role in organizing and delivering program components. Specific country strategies are drawn up in close consultation with the PRSP team, World Bank staff, and other partners. The nature of the contribution varies depending on the needs of the country, which are determined by the stage at which a country stands in the PRSP cycle, its existing skills level, key sectoral concerns, and the existence and strength of local knowledge institutions.

www.worldbank.org/wbi/attackingpoverty     Shahid Khandker, skhandker@worldbank.org

Offered in:
Benin, Bolivia, Brazil, Burkina Faso, Cambodia, Cameroon, Côte d’Ivoire, East Timor, Egypt, Ethiopia, Georgia, Ghana, Guatemala, Guinea, Honduras, Kenya, Kyrgyz Republic, Lao PDR, Lebanon, Malawi, Mali, Mauritania, Moldova, Mongolia, Morocco, Nicaragua, Niger, Nigeria, Pakistan, Peru, Russian Federation, Rwanda, Senegal, Sri Lanka, Tanzania, Thailand, Uganda, Vietnam, Yemen, Zambia, Zimbabwe

Partners

- African Capacity Building Foundation
- African Development Bank
- African Economic Research Consortium (AERC), Kenya
- Al-Ahram Research Center, Egypt
- Asian Institute of Management (AIM)
- Badan Pusat Statistik (BPS), Indonesia
- British Council
- Center for Social and Economic Research (CASE - Kyrgyzstan)
- Centre d’Analyse et de Formation de Politiques de Développement, Mali
- Centre de Formation Continue (CEFOC)
- Centre de Recherche en Economie Appliquée, Senegal
- Centre Mauritanien d’Analyse des Politiques, Mauritania
- Economic and Social Research Foundation (ESRF), Tanzania
- Economics Association of Zambia
- EduFrance
- Ethiopian Development Research Institute
- European Central Bank (ECB)
- General Statistics Office (GSO), Vietnam
- Institut Panafican pour le Développement, Burkina Faso
- Institut Supérieur de Formation et de Recherche (ISFRA), Mali
- Institute of Policy Analysis and Research, Kenya
- Institute of Public Administration (IPA), Saudi Arabia
- Instituto Nacional de Estadística e Informática (INEI)
- Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
- International Training Centre of the ILO (ITC/ILO)
- Joint Vienna Institute (JVI)
- Lebanese Center for Policy Studies
- Ministère des Affaires Economiques et du Développement, Mauritania
- Ministry of Economy and Finance, Spain
- Ministry of Labor, Invalids, and Social Affairs (MOLUSA), Vietnam
- National Statistical Office (NSO), Thailand
- Nigerian Institute of Social and Economic Research
- Organisation for Economic Co-operation and Development (OECD)
- Pakistan Institute of Development Economics (PIDE)
- Philippine Institute for Development Studies (PIDS)
- Regional Information Technology and Software Engineering Center (RITSEC), Ministry of International Cooperation (MOIC), Egypt
- Secretariat for Institutional Support for Economic Research in Africa (SISERA)
- Training Center, Office of the Leading Group for Poverty Alleviation and Development (TCLGPR), China
- United Nations Development Programme (UNDP)
- United Nations Economic and Social Commission for Western Asia (ESCWA)
- United Nations Office for Project Services (UNOPS)

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WBI’s Community Empowerment and Social Inclusion program (CESI) focuses on citizen strengthening and institutional reform to further the Bank’s mission of poverty reduction. CESI’s interdisciplinary learning tools enhance the capacity of the poor and marginalized to drive their own development; these tools also help institutions respond better to the needs of their constituents. To achieve these results, CESI facilitates dialogue between government and citizens, and builds the skills and confidence of communities to participate actively in the development process. The program offers thirteen learning modules clustered around three themes: empowerment, civic participation and governance, and social policy; in addition to addressing social policy issues including gender analysis and participatory monitoring and evaluation as cross cutting themes. Modules can be variously combined to meet the needs of target audiences.

www.worldbank.org/wbi/communityempowerment  Mary McNeil mmcneil@worldbank.org

Offered in:
Argentina, Bolivia, Chile, Colombia, Costa Rica, Côte d’Ivoire, Croatia, Ecuador, Ethiopia, Ghana, Guinea, Honduras, Indonesia, Kenya, Malawi, Mali, México, Mozambique, Nigeria, Peru, Rwanda, Senegal, Slovenia, Uganda, Zambia

The program’s components enhance educational quality, efficiency, and equity—a cornerstone for the successful pursuit of national productivity, competitiveness, economic growth, social development, and poverty reduction.

The Education Reform component—including two core courses and diverse, complementary, distance learning–based thematic modules—shares with client countries and Bank staff the current knowledge and lessons learned about global education reform and establishes an international professional network to exchange reform experiences.

The program also serves as the administrator of trust funds and joint secretariat for the Forum for African Women Educationalists (FAWE), a pan-African NGO, of the Partnership for Strategic Resource Planning for Girls’ Education in Africa, a donor-supported initiative to attain gender equity of educational opportunities.

The World Links for Development (WorLD) component, working with policymakers and secondary schools, provides the key tools and skills to integrate ICTs into national education systems and, relatedly, enhance academic leadership, classroom teaching practice, and student learning outcomes through an international school leaders’ forum, teacher training in the use of ICTs in curriculum (coupled with connectivity to the worldwide web of knowledge), and conduct of ICT-based collaborative learning projects between teachers and students across developing and developed countries.

The Development Education Program (DEP) component helps educators and youth to think critically about social, economic, and environmental issues related to sustainable development through teacher education and the creation and dissemination of a rich bank of interactive training materials, easily accessible via the Web and adaptable to local curricula.
### WBI THEMATIC LEARNING PROGRAMS, FY02 (CONTINUED)

#### EDUCATION PROGRAM (continued)

<table>
<thead>
<tr>
<th>Themes and Programs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A special component for Children and Youth at Risk on the Streets of Eastern Europe and Central Asia seeks to strengthen government and NGO capacity to alleviate this pervasive social problem via enhanced public awareness and advocacy, knowledge sharing on promising programmatic approaches, and grant funding for local NGO-led design and delivery of services.</td>
<td><a href="http://www.worldbank.org/wbi/education">www.worldbank.org/wbi/education</a>  Karen Lashman <a href="mailto:klashman@worldbank.org">klashman@worldbank.org</a></td>
</tr>
<tr>
<td>Offered in:</td>
<td></td>
</tr>
<tr>
<td>Face to face</td>
<td>Botswana, Brazil, Bulgaria, Burkina Faso, Cambodia, Cape Verde, Chile, Colombia, Costa Rica, Dominican Republic, El Salvador, France, The Gambia, Ghana, Hungary, India, Indonesia, Italy, Laos, Macedonia, Mauritania, Mozambique, Paraguay, Peru, Philippines, Romania, Senegal, South Africa, Sri Lanka, Turkey, Uganda, United States, Vietnam, West Bank/Gaza, Zimbabwe</td>
</tr>
<tr>
<td>Distance learning</td>
<td>Bolivia, Chile, Dominican Republic, Ecuador, El Salvador, Ghana, Guatemala, Honduras, Jordan, Mexico, Nicaragua, Palestine, Peru, Uganda, United States, Zimbabwe</td>
</tr>
</tbody>
</table>

**Partners**

- Association for the Development of Education in Africa (ADEA), France
- Belarus Institute for In-Service Teachers' Training
- Belarus State Economic University
- British Council
- Development Gateway Organization, USA
- Forum for African Women Educationalists (FAWE), Kenya
- Fundación para la Educación de la Araucanía (FUDA), Chile
- Global Forum, Italy
- Government of Belarus
- Instituto de Informática Educativa (IIIE) de la Universidad de la Frontera (UFRO), Chile
- J junior Achievement Latvia
- Latvian Association of Teachers of Economics, Latvia
- Lund University, Sweden
- National Council on Economic Education, USA
- Partnership for Educational Revitalization in the Americas (PREAL), Chile
- State of Maryland Department of Education, USA
- University of Latvia
- World Eagle Publishers, USA
- World Links Organization of Washington D.C., Chile
- Youth Employment Summit, Egypt

#### FINANCIAL SECTOR LEARNING PROGRAM

<table>
<thead>
<tr>
<th>Themes and Programs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Financial Sector Learning Program offers financial sector policymakers, regulators, private sector practitioners, World Bank staff, and academics cutting-edge policy advice and forums where they can share multidisciplinary perspectives.</td>
<td><a href="http://www.financelearning.org">www.financelearning.org</a>  Michael Pomerleano <a href="mailto:mpomerleano@worldbank.org">mpomerleano@worldbank.org</a></td>
</tr>
<tr>
<td>Offered in:</td>
<td></td>
</tr>
<tr>
<td>Face to face</td>
<td>India, Poland, Switzerland, Tunisia, Turkey, Uruguay, United States</td>
</tr>
<tr>
<td>Distance learning</td>
<td>Argentina, Bolivia, Benin, Brazil, Chile, China, Colombia, Costa Rica, Côte d’Ivoire, Dominican Republic, Ethiopia, Ghana, Hong Kong, India, Indonesia, Kazakhstan, Kenya, Korea, Latvia, Malaysia, Mexico, the Netherlands, Nicaragua, Peru, Philippines, Romania, Russia, Senegal, South Africa, Tanzania, Thailand, Turkey, Uganda, Ukraine, United Kingdom, United States, Vietnam, Zambia</td>
</tr>
</tbody>
</table>
## WBI THEMATIC LEARNING PROGRAMS, FY02 (CONTINUED)

### FINANCIAL SECTOR LEARNING PROGRAM (continued)

#### Partners
- Agence Française de Développement
- Asian Institute of Management (AIM)
- Bank for International Settlements (BIS)
- Bank of France
- British Council
- Brookings Institution
- Central Bank of Uruguay
- Centre d’Études Financières, Economiques et Bancaires
- Chicago Federal Reserve
- European Bank for Reconstruction and Development (EBRD)
- Federal Reserve Board, USA
- Financial Stability Institute (FSI)
- Indian Institute of Bankers
- The Institute of Development Finance of the Arab Maghreb (IFID), Tunisia
- Istanbul Stock Exchange
- Ministry of Economy and Finance, Spain
- National Bank of Poland
- Organisation for Economic Co-operation and Development (OECD)
- Risk Waters Group, UK
- Securities and Exchange Commission, USA
- South East Asian Central Banks Association (SEACEN)
- United States Agency for International Development (USAID)

### GLOBAL GOVERNANCE

#### Parliamentary Programs
- Journalistic Programs
- Judiciary Reform
- Municipal Governance

WBI’s Global Governance program works to reduce poverty by increasing the capacity of countries to build and sustain a dynamic and constructive governance environment. Without improved governance and corruption control, other measures to reduce poverty are unlikely to succeed.

The program takes a strategic approach to capacity building for good governance, applying action-learning methodologies and making extensive use of empirical diagnostic tools.

Based on the results of empirical research, the program takes a broad view of governance, and its activities are designed to help achieve collective action at the national and subnational levels on prevention of corruption and systemic approaches to anticorruption programming. Participants are members of multidisciplinary country teams made up of senior policymakers, private sector representatives, parliamentarians, representatives from the judiciary, media, civil society, NGOs, and academics.

The program includes the following subcomponents: national and subnational governance; effective use of public resources; legal and judicial reform; media development and accountability; parliamentary strengthening; and private sector-public sector nexus.

**www.worldbank.org/wbi/governance**  Joel A. Turkewitz, jturkewitz@worldbank.org

Offered in: Bolívia, Brazil, Colombia, Ecuador, Ethiopia, Georgia, Ghana, Guatemala, Honduras, India, Indonesia, Kenya, Malawi, Mexico, Nigeria, Pakistan, Peru, Russia, Tanzania, Thailand, Uganda, Ukraine, Zambia

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#### Administrative Staff College of India
- Amsterdam Institute for Development
- British Council
- Canadian International Development Agency (CIDA)
- Centre d’Études sur le Blanchiment et la Corruption (CEBC), Groupe HEC, France
- Centre for Democratic Development, Ghana
- Centre for Management Development Associates, Sierra Leone
- Centro de Análisis y Difusión de Economía Paraguaya
- Centro de Enseñanza a Distancia para el Desarrollo Económico y Tecnológico (CED-DET), Spain
- Centro de Estudios de Justicia de las Américas, Spain
- Chinese Academy of Social Sciences
- Chulalongkorn University-Distance Learning Center, Thailand
- Civil Service College of the Institute of Public Administration and Management, Singapore
- Comité Impulsor Anti-Corrupción, Paraguay
- Commonwealth Broadcasting Association
- Commonwealth Parliamentary Association
- Commonwealth Press Union
- Department for International Development (DFID), UK
- Escola de Administração Fazendária (ESAF)
- Ethics Officers Association
- European Bank for Reconstruction and Development
- European Journalism Center, The Netherlands
- Faculty of Economics, University of "St. Ciryl and Methodius," Macedonia
- Fundação João Pinheiro, Brazil
- Fundación para las Américas, USA
- General Danish Development Assistance Fund, Ministry of Foreign Affairs
- Ghana Institute of Management and Public Administration
- Ghana Integrity Initiative
- Global Organization of Parliamentarians against Corruption (GOPAC)
- Graduate School of Economics
- Harvard Business School, USA
- Institut Bancaire et Financier International (IBFI)/Banque de France
- Institut Forhom-BDPA, France
- Institut International d’Administration Publique (IIAP), France
- Institute for Development Research (IDR)-Zaria, Nigeria
- Institute for International Business Development, Ukraine
- Institute of Economic Affairs, Ghana
- Institute of Policy Studies, Sri Lanka
- Instituto Internacional de Gobernabilidad (IIG), Spain
- Instituto José Ortega y Gasset, Spain
- Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
The Globalization and Macroeconomics program has three main objectives:

- To raise awareness and facilitate the exchange of views among the development community worldwide (including civil society) of issues, views, and research results pertaining to the causes and consequences of globalization.

- To expand the capacity of policymakers, academics, Bank staff, and other development practitioners to analyze issues related to the increasing flows of trade, investment, and finance across national borders—flows whose scale and speed make the task of macroeconomic management more complex.

- To build relevant analytical skills and research capacity in government institutions, universities, and think tanks in developing and transition economies.

The contents of the program are structured along three of the most prominent dimensions of globalization. The first set of issues is linked to the causes and consequences of greater trade and investment among countries. The second is related to the causes and consequences of increased mobility of capital flows across countries and its implications for macroeconomic management. The third arises from considerations of asymmetric voice and power in rules-setting for international transactions—whether they relate to trade, investment, finance, environment, health, or other considerations.

In general, activities under this program will be aimed at appropriate segments of the international and local development communities drawing from among government officials, academics, and members of nongovernment organizations; in addition, special efforts will be made to include other relevant parts of civil society (such as journalists, labor unions and the private sector). Target audiences will differ for different activities.
### Themes and Programs

#### GLOBALIZATION AND MACROECONOMICS

**Partners**
- www1.worldbank.org/wbiep/trade
- www.worldbank.org/wbi/macroeconomics
- Pierre-Richard Agénor, pagenor@worldbank.org
- Farrukh Iqbal, fiqbal@worldbank.org

Offered in:
- Austria, Benin, Brazil, Burkina Faso, China, Côte d’Ivoire, France, Guatemala, Indonesia, Kazakhstan, Lebanon, Nigeria, Pakistan, Philippines, Senegal, Singapore, South Africa, Sri Lanka, Switzerland, Thailand, Tunisia, United States, Vietnam

#### HEALTH AND POPULATION

**Partners**
- African Economic Research Consortium (AERC)
- Asian Institute of Management (AIM), Philippines
- Center for Pacific Monetary and Economic Studies at the Federal Reserve Bank of San Francisco (CPBMES), USA
- Centre d’Études et de Recherches sur le Développement International (CERDI), France
- Chulalongkorn University, Thailand
- Free Trade of the Americas (FTAA)
- Fundação Instituto de Pesquisas Econômicas, University of Sao Paulo (FIEPE - USP), Brazil
- Higher School of Economics, Moscow
- Institute of International Affairs, Italy
- Institute of Public Administration and Management, Singapore
- Institute of State and Local Management, Kazakhstan
- International School of Business, Kazakhstan
- J oint Africa Institute (J AI)
- J oint Vienna Institute (J VI)
- Leading Group for Western Region Development (LGWRD)
- Ministry of Finance of China, Human Resource Development Center
- Singapore Training Institute
- South Africa Trade Research Network (SATRN)
- Trade and Industrial Policy Secretariat (TIPS) of South Africa
- Tsinghua University, China
- UN Economic and Social Commission for West Asia (UNESCWA)
- World Trade Organization

The Health and Population program complements World Bank lending in those sectors by contributing to the learning, knowledge management, and capacity of developing countries to better appreciate:

- Options for improving the performance of national health systems, with emphasis on the health of the poor and on increasing protection against financial risk in times of serious illness and injury.
- Intersectoral and health sector reform issues that have an effect on reproductive health, including the role of nonhealth inputs, public-private collaboration, and consensus building among different stakeholders.
- The role of gender and gender equity in achieving better health outcomes and reducing poverty.

Participants include public officials and representatives of the private sector and nongovernmental organizations from developing countries in all major world regions, as well as World Bank staff and representatives of other donor agencies. Special emphasis is placed on the participation of teams of representatives from developing countries as a way of building a critical mass of skills and capacity.

The program consists of three components: The first is an annual core course on health sector reform and sustainable financing, offered several times a year with regional partners throughout the world, as well as a growing distance learning and Web-based platform of knowledge dissemination. The second is an annual core course entitled “Adapting to Change: Population, Reproductive Health, and Health Sector Reform.” It, too, has distance learning features and is complemented by several regional partner course offerings in Africa. The third component is a series of distance learning activities targeted to francophone Africa, and which will be expanded to meet demand from other countries.

- www.worldbank.org/wbi/healthflagship
- www.worldbank.org/wbi/reprohealth
- Paul Shaw, rshaw@worldbank.org

Offered in:
- Face to face
  - China, Côte d’Ivoire, Ethiopia, Hungary, India, Italy, Kenya, Lebanon, Macedonia, México, Panama, Senegal, Singapore, Thailand, Uganda, United States
- Distance learning
  - Azerbaijan, Benin, Burkina Faso, Côte d’Ivoire, Ethiopia, Ghana, Guinea, Kenya, Malawi, Mali, Mauritania, Mozambique, Niger, Nigeria, Senegal, South Africa, Tanzania, Uganda, United States, Uzbekistan, Zimbabwe
The Infrastructure Finance program advances the Bank's strategic objective of creating a favorable investment climate as a means of assisting client countries to achieve sustainable growth, generating employment, and reducing poverty.

The program addresses the challenge facing policymakers in developing countries in devising optimal institutional arrangements and markets to support the reform process in building or modernizing their infrastructure sectors.

With over a decade of experience with private sector participation in infrastructure worldwide, many countries still face major challenges in developing partnerships with the private sector that are economically feasible, financially credible, and meet broader environmental and poverty reduction concerns. Investors, borrowers, and governments all face the challenge of navigating the changing financial and regulatory climate, while also capitalizing on aspects of private provision of infrastructure that offer tangible efficiency gains, such as better distribution of risk, managerial skill, and better incentives in cost control.

The Infrastructure Finance training program consists of a multi-disciplinary fee-based core course and nationally tailored training and policy service activities, covering both new private infrastructure projects and the privatization of existing utilities in the power, telecommunication, water, and transport sectors. The core course, “Frontiers in Infrastructure Finance,” provides systematic coverage of trends in the global infrastructure project finance market; innovative financing structures, cutting-edge risk management strategies; legal issues in contract design, design-build, concession award, and negotiation; political risk insurance and international financing opportunities; and regulatory, environmental, and social aspects of infrastructure finance. It also deals with building institutional capacity for effective and transparent procurement procedures for large-scale infrastructure projects.

www.worldbank.org/wbi/infrafin  Mansoor Dailami, mdailami@worldbank.org

Offered in:
Face to face
China, Egypt, India, Saudi Arabia

Distance learning
China, Egypt, India, Indonesia, Jordan, Philippines, Thailand, Vietnam

Partners
American University of Beirut, Lebanon
Bitrán y Asociados, Chile
Centre Africain d’Etudes Supérieures de Gestion (CESAG), Senegal
Centre for African Family Studies (CAFS), Kenya
Centre for Health Economics, Chulalongkorn University, Thailand
Fundación Mexicana para la Salud (FUN-SALUD)
Harvard School of Public Health (HSPH), USA
Health Economics Unit, University of Cape Town (HEU), South Africa
Health Services Management Training Centre (HSMTTC), Semmelweis University of Medicine, Hungary
Institut de Santé et de Développement (ISED), Senegal
Institute of Hygiene and Tropical Medicine (IHTM), Universidade Nova de Lisbon, Portugal
International Health Systems Group at the Harvard School of Public Health (HSPH), USA
International Training Centre of the ILO (ITC/ILO), Italy
Joint African Institute (JAI), USA
United Nations Population Fund (UNFPA)
### INFRASTRUCTURE REGULATION

The Infrastructure Regulation program works with regulators to strengthen their capacity to face the challenge of public-private partnerships in infrastructure in the developing world.

The program supports the sustainability of regulatory policy reform by integrating capacity building with the implementation of reform, and by developing the ability of academics in developing countries to undertake their own research and design their own solutions to their regulatory problems in infrastructure.


**Antonio Estache**, aestache@worldbank.org  
**Isabelle Bleas**, ibleas@worldbank.org

**Offered in:**  
Algeria, Argentina, Benin, Bolivia, Brazil, Burkina Faso, Burundi, Cameroon, Cape Verde, Chad, Chile, Comoros, Costa Rica, Côte d’Ivoire, Cuba, Djibouti, Egypt, El Salvador, FYR of Macedonia, Gabon, Guatemala, Guinea, Guinea Bissau, Honduras, Jordan, Kyrgyz Republic, Lebanon, Mali, Mauritania, Morocco, Niger, Peru, Senegal, South Africa, Tanzania, Togo, Tunisia

### KNOWLEDGE FOR DEVELOPMENT

Knowledge and information are becoming key factors of development. Increasing scientific understanding and rapid advances in information and communication technologies are leading to unprecedented changes in how knowledge is produced and disseminated. Developing countries now have the opportunity to exploit the knowledge revolution to help reduce poverty and promote sustainable development.

Knowledge for Development helps client countries achieve these objectives, thereby supporting the World Bank’s knowledge and learning agenda. The program includes learning programs and policy services to help countries develop concrete knowledge economy strategies. It has also developed a knowledge assessment methodology that helps to benchmark how a country compares to its neighbors, competitors, or others it wishes to emulate.

The diverse target audience for the program includes policymakers, senior government officials, private sector executives, civil society leaders, academics, and media representatives who are involved in developing and implementing strategies for the effective creation, dissemination, and use of knowledge in their countries.


**Carl Dahlman**, cdahlman@worldbank.org  
**Philip Karp**, pkarp@worldbank.org

**Offered in:**  
**Face to face**  
China, France, Korea, Mexico, Mongolia  
**Distance learning**  
Ghana, Tanzania, Uganda

### Partners

- Centre de Recherches Microéconomiques du Développement (CREMIDE), Côte d’Ivoire  
- Centro de Estudios Económicos de la Regulación, UADE, Argentina  
- École Nationale des Ponts et Chaussées (ENPC), France  
- European Center for Advanced Research in Economics and Statistics (ECARES), Université Libre de Bruxelles (ULB), Belgium  
- Institut d’Economie Industrielle, France  
- Ministry of Economy and Finance, Spain  
- Ministry of Equipment, France  
- Organisation for Economic Co-operation and Development (OECD)  
- Research Center for Regulation and Competition, CASS, China  
- Unité de Politique Économique (UPE), Ministry of Economy and Finance, Senegal  
- Universidad de Chile

- British Council  
- Canadian International Development Agency (CIDA)  
- Economic Commission for Latin America and the Caribbean (ECLAC)  
- Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)  
- Korea Development Institute (KDI)  
- Organisation for Economic Co-operation and Development (OECD)  
- Swiss Development Corporation
## WBI THEMATIC LEARNING PROGRAMS, FY02 (CONTINUED)

### Themes and Programs

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEADERSHIP PROGRAM ON HIV/AIDS</strong></td>
<td>The new Leadership Program on AIDS supports the World Bank’s intensified efforts in AIDS lending and research and contributes to a critically important but still neglected need for leadership and capacity building. The program’s objective is to equip participants with the knowledge, skills, and tools to design, implement, monitor, and evaluate an effective multisectoral AIDS response by:</td>
</tr>
<tr>
<td>- Human Capacity Development (Donor collaboration)</td>
<td>- Informing participants about the scale of the problem, its causes, its challenges, and the lessons learned.</td>
</tr>
<tr>
<td>- Private Sector Initiative</td>
<td>- Enabling participants to think strategically about the outcomes they want to achieve.</td>
</tr>
<tr>
<td>- Monitoring and Evaluation</td>
<td>- Helping participants to better appreciate the available policy options, their cost effectiveness, and financial implications.</td>
</tr>
<tr>
<td>- Gender and AIDS</td>
<td>- Working with participants to ensure a better appreciation of the issues involved in implementing policies, strategies, programs, and other interventions, and in measuring their impact.</td>
</tr>
<tr>
<td>- Communication Strategy for AIDS/Media Training</td>
<td>The program is aimed at leaders and managers in the public and private sector and at the community level, ranging from high-level politicians to trade union leaders, journalists, religious leaders and others who can be agents of change.</td>
</tr>
<tr>
<td>- Impact Analysis on Economic Development</td>
<td>The program is built on the three action areas of all AIDS intervention programs: prevention, care, and mitigation. Activities are grouped under four points: understanding and recognizing the complexities of the dynamics of AIDS and the severity of its impact on development goals; influencing individual and collective behavior through effective communication and social cohesion strategies; building human and institutional capacity and modalities for setting priorities, evaluating the impact of interventions, and scaling up successful responses; and strengthening capacity to monitor and evaluate the impact of interventions.</td>
</tr>
<tr>
<td>- National Capacity Building for Sri Lanka</td>
<td><a href="http://www.reprohealth.org">www.reprohealth.org</a> Arlette Campbell White, <a href="mailto:awhite1@worldbank.org">awhite1@worldbank.org</a></td>
</tr>
<tr>
<td>- Knowledge Sharing Program for East Asia</td>
<td>Offered in:</td>
</tr>
<tr>
<td>- Regional Capacity Building for South Asia</td>
<td>- Face to face</td>
</tr>
<tr>
<td></td>
<td>Barbados, Burkina Faso, Sri Lanka, Switzerland</td>
</tr>
<tr>
<td></td>
<td>Distance learning</td>
</tr>
<tr>
<td></td>
<td>Malawi, Nigeria, Tanzania, Uganda, Zambia</td>
</tr>
</tbody>
</table>

### Partners

- Boston University, USA
- Caribbean Broadcasting Union (CBU), Barbados
- Commonwealth Broadcasting Association, UK
- Health Economics and AIDS Research Division, University of Natal, South Africa
- International Business Leaders Forum (IBLF), Poland
- International Federation of Pharmaceutical Manufacturers (IFPMA), Switzerland
- PANOS Institute
- Society for Women Against AIDS in Africa (SWAA), Uganda
- United Nations Children's Fund (UNICEF)
- United Nations Development Programme (UNDP)
- United Nations Population Fund (UNFPA)
- United Nations Program on HIV/AIDS (UNAIDS)
- United States Agency for International Development (USAID)
- University of East Anglia, UK
- World Economic Forum (WEF)
- World Health Organization (WHO)

### PRIVATE SECTOR DEVELOPMENT AND CORPORATE GOVERNANCE

The Private Sector Development and Corporate Governance program promotes new thinking, shares new knowledge, disseminates best practices on building institutional capacity, and creates appropriate market institutions to achieve pro-poor growth with good governance.

The program develops an integrated approach to action-learning and capacity building for institutional change in the field of private-sector development and corporate governance. At the country level, this integrated approach can be used in the design and implementation of appropriate policy measures and initiatives aimed at creating an environment that supports private-sector development and sound business practices and thus strengthens the effort to promote transparency, sound societal values, and more equitable development. The approach helps companies use the concept of corporate social responsibility and business ethics to develop sustainable competitive advantages.
### WBI THEMATIC LEARNING PROGRAMS, FY02 (CONTINUED)

#### Themes and Programs

<table>
<thead>
<tr>
<th>Description</th>
<th>Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRIVATE SECTOR DEVELOPMENT AND CORPORATE GOVERNANCE (continued)</strong></td>
<td><strong>ASEAN Solidarity Network, Philippines</strong>&lt;br&gt;<strong>Asian Institute of Management (AIM), Philippines</strong>&lt;br&gt;<strong>Baikal Institute of Business and International Management, Irkutsk, Russia</strong>&lt;br&gt;<strong>Chinese Academy of Social Sciences</strong>&lt;br&gt;<strong>Chulalongkorn University, Thailand</strong>&lt;br&gt;<strong>Ethics Officer Association (EOA), USA</strong>&lt;br&gt;<strong>Higher School of Economics, Moscow</strong>&lt;br&gt;<strong>Indonesian Institute of Corporate Directors</strong>&lt;br&gt;<strong>Institute of Corporate Directors (ICD), Philippines</strong>&lt;br&gt;<strong>Inter-American Development Bank (IADB)</strong>&lt;br&gt;<strong>Investor Protection Association, Russia</strong>&lt;br&gt;<strong>Joint Vienna Institute (JVI)</strong>&lt;br&gt;<strong>Liberto Institute Universario (LIUC), Italy</strong>&lt;br&gt;<strong>Mongolian State University, Mongolia</strong>&lt;br&gt;<strong>Rostov State University, Russia</strong>&lt;br&gt;<strong>Russian Association of Business Educators</strong>&lt;br&gt;<strong>Russian Institute of Directors</strong>&lt;br&gt;<strong>Scientific Research Institute for Perfection of Market Reforms, Uzbekistan</strong>&lt;br&gt;<strong>Singapore Institute of Directors</strong>&lt;br&gt;<strong>Ss. Cyril and Methodius University, Macedonia</strong>&lt;br&gt;<strong>Thai Institute of Directors Association</strong>&lt;br&gt;<strong>Training and Information Center under the State Commission on Securities Markets (TIC), Kyrgyz Republic</strong>&lt;br&gt;<strong>Ukrainian Association of Investment Businesses</strong>&lt;br&gt;<strong>United Nations Development Programme (UNDP)</strong>&lt;br&gt;<strong>University of Asia and the Pacific, Philippines</strong>&lt;br&gt;<strong>University of California at Berkeley, USA</strong>&lt;br&gt;<strong>University of International Business, Kazakhstan</strong>&lt;br&gt;<strong>Wharton School of the University of Pennsylvania, USA</strong>&lt;br&gt;<strong>York University, Canada</strong></td>
</tr>
</tbody>
</table>

The program also assists governments, civil society, business associations, and companies in building coalition and in designing and implementing integrated programs.

www.worldbank.org/wbi/corpgov  Djordjija Petkoski, dpetkoski@worldbank.org

**Offered in:**
Austria, Azerbaijan, Belgium, Bulgaria, Burundi, Canada, China, Colombia, France, Ghana, Hong Kong, Hungary, Indonesia, Italy, Kazakhstan, Kyrgyz Republic, Philippines, Romania, Russian Federation, Singapore, Thailand, Ukraine, United Kingdom, Uzbekistan, United States, Yugoslavia

#### PUBLIC FINANCE, DECENTRALIZATION, AND POVERTY REDUCTION

- **Intergovernmental Fiscal Relations and Local Financial Management**
- **Public Resource Policies to Benefit the Poor**
- **Tax Policy and Tax Administration in Low-Income Countries**

The Public Finance, Decentralization, and Poverty Reduction program ties together the twin forces of globalization and localization by focusing on central and local government fiscal policy, intergovernmental distinctions between political and financial power, and local government management.

The program focuses on policymakers and practitioners alike, targeting those who have a lead policy development or research role in their countries. It brings to governments and civil society organizations the skills, experiences, and lessons learned from the public finance themes of tax policy and tax administration, fiscal decentralization, public resource policies to benefit the poor, gender budgeting and analysis, enhancing intergovernmental (central and local) public administration, strategic use of fiscal tools for conflict prevention and conflict resolution, municipal finance, and participatory budgeting.

The goal is to promote the accomplishment of the Millennium Development Goals through a strategy whereby the World Bank serves as a learning hub for a client, donor, and World Bank learning partnership.

www.worldbank.org/wbi/publicfinance  Robert Ebel rebel@worldbank.org

**Offered in:**
Bolivia, Brazil, Bulgaria, Burkina Faso, Canada, Chile, China, Costa Rica, El Salvador, Ghana, Guinea, Hungary, Indonesia, Kenya, Malawi, Mexico, Mozambique, Nicaragua, Pakistan, Philippines, Romania, Russian Federation, Senegal, Slovak Republic, Slovenia, Spain, St. Kitts and Nevis, Switzerland, Tajikistan, Thailand, Uganda, Ukraine, United States, Vietnam, Zimbabwe

#### Partners

- **Central European University (CEU)**
- **Centre for Policy Analysis (CEPA)**
- **Colegio Hondureño de Economistas, Honduras**
- **Escola de Administração Fazendária (ESAF)**
- **Fiscal Decentralization Initiative for Central and Eastern Europe, Hungary**
- **Fundação João Pinheiro**
- **Georgia State University, USA**
- **Institute for Policy Analysis and Research (IPAR), Kenya**
- **Institute of Economic and Social Research (INESOR), Zambia**
- **Local Government and Public Service Reform Initiative, Hungary**
### Themes and Programs

<table>
<thead>
<tr>
<th>Description</th>
<th>Partners</th>
</tr>
</thead>
</table>
| **PUBLIC FINANCE, DECENTRALIZATION, AND POVERTY REDUCTION (continued)** | Metropolitan Research Institute, Hungary  
  - Municipal Development Program  
  - National University of Singapore (NUS)  
  - Organisation for Economic Co-operation and Development (OECD) Fiscal Affairs  
  - Pontificia Universidad Católica del Perú (PUCP)  
  - Secretariat for Institutional Support for Economic Research in Africa (SISERA), Senegal  
  - United Nations Development Programme (UNDP), Good Governance Programme, Slovakia  
  - Universidad Católica Boliviana, Bolivia  
  - Universidad Centroamericana Nicaragua (UCA), Nicaragua  
  - Universidad Rafael Landivar, Guatemala  
  - University of Addis Ababa, Ethiopia |

| **RURAL POVERTY AND DEVELOPMENT** | Integrating the Rural Dimension into Poverty Reduction Strategies  
  - Rural Infrastructure Services for Poverty Reduction  
  - Food Security and Agricultural Growth  
  - Gender, Social Inclusion, and Rural Development |

The multidimensional nature of poverty and its specific characteristics in a rural context require a comprehensive approach to rural poverty reduction that takes into account changes in the development context—among them the forces of globalization; the challenges of decentralization, institutional development, and inadequate governance; the increased role of the private sector and civil society; and the rising number of conflicts around the world.

WBI's program on Rural Poverty and Development addresses these challenges through the promotion of knowledge and learning in the core elements of the World Bank’s rural strategy, specifically: crafting efficient and pro-poor policies and institutions; facilitating broad-based rural economic growth; improving access to, and management of natural, physical, and human assets; and reducing risk and vulnerability for the rural poor. The program advances policy dialogue and disseminates best practices on themes such as rural infrastructure services, food security, and sustainable agricultural growth; agricultural trade liberalization and regional/global trade integration; and community-based rural development.

The program also strengthens rural institutions by developing staff skills and providing cutting-edge knowledge, and strengthens partnerships with local institutions to extend the reach of knowledge dissemination at the national and regional levels.

Patrick Verissimo, pverissimo@worldbank.org

Offered in: Benin, Burkina Faso, Cambodia, Chad, China, Côte d’Ivoire, East Timor, Ethiopia, Ghana, Guinea, India, Laos, Lebanon, Mali, Mongolia, Senegal, Sri Lanka, Tanzania, Thailand, Togo, Uganda, Vietnam, Zimbabwe

<table>
<thead>
<tr>
<th>Partners</th>
</tr>
</thead>
</table>
| Central Agricultural Broadcasting School (CABS), China  
  - Central Agricultural Cadres Training and Education Center, China  
  - Centre de Coopération Internationale en Recherche Agronomique et le Développement (CIRAD), France  
  - Centre de Formation Continue du Groupe EIER/ETSHER (CEFOC), Burkina Faso  
  - Gansu Agricultural University (GAU), China  
  - Helvetas, Swiss Association for International Cooperation  
  - Helvetas-Bishkek, Kyrgyz Republic  
  - International Food Policy Research Institute (IFPRI), USA  
  - Ministry of Agriculture (MOA), China  
  - National Institute of Rural Development (NIRD), India  
  - Southern Africa Development Community (SADC) Regional Rural Development Hub, Mauritius  
  - United Nations Economic Commission for Africa (UNECA)  
  - United Nations Economic and Social Commission for West Asia (ESCWA) |
### WBI THEMATIC LEARNING PROGRAMS, FY02 (CONTINUED)

<table>
<thead>
<tr>
<th>Themes and Programs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL PROTECTION AND RISK MANAGEMENT</strong></td>
<td><strong>This program supports the World Bank’s agenda to address the growing importance of social protection and gender issues in its lending portfolio and the matching increase in demand for complementary services such as technical and policy advice.</strong></td>
</tr>
<tr>
<td>■ Pension Reforms</td>
<td><strong>In addition to supporting the integration of the social protection agenda into Poverty Reduction Strategies, the program offers a wide range of learning services including on-the-job-training in the following areas:</strong></td>
</tr>
<tr>
<td>■ Labor Market Policies</td>
<td>● Social Safety Nets. The program provides an in-depth understanding of the conceptual and practical issues involved in developing safety net interventions to protect poor and vulnerable population groups from income risk and to ensure they have adequate access to essential services.</td>
</tr>
<tr>
<td>■ Social Safety Nets</td>
<td>● Labor Market Policies. The program provides a solid grounding in the design and execution of government policies to address key labor market issues including alternative policy instruments used by developing and industrialized countries.</td>
</tr>
<tr>
<td>■ Social Risk Management in Africa</td>
<td>● Pension Reforms. The program addresses old age security systems and the sustainability problems they face because of, among other things, aging populations and breakdowns in family support systems. It examines how some countries have reformed their systems to cope with these problems.</td>
</tr>
<tr>
<td>■ Gender</td>
<td>● Gender. The program aims at developing a series of specialized modules on gender issues in social protection to be mainstreamed in relevant sectors.</td>
</tr>
<tr>
<td><a href="http://www.worldbank.org/wbi/socialprotection">www.worldbank.org/wbi/socialprotection</a></td>
<td>Azedine Ouerghi, <a href="mailto:aouerghi@worldbank.org">aouerghi@worldbank.org</a></td>
</tr>
<tr>
<td>Offered in:</td>
<td><strong>Face to face</strong></td>
</tr>
<tr>
<td>Brazil, France, Iran, Malaysia, Poland, Tunisia, United States</td>
<td><strong>Distance learning</strong></td>
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<td>Argentina, Benin, Bolivia, Burkina Faso, Burundi, Cape Verde, Colombia, Costa Rica, Dominican Republic, Ecuador, Eritrea, Ethiopia, Ghana, Guinea, Madagascar, Malawi, Mauritania, Mozambique, Nicaragua, Niger, Nigeria, Peru, Senegal, Tanzania, Uganda, Zambia, Zimbabwe</td>
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<tr>
<td>Partners</td>
<td><em>Cape Town University, South Africa</em></td>
</tr>
<tr>
<td><em>Consulting Développement Communautaire</em></td>
<td><em>Kennedy School of Government at Harvard, USA</em></td>
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<tr>
<td>Gestion d’Entreprise (CDCGE), Tunisia</td>
<td><em>Liège University, Belgium</em></td>
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<tr>
<td><em>Economic Policy Research Center, Uganda</em></td>
<td><em>Maastricht University, the Netherlands</em></td>
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<tr>
<td><em>Ethiopian Civil Service College, Ethiopia</em></td>
<td><em>Makarere University, Uganda</em></td>
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<tr>
<td><em>European Training Foundation, Italy</em></td>
<td><em>Ministry of Economy and Finance, Spain</em></td>
</tr>
<tr>
<td><em>International Training Centre of the ILO (ITC/ILO), Italy</em></td>
<td><em>Organisation for Economic Co-operation and Development (OECD)</em></td>
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<tr>
<td><em>Stellenbosch University, South Africa</em></td>
<td><em>United Nations Development Programme (UNDP)</em></td>
</tr>
<tr>
<td><em>University of Laval, Canada</em></td>
<td><em>University of Pennsylvania, USA</em></td>
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<tr>
<td><em>Wharton School of the University of</em></td>
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</tr>
<tr>
<td><strong>SUSTAINABLE DEVELOPMENT: ENVIRONMENTAL MANAGEMENT</strong></td>
<td><strong>Improved environmental management is essential for long-term economic growth and lasting improvements in people’s well-being. The Environmental Management program promotes better policies, regulations, and institutional frameworks for sustainable environmental management by:</strong></td>
</tr>
<tr>
<td>■ Clean Air Initiative</td>
<td>● Strengthening analytical capabilities for improved analysis of environmental impacts and policies and associated regulatory and institutional frameworks.</td>
</tr>
<tr>
<td>■ Climate Change</td>
<td>● Sharing methodologies and indicators for the economic measurement and valuation of environmental impacts and resources, including the quantification of the costs of environmental degradation, such as health damages.</td>
</tr>
<tr>
<td>■ Environmental Economics and Management</td>
<td>● Protecting local, regional, and global air quality.</td>
</tr>
<tr>
<td>■ Environmental Governance</td>
<td>● Supporting good governance, especially environmental compliance and enforcement, access to environmental information, public participation in decisionmaking, and international environmental rulemaking.</td>
</tr>
<tr>
<td><a href="http://www.worldbank.org/wbi/sdenvmanagement">www.worldbank.org/wbi/sdenvmanagement</a></td>
<td>John Dixon, <a href="mailto:jdixon@worldbank.org">jdixon@worldbank.org</a></td>
</tr>
</tbody>
</table>

*Offered in:* Brazil, France, Iran, Malaysia, Poland, Tunisia, United States

*Distance learning:* Argentina, Benin, Bolivia, Burkina Faso, Burundi, Cape Verde, Colombia, Costa Rica, Dominican Republic, Ecuador, Eritrea, Ethiopia, Ghana, Guinea, Madagascar, Malawi, Mauritania, Mozambique, Nicaragua, Niger, Nigeria, Peru, Senegal, Tanzania, Uganda, Zambia, Zimbabwe

*Partners:* Cape Town University, South Africa, Consulting Développement Communautaire Gestion d’Entreprise (CDCGE), Tunisia, Economic Policy Research Center, Uganda, Ethiopian Civil Service College, Ethiopia, European Training Foundation, Italy, International Training Centre of the ILO (ITC/ILO), Italy, Kennedy School of Government at Harvard, USA, Liège University, Belgium, Maastricht University, the Netherlands, Makarere University, Uganda, Ministry of Economy and Finance, Spain, Organisation for Economic Co-operation and Development (OECD), Stellenbosch University, South Africa, United Nations Development Programme (UNDP), University of Laval, Canada, University of Pennsylvania, USA, Wharton School of the University of Pennsylvania, USA
### SUSTAINABLE DEVELOPMENT: ENVIRONMENTAL MANAGEMENT (continued)

<table>
<thead>
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<th>Themes and Programs</th>
<th>Description</th>
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<tbody>
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<td><strong>Offered in:</strong></td>
<td>Argentina, Azerbaijan, Bangladesh, Brazil, Bulgaria, Canada, China, Costa Rica, Dominican Republic, France, Honduras, Hungary, India, Namibia, Peru, Philippines, Russian Federation, Senegal, South Africa, St. Kitts and Nevis, Thailand, United States, Vietnam</td>
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<th><strong>Partners</strong></th>
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<td></td>
<td>African Development Bank</td>
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<tr>
<td></td>
<td>Andean Center for Economics in the Environment, Honduras</td>
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<td>Asian Institute of Management (AIM), Philippines</td>
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<td></td>
<td>British Council</td>
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<td>China National School of Administration (CNSA)</td>
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<td></td>
<td>Consorcio de Investigación Económica y Social (CIES), Peru</td>
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<td></td>
<td>EduFrance</td>
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<td></td>
<td>Environment and Natural Resources Committee (ENRC), China</td>
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<td>European Central Bank (ECB)</td>
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<td></td>
<td>Global Legislators Organisation for a Balanced Environment (GLOBE), South Africa</td>
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<tr>
<td></td>
<td>Institute of Public Administration (IPA), Saudi Arabia</td>
</tr>
<tr>
<td></td>
<td>Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)</td>
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<td>International Training Centre of the ILO (ITC/IL0)</td>
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<td>Joint Vienna Institute (JVI)</td>
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<td>Ministry of Economy and Finance, Spain</td>
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<td></td>
<td>Organisation for Economic Co-operation and Development (OECD)</td>
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<tr>
<td></td>
<td>Regional Information Technology and Software Engineering Center (RITSEC), Ministry of International Cooperation (MOIC), Egypt</td>
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<td>State Environmental Protection Administration (SEPA), China</td>
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<td>United Nations Development Programme (UNDP)</td>
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<td>World Wildlife Fund (WWF)</td>
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### SUSTAINABLE DEVELOPMENT: NATURAL RESOURCES MANAGEMENT

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<td>Canada, China, Colombia, Côte d’Ivoire, Ethiopia, France, India, Indonesia, Iran, Italy, Mexico, Netherlands, Nigeria, Panama, Peru, Senegal, South Africa, Tanzania, United Kingdom, United States</td>
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<td>African Development Bank</td>
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<td>Asian Institute of Management (AIM)</td>
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<td>British Council</td>
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<td></td>
<td>Center for the Study of Marine Policy (CSMP), University of Delaware, USA</td>
</tr>
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<td></td>
<td>Centre de Formation Continue (CEFC/DIEF/ETSH), Burkina Faso</td>
</tr>
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<td></td>
<td>Department of Science, Technology, Education and Rural Environment, Ministry of Agriculture (MOA), China</td>
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<td>EduFrance</td>
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<td></td>
<td>European Central Bank (ECB)</td>
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<td></td>
<td>Faculty of Forestry, Institut Pertanian Bogor (IPB), Indonesia</td>
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<td></td>
<td>Foundation of River Integrated Communications (FRICS), Japan</td>
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<td>Gansu Agricultural University (GAU), China</td>
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<td>Helvetas, Switzerland</td>
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<td>Institute of Public Administration (IPA), Saudi Arabia</td>
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<td></td>
<td>Instituto de Capacitación y Estudios de la Federación Nacional de Trabajadores de Obras Sanitarias (FeNTOS), Argentina</td>
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<td></td>
<td>Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)</td>
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<td>Joint Vienna Institute (JVI)</td>
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<td>Regional Information Technology and Software Engineering Center (RITSEC), Ministry of International Cooperation (MOIC), Egypt</td>
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<tr>
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<td>United Nations Development Programme (UNDP)</td>
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</tbody>
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**Sustainable development and poverty reduction ultimately depend on the protection and sustainable management of the regional and global commons, including forests, biodiversity, and water resources. The poor, especially in rural areas, depend heavily on the productivity and environmental services of these natural resources for their livelihoods and quality of life.**

This program focuses on the governance, incentives, policy, and institutional framework needed to support outcomes that are environmentally and economically sustainable.

The program components are: market creation for biodiversity, conflict resolution for natural resources management, water policy and management, and sustainability strategies. The last component includes sustainable development for policymakers; Johannesburg Summit 2002 learning activities; and poverty, environment, and sustainable development linkages.

Dan Biller, dbiller@worldbank.org
Cities are becoming important partners in the development process and can help accelerate a country’s growth. For these reasons, together with a concern for achieving sustainable cities over the long run, the Urban and City Management program recognizes and addresses the need to strengthen the capacity and quality of city management.

With decentralization, democratization, and globalization, cities now have more decisions to make, more money to spend, and a vastly more open political and economic system in which to operate.

The overall objective of the Urban and City Management program is to improve the quality of professional service in key management posts in cities throughout the world. It achieves this goal by establishing partnerships with international organizations, local institutions, and national and regional intermediaries to facilitate learning and knowledge exchange. The program focuses on three major groups: city officials; national and regional officials in ministries and members of legislative bodies, lawmakers, and heads of committees shaping urban policy and the regulatory environment for cities; and the organizations of local governments, universities, and research organizations that have the capacity to strengthen city and regional authorities.

www.worldbank.org/wbi/urban     Tim Campbell, tcampbell@worldbank.org

Offered in:
Face to face
Bolivia, Brazil, China, Dominican Republic, El Salvador, Ethiopia, Honduras, Indonesia, Nicaragua, Philippines, Thailand, Uganda, Zimbabwe

Distance learning
Bangladesh, Benin, Bhutan, Cambodia, Cameroon, China, Costa Rica, El Salvador, Guatemala, Honduras, India, Indonesia, Kenya, Latvia, Mali, Mauritania, Malawi, Mongolia, Nicaragua, Nepal, Peru, Philippines, Russia, Senegal, Sri Lanka, Tanzania, Uganda, Ukraine, Vietnam

Administrative Staff College of India (ASCI)
Banco do Nordeste, Brazil
Bertelsmann Foundation, Germany
Centre Africain d’Etudes Supérieures en Gestion (CESAG), Senegal
Department for International Development (DFID), UK
Escola de Administração Fazendária (ESAF), Brazil
Institute of Urban Economics, Russia
Leontief Center, Russia
Local Government Information Network (LOGIN), Hungary
Municipal Development Program for East and Southern Africa (MDP-ESA)
National Institute of Public Finance and Policy (NIPFP), India
Open Society Institute/Local Government and Public Service Reform Initiative (OSI/LGI), USA
Programme de Développement Municipal (PDM) de l’Afrique de l’Ouest et du Centre
Third Country Training Programme (TCTP), Ministry of Foreign Affairs, Singapore
Uganda Management Institute (UMI)
Ukrainian Academy of Public Administration
United States Agency for International Development (USAID)
Universidad Centroamericana “José Simeón Cañas” de El Salvador (UCA)
Universidad del Pacífico, Peru
Urban Management Programme of the United Nations Human Settlements Programme (UN-HABITAT)