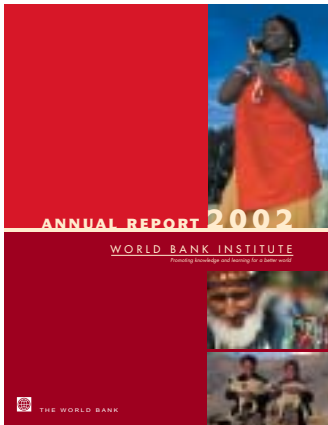




February 2003

# WBI News



*“WBI’s broad themes include responding to client demand, improving the investment climate, empowering people, taking action for better governance, and marshaling knowledge for development.”*

The World Bank  
[www.worldbank.org/wbi](http://www.worldbank.org/wbi)

## Knowledge Builds Development Capacity

The World Bank provided more than US\$19 billion in loans last year to more than 100 developing economies. That assistance, however substantial, will achieve lasting, long-term reductions in poverty only if the development it funds is sustainable—and sustainable development requires more than money.

If development assistance is to produce lasting results, countries must be able to formulate and execute their own development strategies—and to evaluate the outcomes of those strategies. The ability to make and implement development strategies depends, in turn, on the capacity to access multiple sources of knowledge and to adapt what is learned to local conditions.

New global mechanisms based on new information technologies aim to provide such access and facilitate local adaptation of knowledge. Several of those mechanisms are discussed in detail in the 2002 annual report of the World Bank Institute. We asked WBI vice president Frannie A. Léautier what the recently released report reveals about WBI’s approach to helping countries strengthen their institutions.

### **What role can WBI play in global capacity building?**

The Millennium Development Goals, adopted by the international development community in 2000, seek to halve poverty worldwide by 2015. But each country has its own specific targets, priorities, and strategies. For this reason, under our new business model, WBI has refocused its functional units to better leverage its expertise and resources through closer alignment with World Bank country operations—and with the Bank’s research and policy implementation groups (DEC and PREM).

When WBI’s activities are integrated with lending operations, we reap the substantial benefits of providing knowledge where and when it can immediately be turned to account. “Where demand for knowledge is great—as expressed in country assistance strategies developed by the Bank and its members—there WBI will focus its expertise.” That’s how Jim Wolfensohn puts it in his foreword to the report.

In line with the Bank’s strategic priorities, WBI’s broad themes include responding to client demand, improving the investment climate, empowering people, taking action for better governance, and marshaling knowledge for development.

In FY02, WBI delivered 560 learning activities and reached more than 48,000 participants in 150 countries through collaboration with more than 400 partner institutions. Even under the constraints of a reduced budget and in the midst of a realignment, WBI exceeded its plan. Of the 214,115 client training days delivered in FY02, more than 25 percent targeted Africa, where many of the problems addressed by the Millennium Development Goals are acute. The percentage of



## Knowledge Builds Development Capacity, continued from page 1

participants from Africa increased by 5 percent to 27 percent of total activities. WBI's participants from East Asia also increased by 3 percent in response to demand for tailored services in China and Vietnam. The share of distance learning increased from zero in FY98 to 38 percent in FY02.

### How will you achieve country-led objectives?

In the coming years, WBI will be placing particular emphasis on working in low-income countries where its services are needed most. We will work with middle-income countries as well, providing country-led and tailored learning programs. We will strengthen our rapid response and emergency intervention capability to meet the urgent needs of countries in crisis. We will work with bilateral donors to ensure that our collective approach to capacity enhancement at the country level produces lasting results.

We will extend our reach through new learning technologies and wide-ranging public and private sector partnerships. And we will rigorously assess the results of our programs.

Only measurable results will make the case for future investments in development assistance. For that reason, monitoring and measurement are an integral part of all WBI's learning and knowledge products, with evaluation built into its

programs from the design stage through impact on the ground.

WBI supports the Bank in meeting the Millennium Development Goals. Those goals, which are expressed in measurable form, are the ultimate targets by which the world will gauge the success of our efforts.

### How does capacity building support sustainable development?

Capacity enhancement is at the heart of successful development. That was the consensus of the UN Conference on Financing for Development in Monterrey, Mexico. Development can take place only through sustained transformations of economies—indeed whole societies. And societies cannot change fundamentally unless their constituent institutions, organizations, businesses, households, and even individuals have the capacity to direct their futures by making and implementing development decisions. That capacity depends on knowledge.

Because knowledge builds technical and administrative capacity, and because greater capacity leads to growth, security, and empowerment of the poor, the Bank's learning and capacity enhancement programs contribute directly to poverty reduction. They create an environment within which lending programs can take root and bear fruit. They help development professionals build their

skills and become more productive. They increase our clients' capacities to access knowledge from multiple sources, both local and global, to use that knowledge to make and implement policies, and to evaluate the results of those policies.

### How can WBI help bank staff achieve their goals?

Bank staff can—indeed, they do—participate in or make use of WBI courses, seminars, and other learning programs that support the Bank's knowledge agenda, an agenda shaped by the institution's operational and corporate priorities.

To help the Bank's regions deliver country-specific knowledge when and where it is most needed, WBI and the regions have selected 12 countries for knowledge-intensive programs to enhance capacity in areas identified in their country assistance strategies (CAS) and poverty reduction strategy papers (PRSP). These pilot programs are multisectoral and multiyear. WBI also works in 29 other priority countries, where learning programs are customized to CAS objectives. In 25 of these we are working jointly with DEC and PREM to integrate research, policy, and capacity building work.

For a PDF version of WBI's Annual Report 2002 and summaries in Chinese, French, Russian, and Spanish, visit <http://www.worldbank.org/wbi>.



GDLN Distance Learning Center in Kabul, Afghanistan

## Bridging the Digital Divide in Afghanistan and Central Asia

The Afghan capital recently hosted the first in a series of dialogues on the region's economic development as part of the World Bank's transitional support strategy for Afghanistan. The Kabul meeting, organized by the Global Development Learning Network (GDLN), focused on unlocking finance for infrastructure. Participants came not only from Afghanistan, but also from Tajikistan, Kazakhstan, and Uzbekistan. Bank experts in Washington joined the group using GDLN's videoconferencing facilities.

## Bridging the Digital Divide, continued from page 2

GDLN is a partnership of public, private, and nongovernmental organizations dedicated to fighting poverty by building capacity through a fully interactive, multi-channel network. GDLN came to Afghanistan at the request of the transitional government's Aid Coordination Agency, in collaboration with the World Bank's South Asia region and Information Solutions Group.

Afghan participants included academics, members of the transitional

government's capacity building group, and deputy ministers from the departments of urban development, power and water, and public works.

According to Alastair McKechnie, the Bank's country director for Afghanistan, GDLN can be used to bring "just-in-time" expertise to functional units within the Afghan ministries. GDLN knowledge sharing services, from advisory sessions to policy dialogues to full training courses, can be tailored to respond "on-the-

fly" to needs for knowledge as they arise in projects.

At the conclusion of the session, one participant commented, "This is great for our country. We need this," he said, as he pointed to the videoconferencing screen. "It's good to be able to talk to Washington and our neighbors in Tashkent, Almaty, and Dushanbe."

**To read more about the Global Development Learning Network, visit:**  
<http://www.gdln.org>

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## The Media and Development—Informed People Make Better Choices



A stellar ensemble cast of authors, including Nobel Prize winners in economics and literature, plead for the importance of a free and independent press in

*The Right to Tell: The Role of Mass Media in Economic Development*, the most recent title in WBI's Development Studies series.

Columbia University professor Joseph Stiglitz, *Irrational Exuberance* author Robert J. Shiller, and Nobel Prize-winning novelist Gabriel García Márquez are among the authors—academics and journalists—who explore the role of the media in promoting good governance and corporate responsibility, the media's power to influence markets, its usefulness as a transmitter of new ideas and information, and its ability to give a voice to the poor and disenfranchised. They also describe the damage an unethical, propagandistic, or irresponsible press can do, as well as the chilling effect of insult laws and other policies that hamper the operation of a free press.

"A free press is at the core of equitable development," argues World Bank President James D. Wolfensohn in the book's foreword. Free media expose corruption and cronyism by throwing a spotlight on government and corporate action, increasing accountability and market efficiency. Free media provide a forum for diverse opinions on governance and reform, building public consensus for change. Free media spread information, innovation, and ideas across boundaries, stimulating trade and bringing health and education information to remote villages. In short, free media promote and protect economic development, because informed people are more engaged, more effective, and make better choices.

*The Right to Tell* is an extension of research on media and markets done for the *World Development Report 2002: Building Institutions for Markets*. It also builds on the World Bank Institute's continuing efforts to train journalists in 50 countries.

The book's three parts explore how the media support markets, what enables the media to do their job, and what media practitioners have to say about

what they do. Chapters include Mass Media and Political Accountability, The Corporate Governance Role of the Media, The Legal Environment for News Media, Media in Transition: The Hegemony of Economics, and Journalism after Communism: Ten Commandments for a Good Journalist. Several contributors describe the challenges faced by the media in specific countries, including the former Soviet Union, Thailand, Bangladesh, Egypt, and Zimbabwe. These fascinating case studies are vivid illustrations of the media's potential as a catalyst for change and growth.



Roumeen Islam and Joseph Stiglitz at press launch of *Right to Tell*

*The Right to Tell: The Role of Mass Media in Economic Development 2002*. 336 pages. ISBN: 0-8213-5203-2 SKU: 15203.

**To download the first chapter, visit:**  
[www.worldbank.org/wbi/righttotell.html](http://www.worldbank.org/wbi/righttotell.html)

## Capacity for Development, A New Electronic Newsletter

WBI's new e-newsletter, Capacity for Development, shares information and promotes discussion on a broad range of capacity building initiatives in developing countries. It covers training events, online learning, distance learning and technology,

instructional approaches, publications, conferences, and more. WBI hopes that the newsletter will serve not only its alumni, partners, and donors, but also a broader community of learning on capacity building.

To read a recent issue visit:  
<http://www.worldbank.org/wbi>

To subscribe at no cost send an email from the address you would like to subscribe with to:  
[subscribe-wbi-5-5@send-for-info.com](mailto:subscribe-wbi-5-5@send-for-info.com)

## The African Virtual University—A New Strategy...and a Prize

The African Virtual University (AVU) expands access to tertiary education for students in Sub-Saharan Africa through the power of information and communication technologies. Recently, AVU was recognized for its success by Computerworld for "visionary use of information technology in the category of Education and Academia." The Computerworld 21st Century Achievement Awards are awarded to those organizations whose use of information technology has been especially noteworthy for the originality of its conception, the breadth of its vision, and the significance of its benefit to society.

A new strategy approved by the AVU board in July 2001 reaffirmed the institution's role as a knowledge broker and facilitator for African universities but placed accredited degree and diploma

programs squarely at the center of AVU's objectives—with AVU delivering programs from universities in Africa and elsewhere to Sub-Saharan tertiary institutions.

Now freestanding and operating in Nairobi, AVU maintains close ties with the Bank through WBI. Cheick Diarra, AVU's new chief executive, is an eminent Malian scientist and a UNESCO goodwill ambassador for science and technology. Dr. Diarra is also a member of WBI's External Advisory Council.

In the coming year AVU will begin to deliver accredited degree programs by distance to university sites in Sub-Saharan Africa, with aid from Australia and Canada. The first courses—in English and French—will be in computer science, business studies, and distance



Cheikh Diarra, AVU's CEO, with the Computer World award

education. AVU has already helped partner sites strengthen their connectivity to satellite and Internet networks, so that they will be ready to receive the first accredited degree courses.

For more information on AVU visit  
<http://www.avu.org>.



### GDN 99 – Bridging Knowledge and Policy

A winner of the 2001 Telly Award, this interactive CD-ROM, prepared by the WBI and the International Center for Economic Growth, highlights the inaugural conference of the Global Development

Network (GDN). The CD includes business and economic leaders' views and presentations on the business strategies of think tanks from around the world.

GDN provides policy researchers in developing countries access to financial support and data resources, and helps strengthen collaboration with their counterparts around the globe. GDN products and services address

the demands of research institutes in developing countries, based on informal consultations, surveys, and regular systematic feedback.

To obtain a free copy of the CD send an e-mail to Erik Johnson ([ejohnson1@worldbank.org](mailto:ejohnson1@worldbank.org)) including your complete mailing address.

For more information on the Global Development Network: <http://www.gdnet.org>

# Program Highlights

## Combating HIV/AIDS

Indigenous leadership is needed to mobilize an effective multisectoral response to the HIV/AIDS pandemic that is devastating economic and social development in Africa. As part of WBI's Leadership Program on HIV/AIDS, a new course on "Fighting the HIV/AIDS Pandemic through Information and Strategic Communication: An Integrated Training Course for Program Teams and Journalists" combats the virus on the three fronts of prevention, care, and mitigation.

The course's two subprograms, delivered in parallel, focus on strategic communication for national HIV/AIDS teams and NGOs and on the role of the media. AIDS project teams learn to incorporate communications components into their work; journalists, for their part, are equipped to cover the pandemic from various angles—economic, political, cultural, medical. The goals in both cases are more informed public conversation about HIV/AIDS, greater public understanding of the disease, and safer behaviors.

In each country, the program team leaders develop a communications strategy. Participating journalists join in a team reporting project that explores the AIDS pandemic as a multidimensional development crisis, not simply a health problem.

The program—offered so far in Malawi, Nigeria, Tanzania, Uganda, and Zambia—emphasizes two elements that have prevented many countries from dealing effectively with HIV/AIDS: stigmatization, the source of the "silence virus," and integrity and transparency in the use of resources devoted to HIV/AIDS.

During the integrated communications training program, project team leaders prepared strategic plans and worked alongside journalists who published several articles on HIV/AIDS. Journalists in Malawi and Zambia were urged to take a leading role in disseminating correct

and effective information to help combat HIV/AIDS and on related issues. As an immediate result, five articles were published in the Chronicle in Malawi and a series of several more articles were published in Zambia. Mwiika Malindima, one of the journalists in the program was named HIV/AIDS Journalist of the Year, and his story the best HIV/AIDS story of the year. The article, which ran in The Daily Mail and The Times of Zambia, dealt with gender aspects of HIV/AIDS.

**For more information on WBI's Leadership Program on HIV/AIDS see [www.worldbank.org/wbi/aidsleadership](http://www.worldbank.org/wbi/aidsleadership)**

## WBI Works with Parliamentarians for Better Governance

In a joint declaration in Dakar in September 2001, African members of parliament involved in a Poverty Reduction Strategy Paper (PRSP) evaluation conference stressed that "parliament must not be marginalized in the formulation and implementation of poverty reduction strategies."

WBI last year launched a pilot program to allow parliaments to better understand the PRSP process and to determine how they can best ensure government performance. An initial workshop for parliamentarians held in Ghana has already resulted in closer interactions between parliament and civil society in the PRSP process and a greater focus by parliament on the budgetary issues relating to poverty reduction. Similar workshops have taken place in Ethiopia, Malawi, Niger, and Nigeria; others are planned for Cambodia and Kenya.

In May 2002, at a workshop hosted by the parliament of Finland, parliamentarians from four West Balkan countries worked with representatives from the PRSP teams in those countries to develop parliamentary action plans outlining ways in which parliaments could play a more active role in the PRSP process.

**For more information on WBI's work with Parliamentarians for Better Governance see [www.worldbank.org/wbi/governance/parliament.htm](http://www.worldbank.org/wbi/governance/parliament.htm)**

## Improving Municipal Governance through Action Learning

The world's largest distance learning initiative for municipal officials began four years ago as a modest collaboration between Mexico's Monterrey Institute of Technology and the World Bank. Since then, 12,000 city officials have boosted their skills in municipal management, finance, and anticorruption. In collaboration with the Bank's Global Distance Learning Network, the partnership delivers programs in four key areas of municipal administration:

- Open and transparent municipal governance <http://www.ruv.itesm.mx/programas/gap/>
- A municipal head start for new administrations <http://www.ruv.itesm.mx/programas/pcam/>
- Municipal management seminar <http://www.ruv.itesm.mx/programas/seminario/>
- Subnational finance <http://www.ruv.itesm.mx/programas/finanzas/>

To put learning into action while taking the course, local public officials design and implement real-world projects. The projects are then analyzed by a team of practitioners. Participants receive written and streamed video feedback. The course produced 300 anticorruption projects in 2002, the results of which are being compiled into a manual on anticorruption to be published later this year.

WBI is working with the Bank's operational units in Latin America, Africa, and Asia to build on this successful model, developing new programs that build capacity while producing results on the ground.

# Resources from the World Bank Institute

## New Publications



### **Environmental Economics for Sustainable Growth**

Anil Markandya, Patrice Harou, Giovanni Bellù, and Vito Cistulli

The poor who depend directly on natural resources and environmental goods and services for their livelihoods suffer acutely from environmental degradation. Water and air pollution cause health problems. Flooding and desertification force people from their homes. Environmental degradation robs several percentage points of GDP each year from the treasuries of developing countries. It reaches across borders to affect the regional and global commons.

Those are the sobering premises of *Environmental Economics for Sustainable Growth*. The book describes the economic tools needed to set priorities and mainstream environmental issues in policy- and decision-making processes at the macro, sector, and project levels.

This book was developed for training policymakers, practitioners, and students of environmental policy.

2002. 528 pages. ISBN IB31777 SKU 31777

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## WBI Working Papers

### **The World Bank and Civil Society Development: Exploring Two Courses of Action for Capacity Building**

Gabriel Siri

This paper builds on the premise that civil society can make a significant contribution to the development process, both on its own—as the “third sector” of society—and by working in partnership with government. But to function well, civil society requires the right environment, one characterized by good governance and an effective dialogue among stakeholders. The author presents two ways of developing civil society. The first emphasizes the participation of community groups, NGOs, and other civil society organizations in the implementation of government projects. The other focuses on promoting the autonomous development of civil society organizations and their ability to generate and carry out community initiatives. Such promotion often constitutes a new dimension of public policy involving government support for independent civic action and the formation of social capital.

2002. 33 pages. Stock No. 37207.

### **Building A Clean Machine: Anti-Corruption Coalitions and Sustainable Reform**

Michael Johnston and Sabr J. Kpundeh

“Social action coalitions” may be able to quicken the process of making governors accountable to the governed—a process that in most societies has unfolded only gradually, as the base of political participation has broadened. But today’s high-corruption societies cannot wait for several generations to rid themselves of official corruption, say Colgate University political scientist Michael Johnston and WBI’s Sabr J. Kpundeh. If sustained by good planning and the right incentives,

coalitions of public and private actors can reinforce political will and enhance the strength of civil society. Coalition-building efforts are underway in many societies, but too often their growth has been hindered by ignorance of the dynamics of coalition building. The authors identify four stages in the building of coalitions—formation, credibility, expansion, and transformation. Different combinations of incentives are needed in each stage to keep the emerging coalition together. Once the incentives that motivate and reward participation in organizations are understood, anticorruption goals can be augmented by other kinds of appeals, even when material incentives are scarce. The four-stage model is applied to two important coalition-building efforts—Ghana’s Anti Corruption Coalition and the Bangalore Agenda Task Force in Bangalore, Karnataka State, India. The authors show how the imaginative use of incentives can aid the transition from one stage of coalition building to the next.

2002.

### **By Decree or By Choice? A Case Study**

Elias G. Carayannis and Bruno Laporte

This case study describes the organizational changes made within the World Bank to facilitate knowledge management and sharing. The authors focus on the knowledge management initiatives and outcomes of the Education Sector Thematic Network. The study addresses the value added to the front line organizations responsible for the implementation of knowledge sharing.

2002. 33 pages. Stock No. 37206.

These and other WBI Working Papers are available in Adobe Acrobat PDF format at: <http://www.worldbank.org/wbi>