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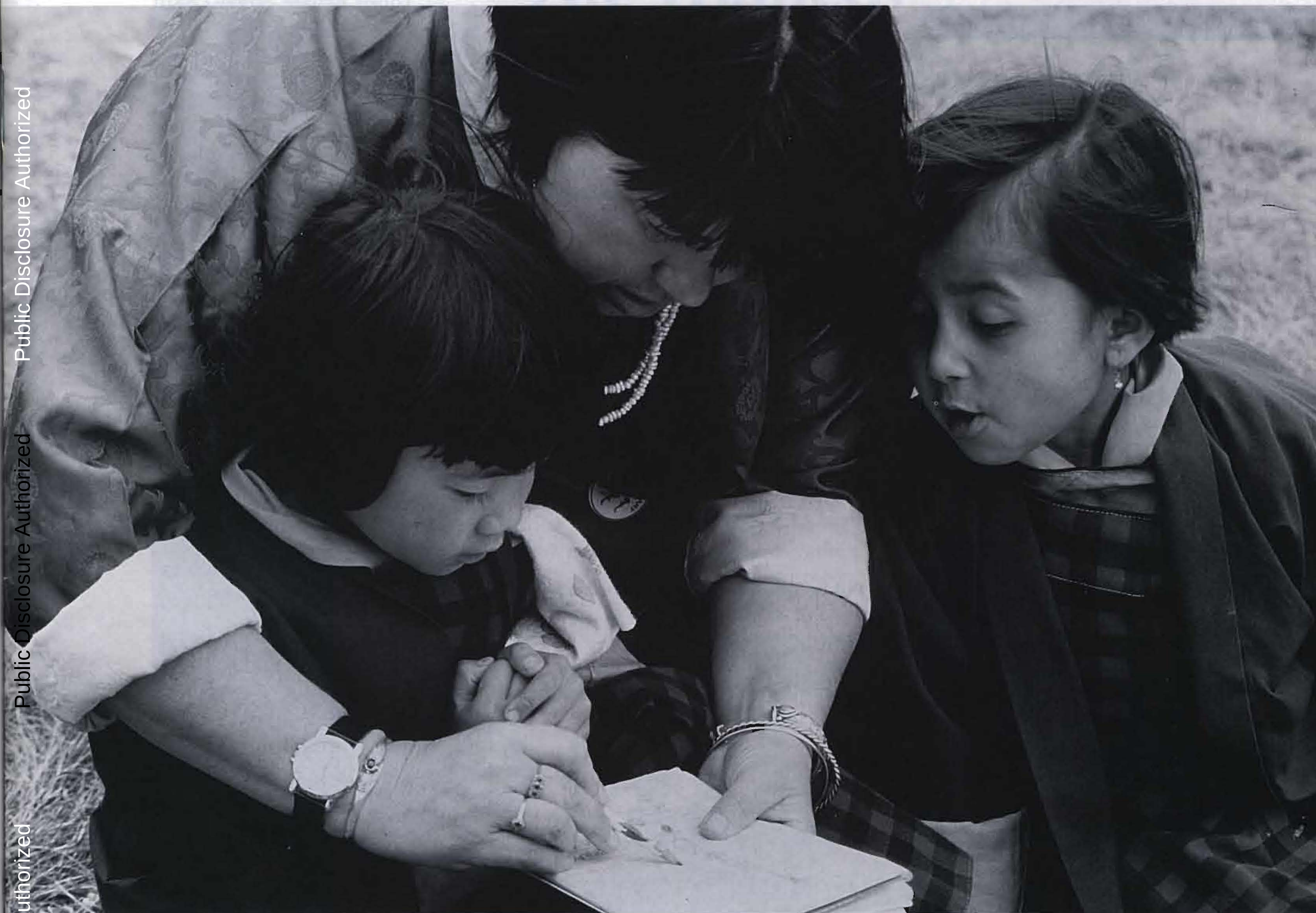

Educating Girls, *page 16*

Reader Survey, *page 27*

BANK'S WORLD

Vol 14/No. 3 March 1995

In this issue

Articles

Departments

Cover

Little schoolgirls and their teacher, Bhutan.
Photo by Curt Carnemark.

International Women's Day is March 8. This edition of *Bank's World* features an article on Women's Grassroots Management Training, along with an "On the Record" about Educating Girls, and a description of a Smithsonian exhibit illustrating "Women in Action: Rebels and Reformers, 1920 to 1980." In a forthcoming issue, we will publish an interview with Anette Pedersen, the Bank's recently appointed Senior Advisor on Women's Issues.

Acronyms used in this issue:

(excluding those of Bank divisions or departments)

BS Bank Swirled
ECA Europe and Central Asia Bank
FAO Food and Agricultural Organization of the United Nations
FDS Fonds de Developpement Scolaire
FIC Family Issues Committee
FEFGA Femmes et Formation à la Gestion Appliquée (Senegal)
FSU Former Soviet Union
GMT Grassroots Management Training
MMMF Margaret McNamara Memorial Fund
NGO Nongovernmental Organization
RSI Resident Staff in Indonesia
SAR Staff Appraisal Report
SEWA Self-employed Women's Association (India)
UNDP United Nations Development Programme
UNESCO United Nations Educational, Scientific and Cultural Organization
WEMTOP Women's Enterprise Management Training Outreach Program (India)
WHO World Health Organization
WID Women in Development
WMTOP Women's Management Training and Outreach Program (Africa)

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The Trainees—46 Years Later

by Jill Roessner

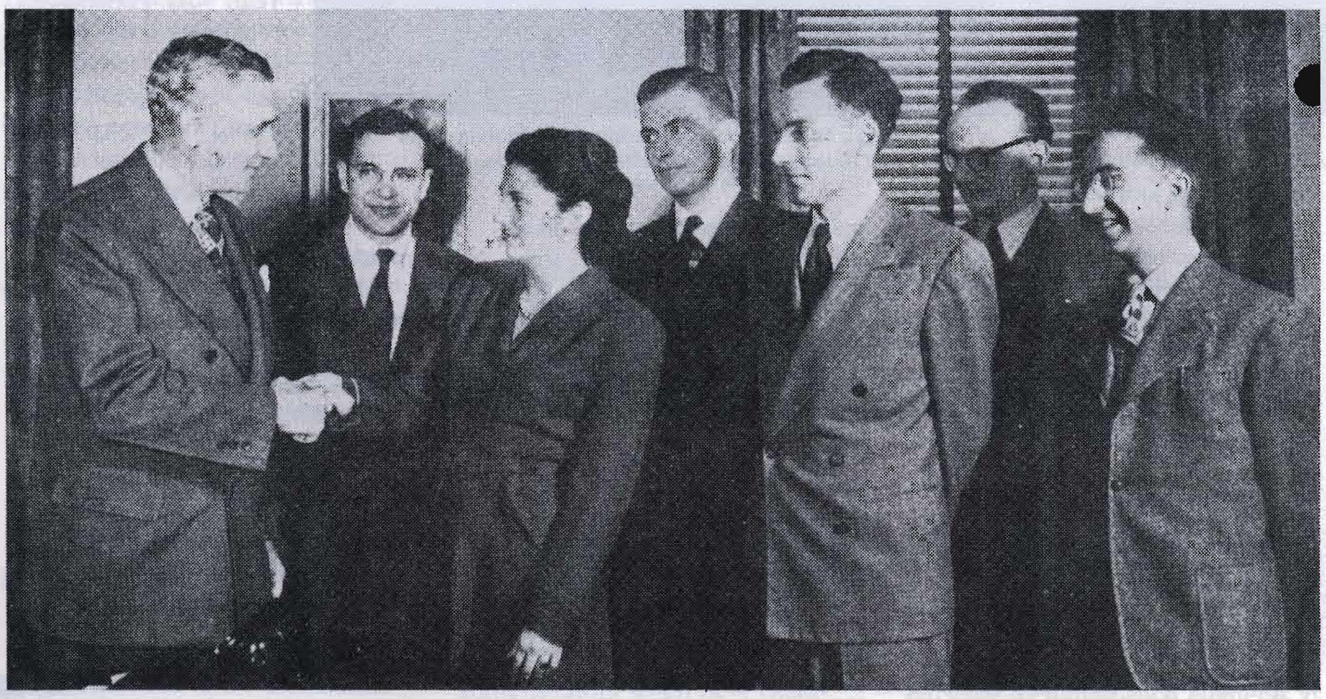
If you'd read the January 15, 1949 issue of *"International Bank Notes,"* this magazine's predecessor, you would have seen a photo of six young people, all in their twenties, being greeted by then Bank Vice President Robert L. Garner.

They were George Gondicas from Greece, Maria-Cristina Beltranena from Guatemala, Neil Paterson from Australia, Douglas Fontein from Holland, Henri Van Holsbeeck from Belgium, and David Pollock from Canada. Not pictured (since he arrived later) was Daniel Dommel from France. This international group comprised the Bank's first trainees—long before the establishment of the Young Professionals Program, and those seven young people, all of whom are still living, are now in their seventies. Two of them, Doug Fontein and David Pollock, came to lunch at the Bank recently and reminisced with *Bank's World.*

"How will we know you?" asked Mr. Pollock, as we made our arrangements to meet in the E lobby. "I'll be carrying a copy of *Bank's World,*" I said, figuring I didn't really need to ask how I would pick them out. "Well, we'll be the two old fellows," he replied. As it turned out, I would not have guessed that either had been working at the Bank almost half a century ago.

For these two early Bank staff, launching their postwar careers together was also the start of a lifelong friendship. Mr. Pollock had graduated from the University of Saskatchewan, served in the Royal Canadian Air Force during WWII, then resumed his studies at the University of Chicago. Mr. Fontein's studies at Leiden were interrupted for the duration of the war. Subsequently he obtained a law degree from that university, then was granted a fellowship for the Fletcher School of Law and Diplomacy at Tufts University, and later, while working at the Bank, obtained his LL.B. from Georgetown.

Years later, they jointly (but without any written contract between them) bought 100 acres on an island in the Canadian part of the Thousand Islands, where their two families enjoyed 20 years of holidaying together. The Fonteins have two sons and a daughter, the Pollocks three sons, one of whom, Michael, is currently a Bank staff member.



Left to right: Mr. Garner, Mr. George Gondicas, Miss Maria-Cristina Beltranena, Mr. Neil Paterson, Mr. Douglas J. Fontein, Mr. Henri Van Holsbeeck, and Mr. David H. Pollock.

World Bank Archives

But back to those early days. The trainee group spent the first couple of months moving from one department to another en masse, learning about the Bank's policies and operations, meeting people, attending lectures and generally familiarizing themselves with the institution. Then they were assigned to different departments. Mr. Pollock went to the Economics Department, headed by Leonard Rist, where he was assigned to tracking the debt of the 50 or 60 countries then members.

Before getting his permanent assignment to the Legal Department, Mr. Fontein was given the task by the Administration Department of writing a paper about whether it would be better to have push-button, self-service elevators instead of continuing with elevator operators. (An early example of redundancies?!)

Back in 1949, there was a young journalist in town, who wrote a "Roving Reporter" column for the (now long defunct) *Washington Times Herald*. Her name was Jacqueline Bouvier, and a decade later, after marrying Sen. Jack Kennedy, she became the United States' First Lady. She interviewed the World Bank's new trainees and Mr. Pollock recalls with amusement that one of her questions to each of them concerned their countries' national sport. "Hockey," he told her.

"Shooting waves" said Neil Paterson, by which he meant surfing. But the Australian accent made his response sound like "Shooting wives"—which somewhat disconcerted the reporter.

Douglas Fontein (left) and David Pollock visit the Bank 46 years after their first day of training.
Photo by Michele Iannacci.

The accompanying photograph showed the group just outside the entrance to 1818 H Street. It would have been fun to recreate that scene, but the A building has been wiped off the face of the earth—and Messrs. Pollock and Fontein have not been able to arrange a reunion of the entire group, although they did make an attempt to do so several years ago. "We really ought to try again in 1999," Mr. Pollock asserted, marveling that so much time has elapsed.

He described the prevailing mood 50 years ago when they joined the International Bank for Reconstruction and Development. "The emphasis was on reconstruction, doing the right thing. It was the time of the Marshall Plan. We felt we were members of an exclusive club, working to help poor people. Coming to the Bank was worthwhile—we were eager to be involved in development." And, with a reference to their wartime experiences, he added, "We'd seen enough of tearing down."

The young people earned $2,600 per annum to start with. But when, at the end of a year, five of them officially joined the staff, the salary (in Mr. Fontein's words) "leaped to $3,000 a year." Mr. Fontein remained at the Bank for the next 29 years, before going to Luxembourg to take up the position of Director of the Legal Department at the European Investment Bank.

Mr. Pollock left after two-and-a-half years and went to the United Nations, subsequently living in Mexico, Chile and Switzerland. His final position was Director of the U.N. Economic Commission for Latin America and the Caribbean in Washington, D.C., before pursuing a career in academe. Currently, he is Adjunct Professor of International Affairs at Carleton University's School of International Affairs in Ottawa, Canada.

Beyond Headquarters

Major Challenges for Local Staff

by Sangam Iyer

The poster has a picture of a penguin bent over, captioned: "Lord, please either lighten my burden, or straighten my back." It hangs, appropriately, in Bakti Sudaryono's office. She's the Administrative Officer for the Resident Staff in Indonesia (RSI). Accounting and administrative staff who work in some 110 Bank and IFC field offices do, indeed, carry a heavy burden. At the end of FY94, there were over 1,000 regular and fixed-term local staff working in field offices.

Bank management decided to assist these officers with their difficult tasks; the result was the establishment of training seminars for local staff, especially accounting and administrative officers.

As far back as June 1983, the Africa Region pioneered a special training seminar for the accounting and administrative staff in field offices, held at the Resident Mission in Nairobi, Kenya. At the time, the Bank had only about 40 field offices.

The idea caught on. Other parts of the Bank initiated similar training seminars. The content has kept pace with the changes in the accounting systems—from the old manual imprest system to the now sophisticated field office module—as well as touching on various administrative and personnel matters, and administration of benefits, for local staff and for Headquarters staff posted to field offices.

Following the Bank's reorganization in 1987, Kabir Ahmed, then Chief Administrative Officer for the Asia Region, asked me to coordinate a seminar for local staff held in New Delhi in October 1988. The main objectives were: to assess the effects of implementing Phase I of the Field Office Module before introducing Phase II; to present changes in administration of field offices following reorganization; to

A group of field administrators working on case studies at the workshop held in New Delhi.

provide local administrators with tools, training and information on Personnel, Compensation and Medical issues to enable them to effectively administer existing policies locally; and to assist in the development of more efficient, effective and time-saving devices in operating procedures. The methods chosen were unique for many of the local staff: case studies, group activities, and a skit dealing with problems encountered by local administrators when new Headquarters staff and families arrive. Thirty-three staff members attended, including Headquarters staff from the Region, the Imprest Unit, Budget Administrative System, Compensation, Personnel Team, Medical Department, Information & Technology.

Over the years, local staff benefits have developed from ad hoc arrangements, which varied from one duty station to another (and even from one Res Rep to another), to a more structured package including such elements as financial assistance, and health and

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life insurance coverage, which had not been provided in the early days of local staff employment. The provision of a local staff pension plan, in lieu of the existing termination grant, is currently under review. Bank management has achieved great success in integrating the local staff with Headquarters.

On the personnel side, a change in Bank policy now allows local staff to compete for jobs at Headquarters through the Vacancy Information System. In fact, during the last five years, a total of 45 regular and fixed-term local staff (seven higher level and 38 support level) from Bank and IFC field offices have joined the work force at Headquarters. This policy has proved successful, benefiting the institution and providing more professional growth opportunities for local staff.

Resident missions have also provided opportunities for local staff to participate in Bank training and seminars held in the field and at Headquarters, as well as external training, including the Asian Congress of Secretaries, held in various capital cities in Asia.

I also initiated two additional training sessions in the Asia Region: (i) "Report Writing" and "Memo Writing" workshops organized in cooperation with Mary Evans, Meredith Griggs and Barbara Thomas in the (then) Communications Skills Development Center. These workshops were held in India, Pakistan, Bangladesh and Indonesia; (ii) "Basic Accounting" and "Financial Management" courses to benefit local higher level staff, conducted by a Headquarters trainer.

The Bank faced major challenges when resident missions were opened in Eastern Europe and then in the republics of the Former Soviet Union (FSU). I was part of the first Bank team, led by Russell Cheetham, then Director for FSU, to visit Moscow in the fall of 1991. The team met with Mr. Gorbachev's senior advisers and management team to negotiate the Technical Cooperation Agreement. Shortly after the agreement was signed, we set up our first resident mission for FSU in Moscow. This was soon followed by establishing several field offices in other republics (Baltics, Ukraine and Uzbekistan). Currently, we have established field offices in 10 of the 15 FSU republics (Belarus, Kazakhstan, Kyrgyz Republic, Moldova, Russia, Ukraine, a Regional Mission in Tashkent, and Baltics State Resident Office located in Latvia with two satellite offices in Estonia and Lithuania). Three more are to be opened shortly (Armenia, Azerbaijan and Georgia).

The Administrative Officers and Office Managers in field offices have unusual and unexpected challenges in their work and sometimes it takes all their ingenuity and maturity to act calmly. I can recall two incidents vividly during my assignment in Indonesia. One was when a five-star hotel manager forgot a reception arrangement for then World Bank president Tom Clausen. Another, during the same mission, when the helicopter carrying the president and his entourage developed engine trouble and we had to make alternate arrangement for transportation from a project site to a city—and to line up a replacement aircraft within 24 hours in a remote area.

A seminar for local staff in Eastern Europe and FSU republics was held in Budapest in the spring of 1993 [see accompanying article]. In addition to formal training sessions, admin and accounting staff also visit Headquarters on a fairly regular basis to become acquainted with their counterparts. They also visit other resident missions to learn lessons firsthand, and help each other in times of need. Two recent events from the FSU countries: The budget officer from the Moscow resident mission provided initial training on imprest accounting matters for staff in Ukraine and Baltics; and an accounting and budget staff member from the Turkey office spent nearly six months in the Tashkent office setting up the imprest system, assisting the mission in recruiting an accountant, and training the newly-recruited staff. This saved costly trips to Headquarters and has an added advantage of learning from someone who is actually doing the job.

As if staff in the field offices do not have enough on their plates, they are constantly grappling with new challenges such as building offices in Dhaka, Islamabad, and recently in India, and keeping up with the rapid build-up of communication facilities through satellites.

From calculators to computers; from book ledgers to diskettes; from simple processing of employment to management of recruitment, training and benefits administration; the list of changes that have taken place in the way resident missions operate has radically changed their way of working over the years. The devotion and superb performance of these staff have produced positive results. The fact that the number of Headquarters staff assigned to administrative and accounting posts has dropped to less than half a dozen today, is ample proof of their competence and demonstrated skills.

Although the credit largely goes to the local staff, we must also acknowledge Headquarters staff for their time and effort. I cannot complete this story without quoting an anecdote I often used in the seminars to emphasize that efforts on both sides are required: "There was a man called Abraham who went to the temple every Saturday for 12 years to ask God to let him win the lottery. But nothing ever happened. Discouraged after years of petitioning every week to no avail, Abraham told God he was giving up and was through going to temple. As he left the sanctuary for the last time, there was a great crash of thunder and lightning, and God finally appeared to him saying, "Come on, Abraham, give me a break. Buy a ticket." ■

Networking in the Field

Field Administrators Share Their Experience

by Omar Baig

Budapest, Hungary. To most travelers, this capital city evokes images of gothic pinnacles, colorful Baroque palaces and the Danube, with its constant traffic of barges and tourist boats. But to a small group of 25 field administrators from the Europe and Central Asia (ECA) Bank and IFC offices who were getting on a plane in March 1993, Budapest was where they were going to learn the tools of the trade—managing the administration of Bank field offices. Sponsored by then ECA Chief Administrative Officer Geoffrey Fox, this Field Seminar was ECA's first, after most of the resident missions had already been established.

Being the first seminar in the ECA region, the preparations for it were meticulous. Every detail was planned in advance. Michelle Ricks, ECA's coordinator for the seminar, worked very closely with David Zai from ACT and me, as well as the Bank's mission in Budapest. Thirty Dell notebooks were shipped, along with several laser printers and modems. Headquarters staff were provided with individual All-in-1 accounts on the Bank's system

Participants in the Field Office Seminar held in Budapest enjoyed some the city's sights together.

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in Budapest, which were accessible from their hotel. State-of-the-art audio-visual equipment was arranged—one piece was even carried from Austria—so that informational videos and computer screens could be projected. The hotel management provided the best conference room available, which we were told had been a favorite for high-level KGB meetings in the Hungarian capital in the past!

Most of us who travel to field offices, or work closely with them, know who to get in touch with when it comes to field administrative matters: the field administrator, alias the financial assistant, alias budget assistant, alias at least 10 other titles. While most staff in Washington have a fairly well-defined job description, these field staff, spread over 90 offices from Quito to Tokyo, manage the gamut of administrative tasks ranging from the disbursement of cash and monitoring of field costs, to buying uniforms for guards and drivers and liaising with Headquarters staff on matters of field policy and procedures. Whether it is arranging a travel advance in the field or planning for next year's office restructuring, the field administrator is one of the Chief of Mission's key resources.

For many of the ECA field office administrators, Budapest offered a unique opportunity to learn everything about their job—in 10 days flat. Most critics would view this as an impossible task, especially when it takes a person years to master the complexities of Bank policy, procedures and the stacks of FYIs that inform us of changes to the status quo. These field staff not only had to hit the ground running, they also had to manage the Bank's money in perhaps one of the most fluctuating monetary systems that has ever existed. Paying thousands of dollars out of an office safe was everyday business in most of these offices. And for the Headquarters trainers in Budapest, the objectives were clear: teach them necessary skills that would help build the backbone for decisive money management in these field offices.

The Africa region, which has really pioneered such field seminars, was the model for Budapest. AFR's Barbara Eschenbach first started the seminars in the Africa region 12 years ago, integrating all aspects of field office administration including accounting, personnel and budgeting.

Bringing together a group of field administrators to network and learn from shared experience under the guidance of veteran Headquarters staff is essentially the composition of these seminars, too. With skilled facilitation and follow-up on a daily basis over the seven days, the value of the information and training provided was compounded, a fact directly attributable to the AFR model. This has proved to be a highly effective learning technique.

Participating Headquarters staff found the seminar provided valuable insight. "Running a field office is not a trivial matter," said Brad Herbert, then Senior Operations Adviser at the Bank's mission in Turkey, and a guest speaker at the event. "And proper financial management is critical," he added. Indeed, the accountability of Bank funds is perhaps the administrators' biggest responsibility. Unlike Headquarters, where payments are made electronically in one department and vendor contracts are negotiated in another, the field administrator is accountable for all administrative disbursements, a responsibility that is second only to those of the Chief of Mission.

This seminar, like most before, relied upon a small but highly functional management information system known simply as the Field Office Module. This PC-based system, currently in its second generation, is the Field Administrator's primary tool. All financial, personnel, vehicle management, inventory, building lease and other information is recorded in the ACT system and sent to Headquarters through diskettes or All-in-1. Each field administrator was provided with the system installed on a portable notebook computer used to record such information during "case-study" exercises addressing various aspects of field administration. The administrators were so impressed by the notebook computers that they secretly arranged for the hotel chef to make an exact chocolate cake replica of the computer for the Headquarters trainers half-way through the intensive training seminar! Moments like this, along with other planned social events, helped maintain enthusiasm and energy level.

Seminars like the one in Budapest are held every 12 to 18 months in the field. Nairobi, Jakarta, Abidjan, Bangkok, and Bangalore have been previous sites. Future seminars are being planned.

For the field administrator returning to his or her field office (over 90 percent of field admins are women), feeling part of a regional network is perhaps one of the biggest reassurance these seminars offer. Being the primary contact for administrative matters in most field offices can be overwhelming. It is their knowledge and their professional integrity and initiative that keeps the Bank's field offices running smoothly and effectively. ■

Learning Together to Manage Better

Elizabeth M. Hayes

"Saxaar bu amul bopp du dem."
("A train without an engine cannot move.")
Senegalese proverb in Wolof about people management and leadership

"Ipolowo oja l'aganmu owo."
("Promotion is the soul of business.")
Nigerian proverb in Yoruba language

In December, I was invited to attend an event at the World Bank's Economic Development Institute (EDI). It had an intriguing title: "Women's Grassroots Management Training (GMT) Tools Development Workshop." Although pleased to be invited, I could not imagine what a "grassroots manager" would be; nor did I know very much about EDI. Not sure what to expect, but ready to learn, I grabbed my notebook and off I went.

Activity was already in full swing when I reached the training room in the M building. I felt as if I'd been transported to a U.N. summit meeting. Everywhere there were microphones, earphones, overhead projectors and recording machines.

The place was wall-to-wall with people, all of whom had much to say. I had entered a mini Tower of Babel where speakers of Hindi, Wolof, Mooré, Yoruba, Dioula, Swahili, French and English were all voicing a common concern: to find practical ways to help very poor women improve their livelihoods through better management.

From beginning to end, there was an excited buzz in the room. Grassroots Management Trainers from Senegal, Nigeria, Burkina Faso, Malawi, Côte d'Ivoire, Tanzania and India, each in turn, shared their experience of the past three to five years running EDI-sponsored training and outreach programs for poor women eking out a living in the rural or urban informal sectors of their countries. The trainers shared with enthusiasm and conviction opinions about what is needed to help women gain confidence, make their groups more productive, find finance and markets, and begin to break out of poverty.

The person responsible for all this was Jerri Dell, EDI's Women in Development (WID) Coordinator, seminar director, and now, with her Ivorian colleague, facilitator of this learning event. Clearly she was delighted to have members of all six EDI-sponsored Grassroots Management Training (GMT) teams together with her in Washington at one time, to share what they'd learned and to plan for the future together. In her opening remarks, she suggested that the assembly was like "a big family reunion where most of the cousins have never met" but who, she suspected, would come to see a "strong family resemblance well before they went their separate ways. She went on to say that her ambition for the workshop was to help EDI, the Bank, and others in the development community, "begin to change how we perceive development... how we perceive women's contribution to that development...how we perceive and define management...and how we here in Washington come to understand our role as partners in that change."

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During the seven days I spent at EDI, I learned, for example, that as a first step in designing these GMT pilot programs, Ms. Dell and her colleagues in Africa and Asia asked poor women what, if any, role training could play to help them overcome obstacles they faced managing money, people, activities or businesses. The second step was to develop a training and outreach program specifically to address these needs. The third step was to run programs in the villages, in the local language, for women—often with babies on their backs—who could neither read nor write, and who were already very busy. Most of the women's groups benefiting from these EDI-sponsored programs were engaged in productive, income-earning activities of some kind: making batik, drying and selling fish, running grain mills, trading in small items, or raising vegetables. EDI has focused on training trainers—either NGO trainers, government extension workers or leaders of local women's groups—whoever was best placed to reach out to the women in their villages and keep the program going long after EDI was gone.

Of the 22 people participating in this workshop, all of whom were trainers running EDI-sponsored women's GMT programs, 10 were men. Male or female, it was evident these were people extraordinarily committed to the empowerment of poor women. When I approached Papa Nalla Fall, senior program consultant to EDI's GMT program in Senegal, Femmes et Formation à la Gestion Appliquée (FEFGA), and inquired why the World Bank should be interested in grassroots management training, he replied, "These programs are a very important way to fight poverty. I think mainstreaming such training programs into World Bank operations should be a priority. This way everyone would gain from the investment EDI has made in piloting these programs until now."

When I posed the same question to Ela Bhatt, founder of the Self-Employed Women's Association (SEWA) in India, and Chairperson of EDI's Women's Enterprise Management Training Outreach Program (WEMTOP) in India, she asked: "Why should the Bank only be interested in governments, and not in the poor people themselves? I hope that the experience we have gained working with women at the grassroots will be transmitted to the policy makers of the World Bank, and that EDI training will be recognized accordingly." In remarks she made at the farewell dinner for participants the following week, she elaborated on this theme: "There are millions of home-based workers, street vendors and others, who are literally and statistically invisible to our policy makers. Our markets are flooded with women, yet they remain invisible."

Marguerite Monnet, one of the 'founding mothers' of the African Women's Management Training and Outreach Program (WMTOP/FEFGA), talked with me about the challenge posed by illiteracy among FEFGA's women trainees. "The problem," she said, "is really at the level of the trainer. The trainer must be very creative and take a more participatory approach to work well with the women. Actually, women's illiteracy is only a real problem in our training when it comes to helping them learn to keep accounts and manage their money. In this case, a woman participant may need another (literate) person to help her with the accounting." Probed about what she had learned about the struggles faced by village women as a result of her GMT work that might be relevant to the "men at the top," she suggested that, "Policy makers should learn more about these women's reality and be more conscious of gender issues when they put programs and projects together. I have just come from Tunisia where I was training government officials. During my visit I was reminded of the problem when I visited beautiful new schools which were built too far away from the families they are supposed to serve. This will discourage girls from attending. Poor women's needs matter. Policy makers should know this."

Interspersed among the workshop's plenary sessions were small group meetings to discuss topics at greater length including GMT sustainability, institutionalizing GMT, linking GMT with credit and financial support for women, women's empowerment, GMT and gender, creating a GMT trainers' network, GMT evaluation and monitoring. On walls and tables around the room, each country's GMT training tools or materials were on display— hand-drawn village maps, charts, collages, cartoons, flannel boards, drawings to illustrate principles of bookkeeping, wooden blocks, seeds, dried leaves, sample sales slips, money denominations, training manuals in local languages, video and audio cassettes.

According to Bola Thompson, WMTOP-Nigeria Coordinator, "This workshop was unique in the sense that, for the first time since we began the WMTOP pilot programs in the different countries, we are coming together to share our experience." Her expectations included taking home guidelines on ways to institutionalize the program in Nigeria. She was impressed, for example, by the Indian team's ability to institutionalize its program almost from the very beginning, by creating an NGO specifically to manage the work of the partner training institutions and the enterprise support teams. She hopes to take a cue from that.

"We have come to a stage in WMTOP-Nigeria where we have women who are now more productive than they ever have been in the past," she said. "They have the capacity to generate more income, but their limitation has been a lack of credit or appropriate technology. In Nigeria, the formal financial institutions are not too supportive of grassroots people. Especially women."

Jim Edgerton, the EDIDM trainer instrumental in launching WEMTOP in India, expressed the hope that by expanding and replicating GMT, EDI would continue to contribute to the reduction of poverty and women's empowerment in some very practical ways. "Through WMTOP and the Women's Entrepreurship Development Project in Africa and WEMTOP in India, we are learning what it means to take gender and community participation into account to reduce poverty. Through this work we have learned that most poor people in the world are women, most of whom earn their livelihood in the informal sector. Many of these poor women are already engaged in income-generating activities and microenterprises, and they have demonstrated how 'bankable' and productive they are. As they have become clients of appropriately designed banking systems, they have a very good track record in loan repayment."

Asked to elaborate, Mr. Edgerton explained that support to such women entrepreneurs in the form of management training can have a high impact in improving women's economic and social status. But management training services provided by intermediary support agencies are usually non-existent or very weak. Programs which have provided management training to such clients in the past have been expensive. EDI-sponsored grassroots management training and outreach pilot programs show promise as a replicable, cost-effective intervention. In concert with other support—such as marketing advice or credit and finance—this can be a powerful means of enabling poor women to improve their own and their families' lives.

Too soon, the final day of this exciting workshop arrived. After a full morning session, participants prepared to scatter to far-flung places. When they first came to Washington, they were already familiar with EDI as sponsoring agency. The workshop created the impetus for them to push themselves a bit more, to examine what else could be done to help managers and trainers learn together in this new field of grassroots entrepreneurship. Many of the participants were even planning to extend their work with EDI to other countries. One thing was apparent: through the daily exchange of experience, resources, anecdotes and methods, the participants were already forming a network that was beginning to tie things together—a network that would link them to one another in the future.

Co-facilitator, Isidore Boutchue, when asked what impressed him most about the workshop, replied, "The quality of these teams. The people... are very motivated to share their experience...Many programs have melted into one; yet all the individual programs remain, each according to its own country's ways. Everyone knows what this is about, who we are working for—the grassroots women. We are always talking and thinking of them. We never lose track of that."

The World Bank's EDI, though better known for training government officials and policy makers, seems eager to learn, to experiment with new development approaches, to be participatory and to trust local partners. I had heard the Bank was concerned about poverty and gender, but previously that had always sounded so abstract. And as for my wondering what a grassroots manager is, I feel certain I would recognize her now. ■

Women in Action: Rebels and Reformers

by Harriet Baldwin

"Getting the vote in 1920 was a great achievement for American women," says Priscilla Rachun Linn, curator of a Smithsonian exhibit entitled *Women in Action: Rebels and Reformers, 1920 to 1980.* Ms. Linn is married to Johannes Linn (Vice President for Financial Policy and Risk Management), and she is the new president of the Margaret McNamara Memorial Fund. "But a lot of work preceded suffrage," she continues, "and a lot followed it. American women have never been idle in the struggle for social justice." What preceded suffrage is shown in the Smithsonian's permanent exhibit, *From Parlor to Politics: Women and Reform in America, 1890 to 1925,* located in the Smithsonian's National Museum of American History. What followed suffrage is depicted in this temporary exhibit, located just inside the Constitution Avenue entrance to the museum. Displayed on three double-sided, seven-foot folding panels that are easily dismantled, shipped, and reassembled, the exhibit will travel to 15 American cities after closing in Washington April 2. The exhibit was mounted by the League of Women Voters Education Fund and funded by the National Endowment for the Humanities.

Having won the vote in 1920, American women organized to press for measures that would reduce infant mortality, achieve greater equity in wages, widen educational opportunity, improve working conditions in factories and among migrant farm workers, win civil rights, and demonstrate for peace. "Many women's groups were at work," Ms. Linn says. "They were members of numerous religious, racial, and ethnic groups. The advancement of American women has been a multicultural achievement."

Each set of exhibition panels presents a theme: suffrage, social reform, women's rights, civil rights, labor, and peace. Photographs, portraits, documents, and other memorabilia are superimposed on large photographic prints that cover the entire panel. As curator, Ms. Linn worked with nine women historians who met at the national offices of the League of Women Voters and were consultants as the exhibit took form. "They decided on the five themes and made research suggestion," Ms. Linn says. She wrote the exhibit script, did the photo research, arranged the visuals, selected quotations, wrote captions, and worked with the exhibit designer. Her photo research took her to the Library of Congress, the National Archives, the D.C. Public Library, and the private papers of women and organizations that are portrayed. Michael Wishart of the Photo Library in the Bank's External Affairs Department was especially helpful.

Ms. Linn began consulting with the Smithsonian 17 years ago and has participated in several other exhibits. She did her undergraduate work at Cornell and has a D. Phil. from Oxford in Social Anthropology, completing her field work in Chiapas, Mexico. Museum work proved a good way to express her professional interests and provided a flexible schedule during the years when the two Linn children were young. She also found time to serve on the Selection Panel for the Margaret McNamara Memorial Fund.

"The exhibit and the MMMF came together in a quotation from a United Nations document we used in the exhibit," she noted. "It's this: 'Women are half of the world's population, contribute two-thirds of the world's working hours, receive one-tenth of the world's income, and own one-hundredth of the world's property.' That's true," she adds, "and it's what we're trying to change in the MMMF." ■

Harriet Baldwin is married to Bank retiree George (Jim) Baldwin. She has long been active in WBVS, serves on the Board of the MMMF, and has been a consultant to the Bank.

Bank Swirled Exposed

Laughing All the Way at the Bank

by Jill Roessner

It was nearly a year ago when a colleague paid me a compliment. "That was fantastic, a really terrific issue of *Bank's World*," he said. Well, that's what I thought he said.

"Thank you," I replied with becoming modesty, "Lord knows we try our very best..."

"Yes, yes," he interrupted, "I rolled around laughing."

Rolled around laughing? Not quite the reaction we seek. We might occasionally be a little droll, but nothing to cause rolling around (unless you want to be really unkind about some of the mug shots in the back).

Suddenly I realized. The compliment was not for us at all, but for that scurrilous rag that mysteriously appears each April 1, and now has the audacity to call itself *Bank Swirled* in a shameless parody of our esteemed publication.

Did my colleague actually believe this document originated in our offices? Apparently so. I didn't know whether to be flattered or appalled. Since *Bank Swirled* (BS) holds nothing and no one sacred, I decided the latter might be safer.

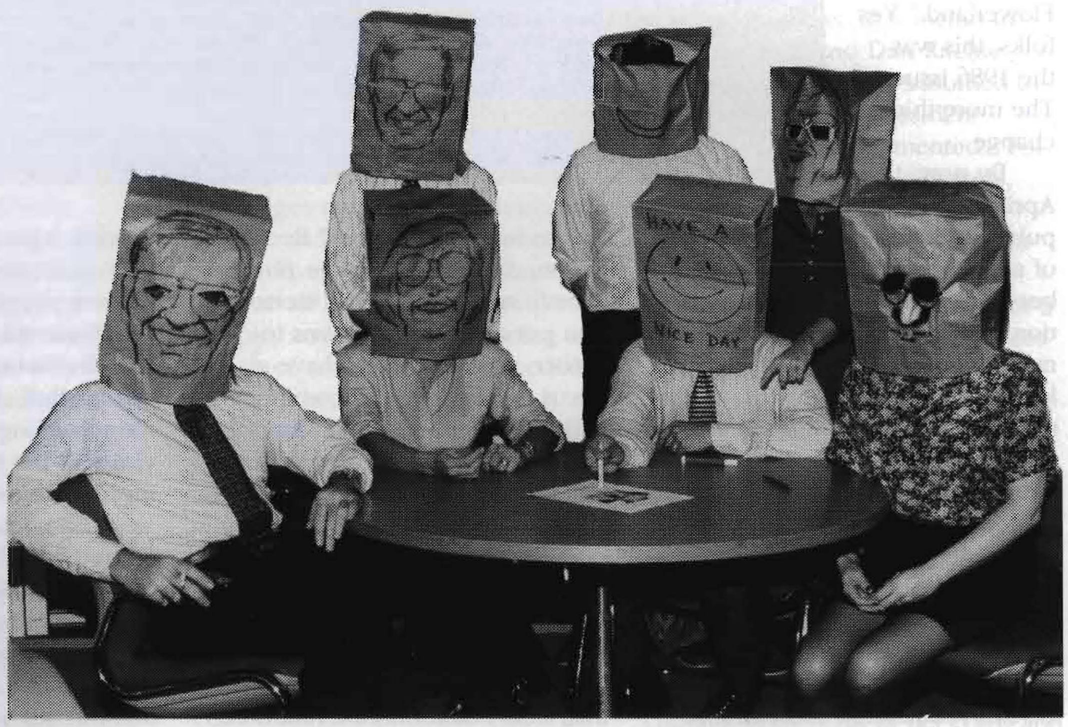
And, lest anyone make the same mistake again, I realized the time had come to expose the perpetrators.

But how? I had to get the word out that I wanted to meet with the impudent individual or individuals concerned. There was only one way to disseminate my message quickly and efficiently throughout the institution. The grapevine. I didn't have long to wait.

"Meet us in Rm. MC-C4-901 on Monday at noon—and come alone." If only I'd had one of those newfangled phones that tell you who's calling.

Eventually Monday came. I headed for the appointed place where, with incredible cunning, I arranged for a hidden photographer to capture the photo below. I also learned the history of BS.

It all began 11 years ago when the ringleader circulated two fake newsletters around his own department "just for a lark." One had to do with the World Bank's Policy on Risk-Taking. The other was a Staff Announcement regarding the employment of a certain Mr. Spiros Linguini to the position of Senior Adviser, Risk-Avoidance, Personnel Management Department. Mr. Linguini was, and I quote, "responsible for a career punishment program for staff with latent innovative tendencies and pathological creativity."



The perpetrators. Not shown: one other perpetrator.
Photo by Michele Iannacci

The documents were well received. Actually, they were copied and copies were copied, and copies of copies were copied (you get the idea) and they found their way all around the Bank. When April 1, 1985, approached, our hero had to surpass his previous year's effort. Hence a new publication called *Snowflake (the Newsletter of PA's Complex)* announced an IBRD/IFC-wide crackdown on the use of acronyms, bringing the two organizations in line with the IMF, UN, WHO, FAO, UNESCO and UNDP.

Snowflake was back in 1986 advising that "The suggested reincarnation, which follows reorganizations, realignments, renewals, reconstitutions, and retribution, indicated that the PMD Staffing Division will merge with the Legal Department, while the PMD Front Office will merge with Peter's Flowerland." Yes folks, this was the 1986 issue. The more things change...

By now, the April Fools Day publication had become something of an institution, and others were becoming involved. The publication was evolving from a departmental document and the ringleader, whom we'll upgrade to the title of editor (but not to be confused with *Bank's World* editor who is a model of rectitude), started getting story ideas from other people—at least from those who knew or guessed where to send their contributions. (Staff may have observed that attempts to keep a secret in the Bank are not always 100 percent successful.)

The 1987 *Snowflake* had a headline "New Private Sector Emphasis at World Bank." (I *told* you the more things change....) The text read thus: "Announcing that they were sick and tired of the problems that have plagued the world's most prestigious international lending organization, the entire staff of the World Bank resigned today and immediately formed a consulting firm."

AFR Vice President Kim Jaycox admits, "I rather smugly assumed I was the original impetus behind the creation...this tabloid [having] initially appeared during the 1987 Reorganization in which I played a small, and some might say cameo, role."

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

   DATE:  15-Feb-1995 02:00pm

     TO:  JILL ROESSNER                       ( JILL ROESSNER @A1@WBHQB )

   FROM:  Robert Picciotto, DGO               ( ROBERT PICCIOTTO@A1@WBWASH )

   EXT.:  84569

SUBJECT:  Whirled Bank Gazette

          You asked for evaluation feedback. Frankly, I am concerned with
          the quality of the product.

          For a start, there are too many typos. They detract from the
          serious messages the Word Zank Baguette is seeking to convey,
          e.g. erotic dishes, instead of exotic dishes; Mr Nineteenth Hole,
          instead of Mike Ruddy; Damaging Myrectors, instead of Managing
          Directors. Where is BPI in all this ?

          Why haven't the task managers concerned been discovered,
          evaluated, downsized and reengineered ?
```

In honor of the 1987 Reorganization, *Snowflake* became *Bank's Wordy* in 1988, with the motto: "If you put a bunch of clowns together, you're going to have a circus." This insightful comment was attributed to Gautam Kaji (then Asia Country Department II Director) who has now risen to the giddy heights of Managing Director—possibly as a result of such perceptiveness. The issue also included helpful tips about "Sex on Mission" and "How to Act Like an Ex-YP." And if anyone found it irreverent, that view could only be reinforced the following year when the cover picture (art having been introduced in 1986) showed a beautiful illustration of St. Patrick's Cathedral, relocated to the corner of 18th and H, entitled "The Main Complex After Renovation."

Not without a certain degree of ingenuity, there was also a description of a new lending strategy, purportedly designed by former Chief Economist Stanley Fischer (who has also gone on to greater glory, being second in command at the IMF now). "This new plan allows the Print Shop to print virtually unlimited amounts of money in the currency of each IBRD borrower. The borrower then quickly repays its outstanding debt and eliminates the burden of interest payments."

There was a special supplement, too: the Swimsuit Edition of the *Weekly Bull*, along with some advice for protecting against computer viruses—but it's too rude to be reprinted here.

And so the years rolled by. BS (although still called *Bank's Wordy*) acquired an Editorial Board, and—believe it or not—they do have some standards. As one of them pointed out: "If there's anything in our material that offends you, you ought to see the stuff we *don't* put in."

It's true, the April 1 publication pokes fun at the institution, but it's just that—good fun. As its editor says, "We do it to make people laugh; not to cause pain." The group respects our cultural differences and avoids ethnic jokes (if you don't count a bit about our Aussie colleagues and a "Down Under Social featuring a roo bar... Spouses and mates are welcome, but no drongos, yobbos, curtain climbers or ankle biters. Ripper!") Sometimes, well quite often, a senior manager is targeted, but that's the price well-known people have always had to pay, and most of our managers take it in good part.

OBP Director Ian Scott, who's often been featured ("If you are ready to share my vision just call me...and say 'Beam me up, Scott'") points out: "[they] have established an enviable place in our folklore...I appreciate their sensitivity, because they have resisted the easy path of being funny by being cruel. It is not cruel to take aim at pomp, circumstance, bureaucratic excess and twaddle." He adds, by the way, that "there is no truth to the rumor that the *Bank's Swirled* business is the focus of a forthcoming process innovation exercise."

At least one manager was delighted to be mentioned in BS, and said he felt he'd really arrived. And Senior Adviser Ann Hamilton who, along with Dan Ritchie (Director, MN1), was credited as publisher in a faux memo that was part of last year's publication, claims: "My reputation in the Bank was enhanced immeasurably by the fact that the 1994 10th anniversary edition gave credit for a decade of often side-splitting (if your sides split easily) humor to Dan Ritchie and me. This is the first time I have been able to tell the truth: the use of my name was a spoof. But I don't know about Dan."

Dan Ritchie professes innocence, too, but he did pass along the information that a copy of BS found its way to the U.S. Treasury Department, where Under Treasury Secretary Larry Summers was overheard to mention that it was "the best thing he'd seen out of the Bank..." Praise indeed, coming from one whose own editorial skills did not escape attention when he was the Bank's Chief Economist.

In what was clearly a ruse to try and discover the BS writers' identities, Mike Ruddy allowed that he didn't mind a bit that they made fun of him, adding that "If the reporters would drop by, I could supply a lot more material." *[Editor's Note: They're a bit too clever to fall for that one, Mike.]*

Mavee Park, the Bank's survey specialist, had a constructive idea: BS should be distributed along with the Attitude Survey, thus ensuring the survey gets all our attention—and at a time when we're laughing.

Unwittingly, BS has managed to offend a few people over the years—but so has *Bank's World.* In an institution such as ours, with people from many different cultural backgrounds, we are not all amused by the same thing. Apparently several articles to do with women's issues over the years were taken amiss, perhaps due to the critics' assumption that the offending material was written by a man. It wasn't. Let it be revealed that the BS core group of eight is evenly divided: four men and four women. Their ages range from thirtyish to fiftyish, and both support level and higher level staff are represented. They're all hardworking, productive people, and if you're imagining a bunch of zany stand-up comedians, you couldn't be more wrong. It struck me that something they all have in common is that they are tremendously dedicated to the work of the Bank and take its mission (and their careers) very seriously; yet they still have the energy and creativity to undertake this production on their own time.

Kim Jaycox had been concerned about that point. "Are we paying overtime or granting compensatory leave for the late nights and weekends which are undoubtedly being sacrificed to this endeavor under the guise of writing an SAR?" he asked. "Inquiring minds want to know."

In fact, the BS Editorial Group meets at lunchtime, after work and weekends. They write much of the material themselves, but suggestions, jokes and ideas trickle in throughout the year. By January, they are seriously culling the accumulation, meeting for lunch once a week, bouncing ideas off each other, weeding out pieces that seemed funny once but have become dated, adding in new topical material. The magazine begins to take shape in the winter months preceding April Fools Day. There's a last, huge effort to pull it all together at the end of March, then they have the finished product printed and copied, at their own expense, outside the Bank.

The initial distribution is strictly limited, but that lasts about as long as it takes the rest of us to copy a dozen pages. Last year's, with its cover picture of the Taj Mahal ("The Choksis return to Maryland") even found its way to some of the resident missions. In a memo to Ann Hamilton and Dan Ritchie, whom he erroneously assumed to be BS editors, Vice President Armeane Choksi commented: "For a pair of investigative reporters, you certainly don't know your business. I have not been able to sell the Taj Mahal (yet). It is the Udaipur Palace that was sold (for a song actually). But all these places look alike to you...foreigners."

April is just around the corner. It's almost time for the next edition. Unfortunately, April 1 falls on a Saturday this year. Will they get it out a day early, or will we have to wait until Monday? Who knows? I don't, and please don't call this office to ask for it. To get *Bank Swirled,* just listen for the sound of unrestrained mirth, track down the chortler, borrow his or her copy, and make your own. ■

On the record

Educating Girls

The Most Effective Investment in the Developing World

Managing Director Sven Sandstrom addressed the Economic Development Institute Workshop on Girls' Education last October in Washington, D.C. Here are excerpts from his remarks:

In this 50th anniversary year, the Bank has been reflecting on the lessons of experience from the past half century. Perhaps the most fundamental lesson is that people are both the means and the ends of development.

Investment *in* people is linked to productivity and employment, to slowing population growth rates, and to accelerating poverty reduction. And participation *by* people is key to long-term development progress.

Education, above all, is the building block. No country has managed to take off economically with a low literacy rate. Institutional strength and a country's capacity to compete in our rapidly changing world depend on its trained people.

The developing countries have made great strides in education over the past generation. The number of schools has doubled; the number of teachers has tripled. Even the poorest countries have been able to increase primary school enrollment from about 40 to 60 percent. But much remains to be done—particularly for girls' education.

It is striking that despite the dramatic global increase in enrollments, equity of access to education remains a major issue throughout the developing world. Enrollment of girls lags behind that of boys at all levels: in 1990, for every 100 males enrolled, there were only 86 females at the primary level, 75 at the secondary, and 64 at the tertiary. On average, boys could expect to attend school about one-and-a-half years longer than girls.

Yet, a steadily increasing body of evidence suggests that girls' education is probably the single most effective investment that a developing country can make:

- **First, educating women reduces child mortality**. The evidence that mothers direct much more of their income to expenditures on children than their husbands do is overwhelming. Education also increases willingness to seek medical care and improves sanitation practices. Small wonder that the children of more educated women are much more likely to grow up healthy. Evidence from 13 developing countries shows that a 10 percent increase in female literacy helps lead to a 10 percent reduction in child mortality.

Schoolgirls and their female teacher, Pakistan.
Photo by Curt Carnemark.

- **Second, educating women reduces maternal mortality**. By increasing knowledge about health care practices and reducing the average number of pregnancies, female education significantly reduces the risk of mothers dying during childbirth. In South Asia, where female enrollments are low, maternal mortality rates are about 10 times higher than in East Asia where female enrollments are high.

• **Third, educating women reduces fertility**. In regions where female education levels are higher, fertility levels are lower. Studies show that an additional year of women's schooling can reduce female fertility rates by 5 to 10 percent.

• **Fourth, educating women improves family health**. Educated women are better able to take care of their own—and their families'—health. Recent research also shows that there is a strong correlation between low female enrollment rates and high HIV/AIDS prevalence rates. Educated women have better access to information about HIV/AIDS and can take better care of their reproductive health.

• **Fifth, educating women increases the educational attainments of their children.** Educated mothers are better able to prepare their children to be successful in school and in the labor market—thus improving the productivity of future generations. Educated mothers also reinforce their daughters' educational aspirations, thereby passing down the benefits of girls' education from generation to generation.

• **Sixth, educating women has important environmental benefits.** Women, and particularly women farmers in Africa, are often the primary managers of natural resources and the local environment. Indeed, the World Bank's **1992 World Development Report** on the environment concluded that investment in female education is one of the highest return investments in environmental protection that developing countries can make.

• **Seventh, educating women increases productivity**. Primary education combined with access to extension services are particularly important for agricultural productivity in many developing countries where most of the farming is done by women. A study of maize farming in Kenya, for example, found that an additional year of education for women increased production by over 20 percent.

We know that education for girls is a key link in transforming the vicious cycles of ignorance, disease, and poverty—into virtuous cycles of learning, health, and sustainable development. But if the benefits are as impressive as we believe they are, why does the status of girls' education in developing countries remain so poor?

Barriers to Girls' Education

Poverty persists as the main obstacle to education for all children in the developing countries. However, girls are even more penalized than boys for a variety of cultural, religious, and economic reasons. The opportunity cost, for example, of sending girls to school can be very high—because they perform essential tasks at home: cooking, cleaning, and caring for younger siblings. In Burkina Faso, girls from the age of 7 spend 3.5 hours a day on household tasks compared with only 1.5 hours for boys. In India, Bangladesh, and Nepal, by the age of 5 many girls are involved in such household tasks as fetching water and fuel and managing younger siblings and farm activities. Between ages 10 and 15, girls may work eight to 10 hours a day on productive activities inside and outside the home. Poor families cannot easily afford to forego such help. Expected future income for women is also much lower than for men. Hence, when parents choose which children to send to school they normally favor the boys.

In many countries, under-investment in girls' education is also due to the inability of school systems to satisfy parental preferences. Parents sometimes prefer their daughters to be taught by women—and thus a shortage of female teachers can inhibit girls from attending school. If schools are far away from home, girls' participation drops because of parental concerns regarding their daughters' safety. Social custom relating to appropriate behavior for girls is another important factor why girls are withdrawn from schools. In many African countries, it is likely that a majority of teenage women will have had a baby by the time they reach the age of 20. Early marriage and early childbearing can severely curtail a young woman's access to education.

What can be done to overcome these barriers? At a broad level, the best way to improve education for girls is to improve education for all. This was especially true in the case of the high-growth East Asian "miracle" economies where—despite cultural norms that valued the education of sons—enforcement of universal education resulted in reducing the gender gap. Experience during the 1980s in countries like Burundi, Senegal, Uganda and Zimbabwe also indicates that improving access to education for all increases girls' share in enrollment.

Of course, not only more—but better—education is needed. Many schools in developing countries fail to reach or teach children not just because resources are inadequate, but because resources are used inefficiently.

In primary schools, dropout and repetition rates are high, so that countries have to pay for as many as nine years of education simply to produce one pupil who has completed the fifth grade. This inefficiency, estimated at as much as 30 to 40 percent of many primary education budgets, is something few nations can afford if they are to improve overall educational quality—and especially if they are to increase access to education for girls.

However, no country with low female enrollments can rely solely on general approaches to increase educational access and quality. It will simply not redress the imbalance against girls quickly enough. There must also be specific targeting. One basic policy instrument is to increase school places specifically for girls. Chad, Yemen, Pakistan, India, Senegal and

Bangladesh have all made special efforts to extend classrooms or build new schools exclusively for girls. Another similar policy instrument is to reserve some school places for girls—as has been done in Malawi where the government reserves a third of all secondary school places for girls. Tanzania has a similar policy.

Adding school places may not, of course, be sufficient if the demand from parents and the community at large is not there. In Bangladesh, Chad, Mali, Morocco, Pakistan, and Papua New Guinea, World Bank-assisted projects have included information campaigns on this topic. Other programs for specially targeting and increasing girls' access to education include:

- Hiring more female teachers to draw more girls into school. Even in a co-educational setting, cross-country data suggest a strong positive correlation between the proportion of female teachers and increases in girls' education.
- Offering special scholarship programs for girls living in rural areas—such as those begun in Bangladesh and Guatemala.
- Offering flexible school hours to address the opportunity cost of girls' school attendance by allowing girls to combine schooling with household chores. Evidence from Bangladesh, Colombia and China demonstrates the effectiveness of flexible scheduling.
- Protecting girls' privacy can help to increase their enrollment. The effectiveness of this approach has been demonstrated in Pakistan where appropriate sanitary facilities and boundary walls around girls' schools have been provided.
- Building child care centers at or near schools: child care provision relieves girls from sibling care during the day—and can also help improve the nutritional status and school readiness of younger siblings.
- Measures outside the education sector can also help to promote female schooling. In Nepal, the government distributed fuel-efficient, smokeless, wood-burning stoves to 15,000 families as part of a program to check deforestation; this reduced the time spent by girls collecting wood for cooking.

Role of the Bank in Promoting Girls' Education

The World Bank's lending for education has more than doubled in recent years to an annual average of $2 billion in the period 1989-93. Basic education programs have steadily increased over the past decade from about a quarter of the Bank's total education lending in 1990 to closer to half in 1993—much of it focused on keeping girls in school. The Bank also assists governments to expand knowledge of what works in a given country environment to expand female enrollments.

It should be stressed, however, that this is an area where the Bank— like our borrowers—continues to learn.

Role of Women and Girls' Education

Increasing education for girls, in the long run, is closely linked to enhancing the role of women in development. Fundamentally, educating girls must be made more economically attractive. This means reducing labor market discrimination against women so that income differentials between men and women are reduced or eliminated. It also means reducing the short-term costs to parents of sending their daughters to school.

One thing we know is that financing is not really the issue. The Bank has estimated that educating an additional 26 million girls at the primary level each year would cost only about $1 billion. Raising the secondary school enrollment of girls to that of boys, would mean educating an additional 32 million girls at a cost of about $2.2 billion. Eliminating educational discrimination in the developing world would thus cost a total of about $3 billion annually. This represents less than one quarter of one percent of developing countries' GDP, less than two percent of their government consumption, and less than one percent of their total investment in new capital goods.

Considering the very low cost of equalizing educational opportunities for men and women, the question is not whether countries can afford this investment, but whether countries can afford *not* to educate more girls. And the Bank stands ready to support such investments.

Conclusion: No Time to Lose

Ultimately, of course, increasing education for girls is a matter of changing priorities and attitudes—particularly male attitudes. Despite the accumulating evidence to the contrary, there are still those who say that educating girls is a strategy that pays off only in the very long run.

As Hilary Ngweno, the Editor of the Weekly Review in Kenya, said at a meeting sponsored by the World Bank in Nairobi: "We should remind ourselves of the old African saying that if we educate a boy, we educate one person. If we educate a girl, we educate a family—and in fact, a whole nation."

Education for girls must become a priority for us all—now.

Readers may request the full text of Mr. Sandstrom's speech, along with some accompanying charts, by sending an EM to Diana Chung, or calling her on Ext. 38357.

Generating Reforms Through Public Debate

The Senegal Higher Education National Dialogue

by Etienne Baranshamaje and Lucy Keough

The University of Dakar is one of the oldest in Africa. At Independence, everyone expected it would train "the best and the brightest," providing qualified leaders in all spheres of development. At first these aspirations were met, but by the 1980s, the University of Dakar had been scarred by repeated crises, frequent strikes and serious mismanagement of funds.

Being accepted into the university system was tantamount to being adopted by the state, resulting in guaranteed government employment and a host of other perquisites, including high salaries and regular European sabbaticals at state expense. With continuing free tuition, enrollment swelled, while curricula development and academic standards were sorely neglected. Despite its high share of the total education budget, gross mismanagement of resources caused the university to operate with insufficient funds in critical areas.

A reassessment of the full gamut of university policies—enrollment levels, academic standards, and the issue of students assuming a share in tuition costs—was long overdue. What follows is an account of the process that ultimately generated reforms, a national dialogue on higher education spanning more than a year, and how the Bank assisted.

Early efforts at reform were thwarted, largely by strident and powerful student and teachers' unions. In April 1991, a Bank mission proposed a national debate on higher education. The government resisted, apparently fearing it would allow opposition groups open season to criticize any aspect of government policy. But the Bank's team (disheartened by Senegal's dismal performance on the policy front) were dogged in their efforts to mobilize support for the idea. By March 1992, an intense lobbying effort was under way.

Etienne Baranshamaje is a Senior Projects Officer, AF5PH, and **Lucy Keough** is Cofinancing Coordinator in the Southern Africa Department.

University of Dakar
Photo by Honore George Ndaiyi

Government paid lip service to the idea, but seemed afraid of a process it might not fully control, especially with elections just around the corner. The university administration, teachers' union and student association, concerned at a possible diminution of their benefits, embarked on their own campaign to frustrate all attempts to organize a real debate. Although non-unionized members of the university community realized reform was necessary, they had lost faith in the government's will to implement difficult measures, and thus were not very persuasive. Opposition parties, whose interests were often served by the politicization of the university and by campus problems spilling over into the political arena, suggested a broader debate on the whole gamut of challenges facing the nation, tantamount to a public verdict on the Diouf regime.

To alleviate these fears, the Bank argued that continued deterioration in education was in no one's interest. Furthermore, it suggested an open and candid debate would be a welcome change from the usual vicious cycle of unrealistic government promises to students and teachers, who subsequently staged strikes when government failed to honor its commitments. Efforts to enlarge the debate were resisted.

For the first time, parents' associations saw a chance to voice their grievances against a system that failed to provide adequate education, often necessitating sending children abroad for schooling. A number of influentials (including retired professors and former ministers) recognized an opportunity to introduce long overdue reforms, with possible World Bank support. Finally, the press enthusiastically welcomed the debate which promised lively and heated discussions. Articles on higher education began to appear, putting government and the three vulnerable groups in the awkward situation of either endorsing a scheme that could expose their weaknesses or backing off an idea they had always publicly advocated. The press would play a key role as the debate evolved.

Despite sometimes Herculean efforts, the Bank's message only marginally penetrated pockets of resistance. In the final analysis, the decision was handed directly to the President who agreed—despite strong resistance from his own government which wanted to postpone the debate until after national elections.

To moderate the debate, the President chose a respected 73-year-old former Minister of Education who, although officially retired from politics, was still drafted to mediate delicate situations. With personal experience and intimate knowledge of the university system, he had seen the University of Dakar deteriorate from a quality institution into one where educational norms had eroded and a sense of anarchy prevailed. Throughout the debate, he maintained excellent relationships with all stakeholders, constantly seeking their input on a wide range of topics. A Bank-funded Project Preparation Facility financed the logistics.

Getting the process off the ground proved incredibly difficult. A barrage of obstacles was erected to sabotage its success: attempts to organize a parallel debate; threats of a boycott. There was criticism that the moderator's appointment should have been more transparent and consultative. There were legal arguments as to whether agreements would be binding. The more radical students and teachers went so far as to suggest the government be bound to all previous agreements, many of which were antithetical to the spirit of the debate. Despite efforts by the moderator to build consensus, and a vigorous press campaign portraying the debate as open and participatory, it was impossible to secure the full agreement of all parties.

The actual debate had a rocky start. Faced with the likelihood of student demonstrations, the first plenary was delayed three months and ultimately convened in June 1992 at the University of St. Louis (in Senegal), rather than Dakar as originally planned. University of Dakar authorities originally boycotted the event, only having a change of heart when faced with extensive press coverage. Although there was little concrete progress in the first session, participation by both students and teachers gradually expanded, thanks to active encouragement by the Rector of the University of Dakar. Eventually a second plenary was scheduled. When this convened in Dakar in August, the Rector was elected chairman. As the session progressed, the debate became more substantive and the seeds of reform began to sprout, although very slowly at first. Still, many participants doubted government commitment to act on reforms. Thus, a personal assurance was sought from President Diouf. His response was swift and convincing, confirming that all realistic proposals for improving the system would be seriously considered.

Time-bound limitations for repetition and duration of study were defined, and enforcement was assured by entrusting these decisions to departmental committees, rather than deans who had previously abused the system. Studies to evaluate a broad range of critical issues such as internal management, staff compensation and recruitment, admission policies, financial management and budgeting procedures, were all debated. Studies were delegated to a team of consultants who presented findings to a third plenary in August 1993. During this process, the Bank's role was confined to support and advice, not direction. The consultants' reports articulated a compelling case for reforms through ample and vivid illustrations of the system's many weaknesses and some shocking cases of mismanagement. Press coverage was extensive.

Consistently, students and teachers' unions failed to recognize that a public debate would expose the ills of the system and forge a strong national consensus behind the reforms. Their unyielding opposition resulted in two strikes, each of three months' duration, one between the first and second plenaries, and another in 1994, to oppose the government's implementation of reforms. In this war of wills, government never wavered. After numerous fruitless rounds of negotiation, government closed the university along with its lodging and eating facilities. New rules regulating academic life were applied fully, which resulted, *inter alia,* in the expulsion of fully one-third of the 1993-94 student body.

Overall, the reforms have sought to create an atmosphere conducive to learning, including respect for individual and collective liberties, stronger and more transparent financial and administrative management, and more professional, less politicized academic standards. One particular example is worth noting. While the right to strike is recognized for both students and teachers, when a strike occurs, the normal academic schedule continues for non-striking students who are now guaranteed police protection; in the past, they were often coerced into joining a strike through intimidation and physical abuse. For striking teachers, salary is now suspended for the duration of the strike and compensation for teaching remedial courses is disallowed.

Equally important, the debate fostered a cultural shift in academia toward greater responsibility, clearer transparency and more accountability. Fellowships are dependent on academic performance and are only for the duration of the academic, rather than the whole, year. Access to the students' welfare scheme (e.g. housing) is restricted to regular students who will assume an increasing share of total costs. Dormitories have been purged of unauthorized occupants and timely payment of rents is mandatory, failing which the student is expelled. Recent reforms have also restored more normal appointment and promotion practices for teaching staff. Once again, deans are selected by tenured faculty, rather than a faculty senate comprising mostly junior faculty and students. In tandem, the faculty and university senate has been reorganized with a shift in power toward more senior, tenured staff. Faculty are no longer granted tenure upon appointment, but must earn it through excellence in teaching, research and promotion (based on transparent criteria). Support for research-related travel is based on competitive, merit-based processes.

Within the student ranks, there is a renewed sense of purpose. Prior to the reforms, the university had become a repository for the country's educated youth, who otherwise faced scant employment opportunities. Consequently, admissions were unrelated to capacity, unlimited repetitions were permitted, and internal efficiency (pass and graduation rates) was very low. At the same time, technical colleges and engineering schools although severely under-enrolled were kept open. The reform introduced stricter admissions criteria to conform to available capacity, adopted tougher repetition rules, and merged a number of technical colleges and engineering schools.

Perhaps the most important reforms were in the area of resource management. Pre-reform, the bulk of resources went for student housing, food, health services, fellowships, etc., at the expense of curricula development and pedagogical materials. To introduce budget discipline, the government has privatized all university restaurants, canceled expensive leases with private landlords for student dormitories, increased tuition fees for foreign students, augmented the food prices and room rates and put a freeze on the overall allocation to the fellowship budget. The impact of these measures is quite

continued on page 24

Responding to Client Needs in Senegal

by Ward Heneveld

In January 1994, I made my first mission to Senegal to help the Senegalese Ministry of Education establish a School Development Fund (*Fonds de Developpement Scolaire*) as part of an IDA credit for human resource development. The Fund's aim is to provide small grants to individual schools so they can improve the quality of education and increase girls' enrollment. The Ministry had prepared selection criteria and procedures, but still needed to work with people in the region, particularly school heads, to help them make appropriate and convincing proposals. As part of my work in the Africa Technical Department, I had prepared a summary of definitions and indicators on factors that make schools more effective (AFTHR Technical Note No. 14). It seemed this material would be useful to the Senegalese as they established the mechanisms for helping schools determine their needs. Little did I know what I was in for.

During my first few days in Senegal I became acquainted with the human resources development program the World Bank is supporting, and with staff in the Ministry of National Education. Also, I facilitated a one-day seminar for Ministry officials and inspectors in Dakar on factors that make schools effective. Then, four Senegalese and I drove about three hours to Diourbel, the administrative region that had been chosen as the pilot area for the School Development Fund. Following are excerpts from my diary, describing our four days there.

We spent the first day briefing the local inspectors and running a mini-seminar for them. On each of the other three days we visited schools in the morning and ran a seminar for school heads in the afternoon. I offer these notes as an example of what can be required of

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World Bank staff as we respond to client needs. Also, I hope to share how rewarding and affirming this work can be.

Tuesday evening, January 18, Diourbel, Senegal. Today, I sat in a classroom with over 40 headmasters while Papa Madiop Fall, the Senegalese Education official in charge of the School Development Fund, led them through an exercise that uses their own experience to introduce my school effectiveness materials. I thought, this is what has to happen if we are to make schools better. Here were Sênegalese grappling with the details of how they will use funds from a World Bank credit to improve their schools. So what if the headmasters could not be specific about what their needs are, offering their ideas at a very high level of generality and tending to concentrate on improving the buildings. Unless the details of this creative local development fund can be resolved at this level, much of the money will be wasted.

So far this has been an amazing trip. On the one hand, there have been three workshops for over 100 people, the latest one led by one of the Senegalese with whom I am traveling. Now the other two technical people with us on this trip want to take the lead in the two seminars in the other Diourbel districts over the next two days. When we are finished, in less than a week I will have watched almost 200 Senegalese educators discussing what makes their schools effective.

At the same time, I have been thrust fully into living with Senegalese. On Sunday, a driver from the Ministry of Education picked me up in the morning and took me to Papa Madiop Fall's house in a neighborhood of newly-built white houses along sandy lanes on the outskirts of Dakar. My host served dinner and showed me around his neighborhood. Then, when we got to Diourbel with the two other officials who joined us after lunch, they politely showed me the town's one modest hotel, but said they would stay in an unfurnished education training center that we had stopped at first. I found out later that they weren't given any *per diems* because the World Bank had stopped all disbursements, due to problems in the Ministry of Finance. Since I insisted on staying with them, here I am in my room with the only furniture a foam mattress on the floor, my clothes strewn around and hung on the cupboard doors, and the BBC on my portable radio. I have my own bathroom: a shower that mysteriously produces warmish water, a western toilet, a small plastic container for washing myself after using the toilet, and a sink and mirror. Not a bad set-up for a short time, for no cost—at least none has been mentioned.

The meals have been even more interesting than the accommodations. We travel across town to the house of our group leader's relative where the women in his house (two young girls, both his daughters, I think, and his wife when she is not in the market) produce great meals. We lounge around on chairs or mattresses, chatting and waiting for the food, large flat pans of mixed cereals, vegetables, and meat out of which we all eat together. They are surprised, and I think impressed, that I prefer to eat with my hands. We scoop up the food, or twice have sopped up stuff with fresh french bread, sitting in a circle on small stools. They keep talking most of the time, usually trading stories in a mixture of French and Wolof. Water is set out for the end of the meal, and then afterwards, when we are back lounging in the courtyard, the young boys produce glasses that resemble small, stemless Swiss wine glasses but with a thick sweet tea in them. The young boys have sat off to the side for some time before serving the tea, pouring it back and forth from cup to cup from a height. For breakfast yesterday, we had the same big tray with scrambled eggs and onions in it and fresh bread to scoop it up with. Today, breakfast was a huge bowl with a kind of porridge and a very sweet milk sauce we each spooned our fill from. The whole family seems delighted to have us around and welcomes us warmly. The head of the house, a wizened, skinny, retired forestry official, eats with us.

One of the members of our group says the old man has it made. This may be the key to what mystifies me about how desultory people's behavior in Senegal seems. This man "has it made" because he has a good house and yard ("lots of plants and animals" according to my informant), is surrounded by his family (a youngish wife, the two young adult daughters, and a crowd of young boys including an infant who finally let me hold him tonight), and doesn't have to work. If that defines the ideal life for the men who run the country—and it doesn't sound bad—no wonder our idea of "development" has not caught on better.

This evening, when we finally finished our workshop at 7 o'clock, I was informed we would call on the pre-school inspector before going for dinner. At her house, she warmly welcomed us in, even though my colleagues had made the decision to visit on the spur of the moment. In no time, delicious iced drinks of tamarind juice were produced, and warm, sweetened fried bread was brought by a servant. We chatted for 20 minutes and went on our way, everyone appearing happy that this social encounter had occurred. That seems to be what life consists of—entertaining and being entertained.

The only hard part for me has been the lack of privacy, of time alone or doing what I wanted. When we are together the activities are mainly purposeless, from my perspective. There's little talk of our work (though when this does occur it's done efficiently), and very little talk of politics or anything else serious.

Instead, life seems aimed at cementing and reinforcing social relations. I am used to getting on with the job, either my work or my personal agenda. As I lie on the mattress under the stars vaguely listening to them telling stories in Wolof, I think of everything else I could, and should, be doing (like writing this note). Then, I have been struck a few times by the thought that there isn't much difference between us. We are each making our lives in ways that satisfy. As I force myself to adapt to their pace and agenda, I appreciate the benefits of treating time and responsibilities more gently. There are other ways to define our lives and how we spend them. Locked into one way, I newly realize that perhaps I have been losing out on some fun, for these Senegalese are surely having fun!

January 19, still in Diourbel. Today was as fascinating as yesterday. We started the day with a quick stop at an "ecole Arab" which are supposed to be secular schools that teach in Arabic. The headmaster listed the subjects they teach, and a quick look in a couple of classrooms suggested the students are quite a bit older than in regular schools.

We then visited a small school next to the main highway with just three classes of about 20 students each. The school was not going to operate while we were there, as the three teachers felt bound to talk with us, the visitors. I was frustrated with not being able to see the school functioning. The most I could learn is that this school's very low enrollment is caused by the opposition of the *marabout*, the local muslim religious leader, who has tried to get part of the school facility for an "ecole Arab."

At the next school, the head had a well-painted and decorated classroom. Everything was in place for our visit, and again it looked as if I couldn't see any teaching. All that most of our group wanted to do was stand around and talk. I even had to chase a cluster of my colleagues out of the front of one room where they were chatting on, oblivious that something like 80 small students were sitting quietly in their seats.

My spirits started to rise at the next school because I met a good headmaster who seemed knowledgable and serious, and I saw some professional teaching to classes of over 100 pupils.

After lunch at the Departmental Inspector's home in the school complex in which we held this afternoon's workshop, Mamadou Ndiaye from our group presented my materials to the headmasters. The group work went at least as well as yesterday, and all four groups of headmasters covered all six categories of factors of effectiveness (yesterday's groups had only worked on three or four). We finished, fatigued, at about 7:30 p.m., and have just returned from another one-dish dinner of couscous.

Two conclusions from today: First, I am tired of working in French, trying to understand it, and putting up with Wolof for most of the small talk. There is no one, no one, with whom to speak English. I turned on the radio as soon as I got in the room. While undoubtedly helping my French to improve, the language immersion is making me tired. Second, I realized this afternoon that the two workshops we have had are not long enough to really engage the participants in the materials. They spend most of the time reflecting on their own experience, which may be a good thing but they do it at a very high level of generality. They do not get more than 15 minutes to talk with each other about the definitions and indicators of what the research says makes schools effective, and this opportunity only comes when they are tired and it is getting dark in the unelectrified primary school classrooms in which we have been meeting. I have an idea for postponing the next group's reflection on their own experience until after we have talked together about these materials. Since I am certain that Kader Sy wants his turn to present the session tomorrow, and I am not sure that he yet has the understanding to lead the discussion, I will see what I can arrange in the morning to participate more actively. The key conclusion I have reached about these sessions is that I need to be more flexible and creative in adapting the workshops to time constraints, instead of just shortening each step. ■

In October, 1994, I visited Diourbel again, this time to finalize the *Fonds de Developpement Scolaire (FDS)* application procedures and to reinforce the ideas we had introduced in January. A larger group of Senegalese accompanied us, led by Papa Madiop Fall and including Mahmadou Ndiaye from the first visit, and three Malagasy who had joined me in Guinea and Senegal to share their research methods and results from a study of the quality of education that we had completed together in Madagascar. Our two-day visit to Diourbel on this mission was similar to the previous one, except that the Malagasy and I stayed at the modest hotel rather than in the training center. For meals, we again dined at the retired forester's house, and I had just as much fun as before.

The work also went well. Despite temperatures of close to 40 degrees celsius, our group and the local education inspectors met all day to finalize the materials and procedures for implementing the SDF. On the second day, the Malagasy visited schools in the morning, each with a small team of local inspectors and researchers from Dakar, to show the Senegalese their field observation methods. That afternoon, their discussions with people in the schools helped us finalize the application forms for the schools to use in applying for FDS funds, and overnight we "foreign experts"—the Malagasy and I—prepared a lexicon to define the terms used on the forms. One of the Dakar researchers commented to the Malagasy that they were impressed that this document had been produced overnight. He said it would have taken them at least a week! Yet, they probably would have had more fun. We "experts" have to focus on being responsive and productive.

Wintering our Discontent

by Eric V. Swanson

Sometimes amidst the clamor and confusion of the Bank's latest crisis, you just get frustrated and you want to rant. Why do we seem to spend so much time rebuilding after our mistakes? Why can't we seem to get it right?

After an anniversary year marked more by boos than by cheers, shouldn't we all be pitching in to prove the value of the Bank's work? Why is it, facing a hostile external environment, we have created a hostile internal environment as well?

Someone asks, "How is staff morale?" Well, budget cutting and downsizing without transparent explanation—let alone clear accountability or participatory management—may placate our critics but they don't do much for those who work here. Staff who have been making a first-class contribution to the development of the world economy are now being told that their work is redundant. Did anyone consult our clients?

Redundant. What a word. From the Latin "undare," overflowing, and further back from "unda," a wave. So a wave of redundancies—what the Bank faces in the next 12 months—is a rhetorical redundancy, a superfluity, and a circumlocution that obscures the fact the Bank will be losing real people with real skills.

And those left behind will feel the difference.

What was it we failed to learn in 1987 and in each of the subsequent "fine tunings" and "mini-reorganizations?" Did we forget that large scale lay-offs would be expensive? That a hasty process would result in arbitrary decisions? That people would be hurt and the Bank's work disrupted?

In this season of uncertainty and discontent, we are in danger of losing sight of the Bank's purpose, forgetting its successes and forswearing its future. A budget is not a goal, it is the means to an end. Likewise, we don't work here because of the good it does us, but because of the good we do for others. The Bank should be managing its staff, not hiring them for identified tasks, then discharging them in panic. And staff should be focusing on the needs of their clients, not the security of their jobs. Is anyone listening?

As winter turns into spring, we'd all like to look ahead and see some sign of promise, but the next few months don't look good. It's going to be hard on all of us. But we still need to work together, support each other, and begin the rebuilding. ■

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continued from page 21

significant, freeing up resources for curricula development and other pedagogical needs. The quality of services has also increased, as reflected by the fact that it is now not uncommon for students to leave tips in the university restaurants.

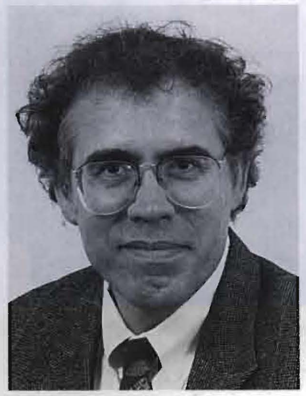
The success of this reform owes much to the personal commitment of three people. President Diouf showed courageous leadership in launching the debate, a risky undertaking, against the advice of his government. He never once faltered, sending constant messages of support and encouragement to the moderator and participants, and subsequently implementing reforms decisively and expeditiously. Similarly, the unfailing determination of the moderator was critical to maintaining the momentum and keeping participants focused on the right issues. Finally, the Rector of the University of Dakar was a key driving force.

The Sahelian Department embarked on a project which it knew to be lengthy and risky and which it could influence only indirectly. The department was instrumental in launching the debate and in breathing life into the process, but always its role was discrete, behind the scenes. The Bank can take pride in having supported—but not led or coerced—the Senegalese Government's decision to tackle a difficult problem in a sector vital to the country's future. ■

Senior Staff

Ram Kumar Chopra
Indian
Director,
Cofinancing and Financial Advisory Services,
effective March 15.

Inder K. Sud
Indian
Director, Country Department II,
Middle East and North Africa Region,
effective March 15.



Peter Miovic
Slovenian
Lead Economist, Office of the Director,
Economic Development Institute,
effective March 6.

Christian Delvoie
Belgian
Chief, Country Operations Division I,
Middle East and North Africa Region,
effective March 1.

Woonki Sung
Korean
Manager, Data Management Unit,
Controller's and Budgeting Department,
effective March 15.

In Memoriam

We extend our condolences to the families of:

Retirees
William Hauenstein, January 13
Lawrence Rapley, January 23

Around the Bank

Children's Day at MIGA

Seventeen youngsters, ranging in age from one month to 13 years, children of MIGA staff, attended the first MIGA Children's Day December 23. The event was organized by MIGA's Family Issues Committee (FIC) and began with a meeting for the older children. FIC Chairman, Srilal Perera, explained what a meeting is, since when the children call their parents at work, they're often told "They are in a meeting."

The agenda included meeting with Executive Vice President Akira Iida, along with senior managers and other staff. While explaining the intricacies of the Transfer Risk coverage, Christophe Bellinger, Principal Guarantee Officer, was asked by his son, Sebastian, "Do you ever get bored?" The senior Bellinger assured him that they don't have time to.

The children were thrilled by the "fact-finding mission" on which they were accompanied by Bridgetta Ross-Sedlak and Lorna Alcantara, who took them to visit several staff members of different nationalities so they could gather information about various countries; then Adnan Hassan took them on a computer-generated White House tour.

The children meet Leigh Hollywood, MIGA's Vice President, Guarantees.
Photo by Maria Maher

At noon, the four newest MIGA babies, all less than a year old, were introduced. The older children had their favorite meal of pizza and coke and, at the end of the day, two of them ventured their opinions of MIGA. Speaking in Spanish, Luis Dodero, Jr., age 13, said that while the Bank gives loans to poor countries, MIGA helps the private sector to build factories and create jobs in poor countries. And Hiroshi Perera, age 8, speaking in Japanese, said he understood MIGA to be a place where people with different capabilities did a lot of hard work. He added, "I know my father enjoys his work because he comes home very happy."

Mr. Perera said in closing that the event was not only arranged to acquaint the children with their parents' workplace, but also to remind staff there is life just as important beyond the office. He called on the institution to support a family-friendly work environment.

AnswerLine

continued from back cover

nature of their functions, programmatic cuts in the Bank's budget do not translate automatically into equivalent reductions in Executive Directors' responsibilities.

Nevertheless, Executive Directors have exercised restraint in the growth of their budgets. The Committee on Executive Directors' Administrative Matters (CODAM) has established strict rules for travel, representation, and staffing in their offices. The Secretary's Department assists each Executive Director in the close monitoring of his/her expenses and CODAM reviews the overall Executive Directors' budget at midyear. As a result of this close monitoring, the Executive Directors' budget experienced an underrun of 5% in FY93 and 10% in FY94. For FY95 the Executive Directors have agreed to a guideline of zero growth in real terms. *Arnold J. Clift, Deputy Secretary, SEC.*

READER SURVEY

We haven't conducted a Reader Survey in more than a decade, so it seems none too soon to check with our readers and find out what you have to say about us. Please answer the following questions and send your responses back, by April 15, to Room T-8044 (1818 H Street, N.W., Washington, D.C. 20433). You don't have to sign your name.

1. How often do you read *Bank's World?* Always____ Sometimes____ Never____

2. If you read it, do you read: Almost everything in an issue____Some articles____A few articles____

3. Should *Bank's World* devote more, the same, or less space to:

	More	Same	Less
Policy stories			
Project stories			
Human interest stories			
Women's Issues			
On the Record (speech excerpts)			
Q&A interviews			
Staff Association			
Around the Bank (brief features)			
Senior Staff Announcements			
AnswerLine			
Photos and other illustrations			
Humor			
Other (your suggestions)			

4. Does your family read *Bank's World?* Yes____ Sometimes____ No____

5. Do you have any comments or ideas for us?

____

____

6. Please tell us something about yourself; check all that apply.

Are you: a staff member____ a consultant____at HQ____at a field office____retiree____

other reader____________________ male____ female____

Thank you for taking the time to complete this.

AnswerLine

The purpose of this column is to answer questions of broad interest concerning the World Bank Group's policies and procedures. Please include your name and room number so we can send you the answer to your question, even if it is not selected to appear in the magazine. Your confidentiality will be protected and your name will not be submitted to the manager from whom the answer is sought. An anonymous question can be answered only if it is of sufficiently broad interest to be included in the magazine. Send your questions to: AnswerLine, Bank's World, *Rm. T-8038.*

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Question: I just received EDI's quarterly newsletter. It has a photo of the Bank's president and it is printed in two colors on slick, heavy, recycled paper. The lead article, about the Cairo Population Conference, has no apparent connection to the EDI. Other articles include personnel changes, the World Bank at Fifty, and other internal matters.

I receive random publications of this sort almost daily and question their value. Many are self-promotional or of interest to a very small population. They seem to have proliferated without any plan or strategy, and appear to be costly to write, edit, produce and distribute. Some aspects of their cost (heavy paper, multiple colors, photos of the president) would be as hard to justify as first-class air travel used to be. Most of these publications have to be distributed for free because no one would pay for them. When they are distributed in my division, there is always a pile of them in the trash next to the mail boxes, and we can only assume they are recycled into the next month's irrelevant publication.

This might be a good time to take a look at all the internal and external publications to determine: (1) whether we are getting our money's worth; (2) how broadly they should be circulated; (3) possibilities for consolidation; and (4) austerity measures. Is anyone looking into this?

Answer: The writer's points are well taken. A study of the Bank's external publications (publications handled by the Office of the Publisher) is proceeding at the moment and is looking at all the issues raised in the final paragraph of the letter. This will be followed by a broader Bankwide effort to establish institutional publication policies.

The study has already shown that the number of publications issued by departments far exceeds the number formally issued by the Office of the Publisher. In some cases it is not clear what the distinction is between the two categories. Rationalization is clearly needed, and is expected to come about as a result of the efforts now under way. *James Feather, Publisher, EXT*

Question: How are the Executive Directors' Offices affected by the 10 percent budget cut "across the board"? Despite efforts by senior management in the Bank to dress the emperor with new clothes, it is now a known fact that we are undergoing a major downsizing. On a general level, most of us agree that the Bank needs to lose some fat, although there are important differences of opinion as to which areas of the institution ought to be trimmed down the most. But one area that has been left untouched and spared all the pain that goes hand in hand with such a cut is the Executive Directors' offices. Why are they protected— and have been in the past—to such an extent? Like the rest of us, they are on the Bank's payroll and have grown fat as well. These offices are never subjected to the scrutiny the rest of the institution is. Down in the trenches we are all too familiar with the very frequent requests for help, information, calculations, projections, drafts, replies to outsiders' questions, and to queries coming from their own constituencies on matters they should be conversant with. Bank staff are always available to meet with their visitors and deal with complaints and matters that are politically unpalatable for them. So, why not cut their budget as well or go on a charge back system for services rendered?

Answer: The Executive Directors represent the shareholders, i.e. Governors of the Bank. According to the Articles of Agreement that established the Bank, Executive Directors exercise all the powers of the Governors except seven which the Governors have reserved for themselves. Their responsibilities are therefore different from those of the management and staff. They decide on behalf of the Governors on all institutional, lending, financial and personnel policies, including the annual budgets and programs. Because of this representational

continued on page 26