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Annex A - Core competencies as defined by SDV/OPCS Combined with Competencies Identified by Staff

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<th>Competency</th>
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<tr>
<td><strong>Operational Skills</strong></td>
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<tr>
<td><strong>Strategic Project Design</strong></td>
<td>Understands the strategic objectives and main incentives of internal and external stakeholders involved in a project, and the main instruments/structures used to achieve these objectives; tailors project design and solutions to specific issues, opportunities and weaknesses, as well as relevant best practice.</td>
<td>Most specialists feel that formal training will not help to fill this gap although many stress the need to build this kind of operational experience among SDV specialists. On-the-job training and mentoring seem to be the indicated approach to this kind of training.</td>
</tr>
<tr>
<td><strong>Conducting sector dialogue and giving policy advice</strong></td>
<td>Credibly represents the bank to sector-level counterparts; advises clients on issues in the sector at the policy, strategy, organization, and technical levels.</td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>Solving problems and making decisions</strong></td>
<td>Identifying causes, solving problems and making decisions in order to keep the project on track.</td>
<td>Same as above.</td>
</tr>
<tr>
<td><strong>Project Management</strong></td>
<td>Identifies key risks associated with the project and identifies strategies to mitigate them; balances risks and expected results.</td>
<td>Same as above. Exposure to case studies can help newer staff identify risks and devise strategies that have worked in other situations.</td>
</tr>
<tr>
<td><strong>Bank fiduciary, disbursement, safeguard and GAC policies</strong></td>
<td>Understanding and adequately integrating Bank fiduciary, disbursement, safeguard, and GAC policies into project design and implementation support.</td>
<td>Broad training in Bank policies and practice. Exposure to training in fiduciary policies, disbursement, safeguard and GAC policies through formal training and mentoring.</td>
</tr>
<tr>
<td><strong>Leading a team</strong></td>
<td>Leads a team to deliver high quality results on schedule, guides individuals and helps them succeed, and identifies and resolves team and project issues.</td>
<td>The Bank offers Team Leadership training. Experience is the best teacher; working on a team with an experienced team leader is probably the best approach to training TTLs.</td>
</tr>
<tr>
<td>Competency</td>
<td>Definition</td>
<td>Implications for Training</td>
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</table>
| Demand for Good Governance (DFGG) | Employs strategies to increase transparency and accountability in policies, institutions, and operations. Understands accountability in its social and political context, and is able to frame improved citizen accountability through a range of supply and demand side measures, understanding the links between them. Understands formal and informal institutional dynamics. Understands the role of transparency and accountability in transforming states and societies, as well as the associated risks. Specific tools include: - Citizen report cards - Community scorecards - Independent budgeting analysis - Social audits - Grievance redress mechanisms                                                                 | Courses Offered in PREM  
- Accountability and Transparency in Government  
- Public Sector Performance  
- Actionable Governance Indicators: Making AGIs Relevant for Operations  
- Advanced Course on Anticorruption: State Capture and Grand Corruption  
- Applied Problem Driven Political Economy  
CommGap - DFGG Peer Learning Network & WBI  
- Securing Good Governance through Citizen Participation Roundtable Series  
SDV Department is currently developing a core course on DFGG. Will cover 5 sectoral modules (water, transport, health, education, and urban development)                                                                                                                                 |
| Fragility, Conflict, and Violence  | Is capable of integrating cohesion and resilience to conflict, crime and violence, into analysis, policies, institutions, and operations. Adapts social analysis and consultation methodologies to fragile and conflict and/or violence affected situations. Applies an understanding of fragility, violence and conflict dynamics to inform the design of operations with a view to enhancing cohesion and resilience to conflict, crime and violence. Understands the complex dynamics of gender-based violence and employs strategies to reduce it. Is familiar with the specific donor coordination and financing instruments that arise in fragile and conflict affected situations such as large multi-donor trust funds to support operations. | SDV Offering  
Core Course on Fragility and Conflict, 4-day course. Designed to acquaint World Bank staff with an understanding of the problems associated with fragile and conflict affected countries and the policies, procedures and programmatic approaches available to deal with these issues. |
<p>| Inclusion (including youth and gender) | Is capable of integrating issues of exclusion (with respect to gender, age, ethnicity or any other relevant factor) into analysis, policies, institutions and operations. Understands issues of exclusion/inclusion in a context of rapid social and economic change. Adapts social analysis and consultation methodologies to ensure inclusiveness. Is capable of designing operations that focus on strengthening inclusion. | Materials currently being produced on gender in sector-specific areas (e.g., transport, energy). Report on gender and transport contains a tool on gender and resettlement. These materials could form the basis of training in gender issues (contact Mari Clarke for details). |</p>
<table>
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<tr>
<th>Competency</th>
<th>Definition</th>
<th>Implications for Training</th>
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<tbody>
<tr>
<td>Social Dimensions of Climate Change and Disaster Risk Management</td>
<td>Is capable of integrating resilience to climate change and disasters into analysis, policies, institutions, and operations. Adapts social analysis and consultation methodologies to address the vulnerability associated with climate change and disaster risk in both urban and rural settings. Applies an understanding of these issues to inform the design of operations.</td>
<td>Training module on the social dimensions of climate change developed by SDV Department. Training composed of: Face-to-face sessions Series of learning tools, case studies, and thematic briefs E-learning</td>
</tr>
<tr>
<td>Community-Driven Development (CDD)</td>
<td>Leads the design and supervision of Community Driven Development Operations. Is capable of tailoring these operations to different settings with a view to enhancing inclusion, cohesion, resilience and accountability, responding to the issues arising in a particular environment.</td>
<td>Course available through Bank’s Learning Portal: “Community Driven Development - Working Within a Decentralized Framework”; online course offered by SDN. Description at <a href="http://mylearning">http://mylearning</a></td>
</tr>
<tr>
<td>Social Development Analytical Tools and Policy, Institutional, and Operational Applications</td>
<td>Is capable of integrating social sustainability into analysis, policy, institutions, and operations. Fully understands the pillars of social sustainability: inclusion, cohesion, resilience and accountability. Is able to identify and address social opportunities, risks and social impacts in all types of Bank operations. Employs analytical tools and translates them into socially sustainable policies, institutions, and operations. Specific tools include: - Social assessment (at the project level, addressing conflict, gender, youth, governance, etc.) - Social analysis (at the country and sector level, addressing conflict, gender, youth, governance, etc.) - Poverty and social impact analysis (PSIA) - Political economy and stakeholder analysis - Social risk assessment at country, institutional and project level including in the context of the ORAF - Monitoring and evaluation Uses consultative and participatory approaches to give key stakeholders, including groups who are under-represented (e.g., the poor), a voice in the design, implementation, and monitoring of policies, institutions and operations. Specific tools include: - Meaningful consultations - Public hearings</td>
<td>Courses in PSIAs? • Applied Problem Driven Political Economy (PREM) Courses in Stakeholder Analysis Courses in Monitoring and Evaluation?? Courses in Consultation Courses in CDD Courses in Social Inclusion? Poverty and Social Impact Analysis E-learning Course (PREM): <a href="http://go.worldbank.org/XCVIKCB6Z0">http://go.worldbank.org/XCVIKCB6Z0</a> TIPS (Tools for Institutional, Political, and Social Analysis) E-learning course (SDV Dept.): <a href="http://go.worldbank.org/MGYN17BMX0">http://go.worldbank.org/MGYN17BMX0</a> DPL Academy (3-day course offered through OPCS; includes session on PSIA): <a href="http://go.worldbank.org/Q4N86G8VP0">http://go.worldbank.org/Q4N86G8VP0</a> “Community Driven Development - Working Within a Decentralized Framework” (<a href="http://mylearning">http://mylearning</a>; online course offered by SDN) EA: Consultation, Participation &amp; Disclosure (QACU) Numerous courses on monitoring and</td>
</tr>
<tr>
<td>Competency</td>
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<td>Implications for Training</td>
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<tr>
<td>- Participatory research methods</td>
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<td>evaluation, including “Monitoring and Evaluation for Results” (both basic and intermediate levels). Offered by WBI. Descriptions can be found at <a href="http://mylearning">http://mylearning</a></td>
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<tr>
<td>- Observation</td>
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<td>- Surveys</td>
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<td>- Participatory poverty assessments</td>
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<tr>
<td>- Participatory monitoring and evaluation</td>
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<td>- Grievance redress mechanisms</td>
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<td></td>
<td><strong>OPERATIONAL SKILLS</strong></td>
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<tr>
<td>Policy Analysis</td>
<td>- Identifies relevant public policies and policy gaps..</td>
<td>Prior training in Political Science or Public Policy. Policy analysis skills can be acquired through extended exposure to discussions and policy dialogue. Study of public budgets and expenditure reviews Formal training courses in the Bank, even longer courses, are unlikely to produce SDV analysts ready to take up complex policy questions. Courses Offered by PREM</td>
</tr>
<tr>
<td></td>
<td>- Analyzes and observes the social implications of policies with regard to social issues such as distributional effects, access to services, equal protection, and implicit favoritism.</td>
<td>Prior training in quantitative analysis. Basic and advanced applied statistics courses at the undergraduate or graduate level. In-house Bank training is unlikely to offset deficits in this area.</td>
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<td>- Understands the policy-formulation process as regards legislation, regulation, informal rules.</td>
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<td>- Analyzes policy implementation in actual practice, capacity of actors to implement policy, relevant social actors such as brokers, national and local elites and others.</td>
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<td>- Familiarity with taxation and public finance.</td>
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<td></td>
<td>- Understanding of budget process and analyze public budgets</td>
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<td></td>
<td>- Familiar with and able to contribute to DPL formulation. Knowledge of OP8.60.</td>
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<tr>
<td></td>
<td><strong>Quantitative skills</strong></td>
<td>Prior training in quantitative analysis. Basic and advanced applied statistics courses at the undergraduate or graduate level. In-house Bank training is unlikely to offset deficits in this area.</td>
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<tr>
<td></td>
<td>- Can help design surveys and econometric research.</td>
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<td>- Expertise in Regression Analysis</td>
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<td></td>
<td>- Able to apply and interpret basic statistical tests of correlation and significance.</td>
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<td></td>
<td>- Able to prepare TORs and supervise Household Surveys</td>
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<tr>
<td>Quantitative Analysis</td>
<td><strong>Qualitative Analysis</strong></td>
<td>Prior knowledge of sociological or anthropological research techniques would be useful. A series of seminars and workshops could help prepare SDV staff for this kind of work.</td>
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<td></td>
<td>- Ability to design and supervise multistakeholder analysis;</td>
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<td></td>
<td>- Able to guide and conduct participation and dialogue.</td>
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<tr>
<td></td>
<td>- Able to design and supervise qualitative research on matters of public policy.</td>
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<tr>
<td>Risk Assessment</td>
<td>Ability to identify risks to Bank operations with respect to social factors that can put at risk the people directly or indirectly by a project, the implementation of the project itself or the Bank’s reputation.</td>
<td>Training in Operational Risk Assessment Framework (ORAF)</td>
</tr>
<tr>
<td>Macrolevel analysis and economics</td>
<td>Understands and can apply macroeconomic theory; Understands public finance and monetary policy; Able to analyze the social impacts of</td>
<td>Economics for Non-Economists (description available at <a href="http://mylearning">http://mylearning</a>; also offered by Asia Knowledge and Learning: <a href="http://go.worldbank.org/B11M4MH0J0">http://go.worldbank.org/B11M4MH0J0</a>)</td>
</tr>
<tr>
<td>Competency</td>
<td>Definition</td>
<td>Implications for Training</td>
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</table>
| **Bank Procedures and Policies** | - Understands the basic issues and policies concerning fiduciary controls, procurement, financial management, disbursement, SOEs and MFRs.  
- Familiarity with CAS/CPS process;  
- Able to apply for grants;  
- Accredited to manage Trust Funds  
- Accredited to use eConsult;  
- Familiar with the mechanics of project preparation and appraisal including basic timetables, PCNs, ISDS, PIDS, QER, PAD, Legal Agreement, Board Procedures.  
- Familiar with basic tools of project management including FM, procurement plans, supervision, team formation and management, Aides Memoire, Management Letters, ISRs, ICRs. | SDV Staff should undergo formal training in all the referenced aspects of project preparation and management. This training is offered routinely and frequently by relevant departments. Trust Fund Management (on line) Numerous courses in project design and management, many of which deal with the areas specified at left:  
- OPCS Investment Lending courses (http://go.worldbank.org/MSHVBH2AU0)  
- OPCS FM sector courses: (http://go.worldbank.org/6YVWWLDDG0)  
- Procurement Training: (http://go.worldbank.org/DP46B2D8Z0)  
- Trust Fund Learning and Program (http://go.worldbank.org/MWZVIIXNJ0) |
| **Social Assessment & Social Analysis** | Familiarity and ability to apply institutional analysis;  
Familiarity with concepts of political economy;  
Able to carry out stakeholder analysis; | Courses Offered by PREM  
- Applied Problem Driven Political Economy (PREM)  
- Public Institutions Core Course (PREM) |
| **PSIAs** | See Policy Analysis  | Several courses offered through Bank’s Learning Portal (http://mylearning):  
- Communication and GAC Implementation  
- Development Communications to Enhance Project Design and Results  
- Project Communications Case Studies  
- Strategic Communication and Governance Reform |
| **Project Communications** | Familiarity with Stakeholder Analysis;  
Ability to guide TOR and implementation of communications programs; |  |
| **SPECIFIC SOCIAL ISSUES** | | **Governance and Accountability**  
Governance and Anti-Corruption (GAC) Learning Portal. Contains several online learning modules available now:  
- GAC Fundamentals  
- Ethics  
- Public Institutions  
- Political Economy  
- GAC in Projects  
Additional modules will be available soon.  
| **Gender Issues** | - Women’s participation in the work force;  
- Educational opportunities for girls and women;  
- Gender-related health issues;  
- Breaking down gender barriers;  
- Women and men in microcredit  
- Domestic violence and alcoholism as public health issues. | Materials currently being produced on gender in sector-specific areas (e.g., transport, energy). Report on gender and transport contains a tool on gender and resettlement. These materials could form the basis of training in gender issues (contact Mari Clarke for details).  
Also, the “Gender Storehouse of Learning Objects,” available through WBI, is a database of gender-related pedagogical materials (case studies, good practices,
<table>
<thead>
<tr>
<th>Competency</th>
<th>Definition</th>
<th>Implications for Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Issues</td>
<td>Youth as Assets BBL Series: Will provide Bank staff the knowledge and tools to engage youth effectively in their work Youth Operational Framework (developed by SDV Department and HDN). Will offer tools and guidance to Bank staff on youth issues.</td>
<td></td>
</tr>
<tr>
<td>Crime and Violence</td>
<td>Core Course on Fragility and Conflict; see above Also, recently launched online course through WBI on &quot;Crime and Violence Prevention in Urban Zones.&quot; This course is targeted to local government officials, and is available in Spanish, but could be a source for training of SDV staff.</td>
<td></td>
</tr>
<tr>
<td>Social Exclusion, Ethnic Relations</td>
<td>Religion and Development; Race and Ethnic Relations; Political Economy of Exclusion</td>
<td>No specific training has been identified for these dimensions although they may be treated in some training programs.</td>
</tr>
<tr>
<td>Climate Change and Social Development</td>
<td>Familiarity with the basics of Water Resource Management Understanding of Basin-level WRM Familiarity with the Economics and politics of water charges; Familiarity with urban water distribution issues; Understanding of adaptation to drought; Implications of sea-level rise;</td>
<td>Water Orientation Course (4-day course offered by SDN; description at <a href="http://mylearning">http://mylearning</a>) Practical Information and Learning Tools for Water and Watershed Management (OPCS; description at <a href="http://mylearning">http://mylearning</a>) Training module on youth and climate change available through WBI Also, see training module on the social dimensions of climate change discussed above.</td>
</tr>
</tbody>
</table>

* The first two columns (Competency and Definition) in the above table are drawn from the draft document on competencies for SDV Staff. The third column (“Implications for Training”) has been added to reflect the goals of the present paper.
## SOCIAL SAFEGUARDS

| **OP/BP 4.10 – Indigenous Peoples** | • Is familiar with the definition and application of IP;  
• Can prepare IPPs and IPFs;  
• Able to provide advice to task teams on application of policy;  
• Knowledge of culturally appropriate techniques for consultation and participation;  
• Understands how to work in a multi-ethnic situation and to deal with internal conflicts;  
Courses available through QACU Safeguards Training Program ([http://go.worldbank.org/XGVV8SG930](http://go.worldbank.org/XGVV8SG930)):  
• WB Safeguards Polices -- Overview; or, Introduction to Safeguards  
• OP 4.10 Indigenous Peoples  
• Preparing & Implementing IPPs  
• Application of Social Safeguards: OP 4.10 and OP 4.12  
• TOR for Environmental and Social Assessment  
• Inspection Panel: Lessons Learned  
• Supervision of Safeguard Policies |
| **OP 4.11 (Physical Cultural Resources)** | Recognizes situations where policy applies including chance finds of archaeological sites; cultural monuments  
QACU Training.  Same as above, but also:  
• OP/BP 4.11 Physical Cultural Resources |
| **OP/BP 4.12 – Involuntary Resettlement** | Familiar with the definition of IR and application of OP;  
Can critically review TORs and guide preparation of RAPs and RPFs;  
Clearly understands eligibility criteria, especially with regard to squatters and other non-titled occupants and can guide their application to concrete cases;  
Can guide consultation and participation process;  
Understands and applies cut-off date;  
Has good understanding of asset evaluation procedures including commercial enterprises;  
Can guide set-up and operation of grievance redress procedures;  
Can guide preparation and operation of rehabilitation process;  
QACU Training.  Same as above, but also:  
• OP/BP 4.12 Involuntary Resettlement |
## Annex B - Proposed One-Week Basic Orientation for New or Retrained SDV Staff

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Pre-requisite*</th>
<th>Materials Available</th>
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<tbody>
<tr>
<td><strong>Day I - Morning</strong></td>
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<tr>
<td>Day I - Morning</td>
<td></td>
<td><a href="http://go.worldbank.org/XCVIKCB6Z0">http://go.worldbank.org/XCVIKCB6Z0</a></td>
<td>• TIPS Sourcebook: <a href="http://go.worldbank.org/EHV89WB7W0">http://go.worldbank.org/EHV89WB7W0</a></td>
</tr>
<tr>
<td><strong>Day I - Afternoon</strong></td>
<td>Social Analysis</td>
<td>E-learning course: Tools for Institutional, Political, and Social Analysis (SDV Dept.))</td>
<td>• Social Analysis Sourcebook: <a href="http://go.worldbank.org/U3HTQ0FX00">http://go.worldbank.org/U3HTQ0FX00</a></td>
</tr>
<tr>
<td><strong>Day II – Morning</strong></td>
<td>Inclusion and Social Equity</td>
<td>Community Driven Development – Working within a Decentralized Framework (O; SDN)</td>
<td>• SDV Dept. website on Social Analysis (<a href="http://go.worldbank.org/UDVDOCK3X0">http://go.worldbank.org/UDVDOCK3X0</a>)</td>
</tr>
<tr>
<td><strong>Day II – Morning</strong></td>
<td>Inclusion and Social Equity</td>
<td></td>
<td>• Good Practice Note: Using Poverty and Social Impact Analysis to Support Development Policy Operations (WB 2008)</td>
</tr>
<tr>
<td><strong>Day II – Morning</strong></td>
<td>Inclusion and Social Equity</td>
<td></td>
<td>• Community-Driven Development and Social Capital: Designing a Baseline Survey in the Philippines (Impact Analysis of KALAHI-CIDSS) (WB 2005)</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Day II – Afternoon</th>
<th>Topics in Governance</th>
<th>Pre-requisite*</th>
<th>Materials Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>GAC Portal – Online courses:</td>
<td></td>
<td></td>
<td>Social Accountability Sourcebook: <a href="http://go.worldbank.org/Y0UDF953D0">http://go.worldbank.org/Y0UDF953D0</a></td>
</tr>
<tr>
<td>- GAC Fundamentals</td>
<td></td>
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<td>Demand for Good Governance Resources Database (available through GAC Knowledge and Learning Portal)</td>
</tr>
<tr>
<td>- Public Institutions</td>
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<td></td>
<td>CommGAP DF GG Peer-Learning Network and WBI:</td>
</tr>
<tr>
<td>- Demand for Good Governance</td>
<td></td>
<td></td>
<td>- “The Many Faces of Corruption” (Infoshop)</td>
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<tr>
<td>- GAC in Projects</td>
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<td>- “Improving Governance in the Water Sector” (EWT Anchor)</td>
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<tr>
<td>- Accountability and Transparency in Government (PREM)</td>
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<td>- “Improving Governance in the Electricity Sector” (EWT Anchor)</td>
</tr>
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</table>

**Emerging and Critical Issues**

<table>
<thead>
<tr>
<th>Day III – Morning</th>
<th>Issues in Climate Change</th>
<th>Social Dimensions of Climate Change Learning Module (consists of both face-to-face and online training; contact Carina Bachofen and Edward Cameron for more information; <a href="http://go.worldbank.org/Z3RRG3TUG0">http://go.worldbank.org/Z3RRG3TUG0</a>)</th>
<th>Adapting to Climate Change: Understanding the Social Dimensions of Vulnerability and Resilience (WB 2008)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>The Social Dimensions of Climate Change: Equity and Vulnerability in a Warming World (WB 2009)</td>
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<thead>
<tr>
<th>Day III – Afternoon</th>
<th>Workshop on Social Sustainability</th>
<th>Materials selected from case studies.</th>
</tr>
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</table>

**Safeguards**

|                   |                                      |                                               | Involuntary Resettlement website (SDV) |
|                   |                                      |                                               | [http://go.worldbank.org/MRNITY6XN0](http://go.worldbank.org/MRNITY6XN0) |

<p>| Day IV – Afternoon | Indigenous People (OP/BP 4.10) | Basic QACU course on Indigenous Peoples | Indigenous Peoples Sourcebook |
|-------------------|---------------------------------|----------------------------------------| Portfolio Review of “Implementation of WB’s Indigenous Peoples Policy” |
|                   |                                 |                                        | Case studies for training purposes developed by LCSDE-SAT |
|                   |                                 |                                        | “Indigenous Peoples, Poverty, and Development” |</p>
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Pre-requisite*</th>
<th>Materials Available</th>
</tr>
</thead>
</table>
| Day V -  | Environmental safeguards, esp. Environmental    | Basic QACU course on Environmental Assessment, Forests and Material Cultural   | - Consultations in Investment Lending: Guidance Note (March 2010; no URL available, but can be found through Bank intranet search  
- Disclosure and Public Consultation (Power Point) siteresources.worldbank.org/INTECASAF/Resources/DisclosurAndPublicConsultation.ppt  
- Strategic Environmental Assessment Toolkit. [http://go.worldbank.org/1C5F6FZ3](http://go.worldbank.org/1C5F6FZ3)  
| Morning   | Assessment (OP/BP 4.01), Forests (OP/BP 4.04), | Resources                                                                      |                                                                                                                                                                                                                                                                          |
| Day V -   | Safeguards Workshop:                           |                                                                               |                                                                                                                                                                                                                                                                          |
| Afternoon |                                                 |                                                                               | Workshop drawn from case studies supplied by staff, ICRs, Inspection Panel Materials, external literature. Etc.                                                                                                                                                           |
Annex C - Advanced Core Training for SDV Specialists

The following Annex D contains a set of ten proposed core training areas. *These modules are intended for the attainment of expert status, i.e. Level II Accreditation*. Level I would be attained by taking the standard training available to all staff. The first three areas deal with Social Sustainability and tools.

The first six areas cover broader social sustainability issues and social development tools and methods:

1. Governance and Accountability
2. Conflict, Crime, and Violence
3. Poverty and Social Impact Analysis (PSIA)
4. Social Analysis and Risk Assessment
5. Participation and Social Capital
6. Consultation

The next set of areas are social safeguards.

7. Indigenous Peoples
8. Involuntary Resettlement
9. Physical Cultural Resources

This is a short list of core areas with which all SDV specialists should be familiar with and some should be considered experts (see “Accreditation Again” in main text). The final core area is a more general treatment of (10) Basic Bank Processes and Operations with which all SDV specialists should be familiar.

In each core area, a brief statement of the objective of the training is provided, followed by a list of potential topics and skills to be covered. Each summary also contains sections on proposed duration, methods of training, recommendations for follow-up, methods of evaluation, and potential Estimated Cost. It is important to note that the topics and skills listed are meant to illustrate the possible subjects in each core training area, and are not intended to be exhaustive. Following each description, we have appended a table containing relevant courses that either are currently available or have been offered in the recent past; other resources (sourcebooks, guidebooks, PPT presentations, etc.) already available and potentially useful for training purposes; and a list of contacts (who, for example, can provide additional information about training resources) and potential trainer/instructors. In most cases, the potential instructors were identified in the questionnaires and focus groups for their expertise in a particular area. They have not been consulted on their willingness or availability. Once again, however, the tables are preliminary and do not cover all of the courses and resources available in a particular area, even within the Bank. Many resources, of course, also exist outside of the Bank; a few such resources have been included in the tables, but many more are certainly available.

Whenever possible, we have provided URL links for more information on the courses and resources. Descriptions of many of the courses can also be found through the Bank’s Learning Portal: [http://mylearning](http://mylearning). After some courses, either an “O” or an “F” has been added; “O” stands for an “online” or E-learning course and “F” stands for a “face-to-face course.” In most cases, the unit that delivers the course – such as QACU or PREM – is indicated in parentheses after the name of the course.
Core Training Area 1: Safeguards - Indigenous Peoples (OP/BP 4.10)

Name of Course:
Indigenous Peoples (OP/BP 4.10)

Objective:
By completing this course, SDV specialists will gain a strong, practical understanding of the World Bank’s safeguard policy on indigenous peoples (OP/BP 4.10) and will learn to apply this policy to concrete situations. Training participants will be able to identify the existence of indigenous peoples in project areas and assess the potential positive and negative effects of Bank-funded projects on indigenous communities. In addition, they will be able to assist borrowers in conducting social assessments in the project area, including the use of culturally appropriate techniques for consultation and participation. Participants will learn to guide the preparation of IPPs and IPFs, and will be able to provide advice to task teams on the application of the policy. Participants will acquire strategies for working in multi-ethnic situations and dealing with internal conflicts.

Potential Topics and Skills Covered:
  - Identifying existence of IP groups in project area
  - Screening and social assessments
  - Preparing and implementing IPPs and IPFs
  - Consultation and participation
  - Information disclosure
  - Working in multi-ethnic situations
  - Difficulties/ambiguities in applying the policy (extensive use of case studies to illustrate past precedent and best practices)

Proposed Duration:
Two Days of Formal Presentations

Methodology:
- Formal class or workshop (an expansion of existing courses available through QACU)
- Case studies – reviewing IPPs and IPFs
- Review of Inspection Panel cases pertaining to IPs
- Participation in at least two missions dealing with IPs and preparation of detailed BTORs
- Mentoring-supervision by social safeguard specialist with experience in IP issues

Method of evaluation:
- Instructors’ Evaluation of Course Performance
- Follow up on staff performance.
# Indigenous People

<table>
<thead>
<tr>
<th>Available Courses</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses available through <strong>QACU Safeguards Training Program</strong></td>
<td>QACU website (<a href="http://go.worldbank.org/PWXTRUG940">http://go.worldbank.org/PWXTRUG940</a>)</td>
<td>QACU contacts:</td>
</tr>
<tr>
<td><strong>OP 4.10 Indigenous Peoples</strong></td>
<td>Numerous PPT presentations available.</td>
<td>• Anna Wilczynski</td>
</tr>
<tr>
<td><strong>Preparing &amp; Implementing IPPs</strong></td>
<td>Additional PPT presentations, mostly on safeguards issues, compiled by LCSDE-SAT.</td>
<td>• Diane Flex</td>
</tr>
<tr>
<td><strong>Application of Social Safeguards: OP 4.10 and OP 4.12</strong></td>
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<tr>
<td><strong>TOR for Environmental and Social Assessment</strong></td>
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<tr>
<td><strong>Inspection Panel: Lessons Learned</strong></td>
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<tr>
<td>World Bank Indigenous Peoples website:</td>
<td><strong>Indigenous Peoples Sourcebook</strong></td>
<td>Potential instructors:</td>
</tr>
<tr>
<td></td>
<td><strong>Cases studies for training purposes developed by LCSDE-SAT</strong></td>
<td>• Jorge Uquillas</td>
</tr>
<tr>
<td></td>
<td><strong>“Indigenous Peoples, Poverty, and Development”</strong></td>
<td>• Svend E. Jensby</td>
</tr>
<tr>
<td></td>
<td><strong><a href="http://go.worldbank.org/O60HPLKIP0">http://go.worldbank.org/O60HPLKIP0</a></strong></td>
<td>• Anne Deruyterre</td>
</tr>
</tbody>
</table>
Core Training Area 2: Safeguards – Involuntary Resettlement (OP/BP 4.12)

Name of Course:  
Involuntary Resettlement (OP/BP 4.12)

Objective:  
By completing this course, SDV specialists will achieve a strong understanding of the World Bank’s policy on involuntary resettlement (OP/BP 4.12). Course participants will understand the definition of involuntary resettlement and the application of the OP. In addition, they will be able to critically review TORs for potential resettlement concerns and guide the preparation of RAPs and RPFs. Course participants will be able to guide consultation and participation processes, the operation of grievance redress mechanisms, and the preparation and operation of the rehabilitation process. Through exposure to relevant case studies, participants will gain insight into applying the policy in ambiguous situations, such as determining the eligibility of non-titled occupants.

Potential Topics and Skills Covered:

- Overview of policy; definition of IR and application of OP
- Preparation of RAPs and RPFs
- Consultation and participation
- Asset evaluation policies and procedures
- Cut-off dates
- Eligibility criteria
- Rehabilitation and income restoration
- Compensation for lost business profits
- Grievance and redress procedures

Proposed Duration:  
Three days of presentations and case studies

Methodology:

- Formal class or workshop (an expansion of existing courses available through QACU)
- Case studies – reviewing RAPs and RPFs
- Review of Inspection Panel cases.
- Participation in at least two missions dealing with Resettlement and preparation of detailed BTORs
- Mentoring/supervision by social safeguard specialist with experience in IR issues

Follow Up:

- Participation in at least two missions dealing with Resettlement
- Preparation of detailed BTORs
- Participation on a Regional Safeguards Team for at least six months.

Method of evaluation:

- Instructors’ Evaluation of Course Performance
- Follow up on staff performance.
## Involuntary Resettlement

### Courses

Courses offered by QACU Safeguards Training Program ([http://go.worldbank.org/XGVV8SG930](http://go.worldbank.org/XGVV8SG930)):
- OP/BP 4.12 Involuntary Resettlement
- TOR for Environmental and Social Assessment
- Inspection Panel: Lessons Learned
- Supervision of Safeguard Policies

### Other Resources

- Involuntary Resettlement website (through SDV Dept.): [http://go.worldbank.org/MRNITY6XN0](http://go.worldbank.org/MRNITY6XN0)
- Additional PPT presentations, mostly on safeguards issues, compiled by LCSDE-SAT.
- Involuntary Resettlement Sourcebook: [http://go.worldbank.org/MTG059FVB0](http://go.worldbank.org/MTG059FVB0)

### Contacts and Potential Trainers

**QACU Contacts:**
- Anna Wilczynski
- Diane Flex

**Potential Instructors:**
- Afshahn Khawaja
- Maninder Gill
- Elena Correa
- Anthony Oliver-Smith (University of Florida)
- Gordon Appleby (Consultant)
Core Training Area 3: Safeguards – Physical Cultural Resources (OP/BP 4.11)

Name of Course:

Physical Cultural Resources (OP/BP 4.11)

Objective:

By completing this course, SDV specialists will gain a clear understanding of the World Bank’s policy on physical cultural resources (OP/BP 4.11). Course participants will be able to recognize situations in which the policy applies, including chance finds of archaeological sites, historical monuments, and other culturally significant and venerated cultural artifacts.

Potential Topics and Skills Covered:
Screening – Identifying PCR in project area
Developing TORs
Consultation and participation
Monitoring EA and evaluating EA report
Information disclosure

Proposed Duration:
One day course/workshop
Review of Case Studies

Methodology:

- Presentations by cultural resource management experts, curators, experienced Bank staff.
- Analysis of case studies and discussions
- Participation in at least one mission involving a PCR issue with detailed BTOR demonstrating comprehension of the key policy principles and steps taken.

Follow Up:
Supervised participation in one task team confronting a PCR issue
Detailed BTOR

Method of Evaluation:
Instructor’s Evaluation of Participation in course
Quality of BTOR
## Physical Cultural Resources

<table>
<thead>
<tr>
<th>Courses offered by QACU Safeguards Training Program (<a href="http://go.worldbank.org/XGVV8SG930">http://go.worldbank.org/XGVV8SG930</a>)</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP/BP 4.11 Physical Cultural Resources</td>
<td>QACU website (<a href="http://go.worldbank.org/PWXTRUG940">http://go.worldbank.org/PWXTRUG940</a>). Numerous PPT presentations available.</td>
<td>QACU Contacts:</td>
</tr>
<tr>
<td>TOR for Environmental and Social Assessment</td>
<td>Additional PPT presentations, mostly on safeguards issues, compiled by LCSDE-SAT.</td>
<td>• Arlene Fleming (Consultant)</td>
</tr>
<tr>
<td></td>
<td>Physical Cultural Resources Guidebook: <a href="http://go.worldbank.org/M6IA1K3F80">http://go.worldbank.org/M6IA1K3F80</a></td>
<td>• Anna Wilczynski</td>
</tr>
<tr>
<td></td>
<td>Various resources (PPT presentations, documents) on OPCS Safeguards policies website: <a href="http://go.worldbank.org/8QRDDLG7N0">http://go.worldbank.org/8QRDDLG7N0</a></td>
<td></td>
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</tbody>
</table>
Core Training Area 4: Governance and Accountability

Name of Course:
Governance and Accountability

Objective:
SDV specialists will gain a broad understanding of governance and accountability issues within the World Bank context. In addition, they will learn about these issues in specific sectors and how to evaluate and apply them in Bank investment and policy-based projects. Course participants will acquire strategies to increase transparency and accountability in policies, institutions, and operations, and to empower community members and local governments to define their own development priorities. The training program will deal extensively with the areas of Demand for Good Governance and Community Driven Development. Specific skills covered in this course will include: citizen report cards, community scorecards, independent budgeting analysis, social audits, and grievance redress mechanisms.

Potential Topics and Skills Covered:

- Demand for Good Governance (DFGG)
- Community Driven Development (CDD)
- Social inclusion
- Conflict resolution, mediation and related topics
- Post conflict interventions
- Citizen and Community report cards
- Transparency and eGovernment
- Independent budget analysis and participatory budgeting
- Social audits
- Grievance redress mechanisms

Proposed Duration:
Five days, classroom, workshop, discussions
Exposure to topics(see above) through Bank formal training

Methodology:

- Analysis of Case studies
- Mentoring with field experience
- Where available, outside course work

Follow-Up:
Participation in ongoing workshops.

Method of Evaluation:
Participants evaluated by instructor(s) at the end of classroom training
Participants’ on-the-job performance evaluated by mentors/supervisors
## Governance and Accountability

<table>
<thead>
<tr>
<th>Available Courses</th>
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<th>Contacts and Potential Trainers</th>
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</thead>
<tbody>
<tr>
<td>Governance and Anti-Corruption (GAC) Knowledge and Learning Portal: <a href="http://gacknowledge.worldbank.org/wbg/default.htm">http://gacknowledge.worldbank.org/wbg/default.htm</a> Contains several E-learning modules that are currently available or will be available soon:</td>
<td><strong>Demand for Good Governance Resources Database</strong> (available through GAC Knowledge and Learning Portal) <strong>CommGAP DFGG Peer-Learning Network and WBI:</strong> Securing Good Governance through Citizen Participation Roundtable Series CommGAP website: <a href="http://go.worldbank.org/CQQNDNJJW40">http://go.worldbank.org/CQQNDNJJW40</a> Other Governance and Accountability resources (suggested in questionnaires and focus groups): Social Accountability Sourcebook: <a href="http://go.worldbank.org/Y0UDF953D0">http://go.worldbank.org/Y0UDF953D0</a></td>
<td>GAC Knowledge and Learning Portal contacts: <em>Sanjay Agarwal</em> <em>Asli Gurkan (TTL of project to develop DFGG training modules)</em></td>
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<tr>
<td>- GAC Fundamentals</td>
<td>- “The Many Faces of Corruption” (Infoshop)</td>
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<td>- Ethics</td>
<td>- “Improving Governance in the Water Sector” (EWT Anchor)</td>
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<td>- Public Institutions</td>
<td>- “Improving Governance in the Electricity Sector” (EWT Anchor)</td>
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<tr>
<td>- Political Economy</td>
<td>- WBI website: <a href="http://wbi.worldbank.org/wbi/about/topics/governance">http://wbi.worldbank.org/wbi/about/topics/governance</a></td>
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<tr>
<td>- Demand for Good Governance</td>
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<tr>
<td>- Anti-Corruption</td>
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<tr>
<td>- GAC in the Sectors</td>
<td>Potential Trainers: <em>Sarah Keener</em> <em>Karen Sirker (WBI)</em> <em>Serdar Yilmaz</em></td>
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<tr>
<td>- Political Economy in the Sectors</td>
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<td>- Anti-Corruption in the Sectors</td>
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<td>- GAC in Projects</td>
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<td>- Fiduciary Issues</td>
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<tr>
<td><strong>Courses available through PREM:</strong> <a href="http://premint.worldbank.org/prmps/publicsector/PremWeek10Courses.asp">http://premint.worldbank.org/prmps/publicsector/PremWeek10Courses.asp</a></td>
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<tr>
<td>- Accountability and Transparency in Government</td>
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<td>- Public Sector Performance</td>
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<tr>
<td>- Actionable Governance Indicators: Making AGIs Relevant for Operations</td>
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<tr>
<td>- Advanced Course on Anticorruption: State Capture and Grand Corruption</td>
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<tr>
<td>- Applied Problem Driven Political Economy</td>
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</tbody>
</table>
Additional courses (descriptions available at http://mylearning):

- ECA GAC 101 (online and face-to-face)
- LCR GAC Workshop (face-to-face)
Core Training Area 5: Conflict, Crime, and Violence

Name of Course:
Conflict, Crime, and Violence

Objective:
By completing this course, SDV specialists will better understand the social implications of fragility, conflict, crime, and violence, as well as the dynamics of these issues within the development context. Course participants will become familiar with strategies to reduce and prevent violence, and to enhance the resilience and cohesion of communities. Course participants will learn to adapt their skills in social analysis to fragile and conflict-affected situations and apply an understanding of CCV dynamics in the design of operations. Though it will also address the often large-scale violence that occurs at the national level, this course will primarily approach CCV issues at the local level and explore community-based prevention strategies. The course will also address the cross-cutting themes of youth and gender. Course participants will become familiar with the complex dynamics of gender- and youth-based violence.

Potential Topics and Skills Covered:

- Links between violence prevention/reduction and development
- Political violence, civil war, and forced displacement
- Post-conflict settings
- Urban crime and violence
- Community-based prevention activities
- Gender-based violence
- Youth violence
- Urban design for violence prevention
- Donor coordination and financing in fragile and conflict-affected situations
- Monitoring and Evaluation of violence-prevention projects

Proposed Duration:
Three days presentations by Bank and external experts
Workshop analysis of Case studies

Methodology:

Formal Presentations and Informal Workshop
Analysis of Case Studies
Mentoring with extensive field exposure

Follow-Up:
Participation in ongoing workshops.

Method of Evaluation:
Participants evaluated by instructor(s) at the end of classroom training
Participants’ on-the-job performance evaluated by mentors/supervisors
Conflict, Crime, and Violence

<table>
<thead>
<tr>
<th>Courses</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
</thead>
</table>
| **Core Course on Fragility and Conflict** (4-day course; available through OPCS): [http://go.worldbank.org/YDMA43GCE0](http://go.worldbank.org/YDMA43GCE0) | Working groups:  
- CCV Working Group (about 50 members; contact Steve Miller for details)  
- CCV Working Group  
- Alexandre Marc  
- Gary Milante  
- Steve Miller  
- Benjamin Petrini  
- Alice Willman  
- Bernice van Bronkhorst |
| Topics covered:  
- The challenge of fragility and conflict: dimensions of the problem, definitions, analytical work, research, and operational implications;  
- Defining the response: the International Architecture for fragile and conflict-affected countries, the World Bank’s policy and strategy framework, the role of partnerships and focus on results;  
- Peace-building and Conflict Prevention: Frontier Work;  
- Early State-building interventions: governance, infrastructure CDD and service delivery;  
- Challenges and options for financing in Fragile States;  
- Rapid response to emergencies and crises. | Other Resources:  
SDV Dept. website on CCV ([http://go.worldbank.org/THLZ680DO0](http://go.worldbank.org/THLZ680DO0)). Contains several resources, including datasets, publications, and the CCV newsletter. |  |
| Various BBLs related to CCV. Information available through SDV Dept.: [http://go.worldbank.org/THLZ680DO0](http://go.worldbank.org/THLZ680DO0) | |  |
Core Training Area 6: PSIA

Name of Course:

Poverty and Social Impact Analysis

Objective:
In this course, SDV specialists will learn to draft and evaluate PSIAs. By learning how to draft effective PSIAs, SDV specialists will be in a better position to maximize the positive aspects of reforms while minimizing their negative effects. Course participants will gain the knowledge and skills to analyze the distributional impacts of policy reforms. Course participants will learn to integrate macro- and micro-level analyses. The course will cover tools used to conduct PSIA, such as stakeholder analysis and institutional analysis.

Potential Topics and Skills Covered:
- Elements of a good PSIA
- Tools used to conduct PSIA (e.g., stakeholder analysis, institutional analysis, social impact assessment, beneficiary assessment)
- Political economy
- Development Policy Operations (DPOs) and PSIA (knowledge of OP 8.60)
- Gender in PSIA
- Policy-formulation process and public budgets
- Multi-donor trust funds
- Monitoring and evaluation in PSIA

Proposed Duration:

Methodology:
- Formal instruction,
- Workshop on case studies of PSIAs.
- Mentoring with extensive field exposure

Follow-Up:
- Participation in ongoing workshops.

Method of Evaluation:
- Participants evaluated by instructor(s) at the end of classroom training
- Participants’ on-the-job performance evaluated by mentors/supervisors
## Poverty and Social Impact Analysis (PSIA)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
</thead>
</table>
| Poverty and Social Impact Analysis E-learning Course (PREM):  
   [http://go.worldbank.org/XCVIKCB6Z0](http://go.worldbank.org/XCVIKCB6Z0) | PSIA User’s Guide:  
   [http://go.worldbank.org/IJGPNA0J90](http://go.worldbank.org/IJGPNA0J90) | Contacts:  
   - Sarah Keener  
   - Rodrigo Serrano-Berthet |
| TIPS (Tools for Institutional, Political, and Social Analysis) E-learning course (SDV Dept.):  
   [http://go.worldbank.org/MGYN17BMX0](http://go.worldbank.org/MGYN17BMX0) | TIPS Sourcebook:  
   [http://go.worldbank.org/EHV89WB7W0](http://go.worldbank.org/EHV89WB7W0) | |
| DPL Academy (3-day course offered through OPCS; includes session on PSIA):  
   [http://go.worldbank.org/Q4N86G8VP0](http://go.worldbank.org/Q4N86G8VP0) | Social Analysis Sourcebook:  
   [http://go.worldbank.org/U3HTQOFX00](http://go.worldbank.org/U3HTQOFX00) | |
| PSIA Learning Course during PREM Week 2010:  
   [http://go.worldbank.org/9U51ZVV1B0](http://go.worldbank.org/9U51ZVV1B0) | | |
| Other courses offered by **PREM:**  
   - Public Finance Analysis and Management  
   - Medium Term Issues in Public Finance Management  
   - Making the Most of Your Public Expenditure Review  
   [http://go.worldbank.org/1HCN3DA3F1](http://go.worldbank.org/1HCN3DA3F1) | Joint SDV-PREM website on PSIA  
   [http://go.worldbank.org/39I9SFVEJ0](http://go.worldbank.org/39I9SFVEJ0) – includes searchable database of PSIA case studies, several PSIA-related publications, and information on events dealing with PSIA. | Potential instructor:  
   - Sabine Beddies  
   - Dorte Verner  
   - William Reuben (consultant) |
| Potentially useful course:  
   - “Economics for non-economists” (4-day course offered through Asia Knowledge and Learning) | | |


Core Training Area 7: Social Analysis and Risk Assessment

Name of Course:
Social Analysis

Objective:
In this course, SDV specialists will learn to apply their social analysis skills within the Bank context. Course participants will gain a broad understanding of the role, importance, and key elements of social analysis, and will learn to guide the preparation of effective social analyses. The course will cover a number of tools, methods, and approaches in social development, including broad and meaningful consultations with a variety of stakeholders, and will address both social assessments at the project level and broader social analyses at the country and sector levels. Course participants will become familiar with a variety of participatory methods and approaches to consultation, design, implementation, and monitoring. Finally, course participants will be able to integrate social analysis into all stages of the project cycle.

Potential Topics and Skills Covered:
- Elements/instruments of social analysis
  - Macro-social analyses (PRSP and CAS)
  - Project level (social assessment)
- Consultation
  - Various participatory approaches to project design, implementation, and monitoring (e.g. Participatory Rural Appraisal, mapping)
- Entry points to social analysis
  - Social diversity and gender
  - Institutions, rules, and behavior
  - Stakeholders
  - Participation
  - Social risk
- Outputs of social analysis
  - Social and Institutional Framework
  - Participation Framework
  - Risk Management Framework
- Integrating social analysis into the project cycle: PCD, PAD, PIP, supervision and monitoring

Proposed Duration:
5 days

Methodology:
- Formal coursework
- Case studies of social analysis
- Mentoring arrangement: Performing social analysis under supervision
Outside course work if available.

Follow-Up:
   Participation in ongoing workshops.

Method of Evaluation:
   Participants evaluated by instructor(s) at the end of classroom training
   Participants’ on-the-job performance evaluated by mentors/supervisors
## Social Analysis

<table>
<thead>
<tr>
<th>Courses</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- E-learning course: Poverty and Social Impact Analysis (PREM)</td>
<td>SDV Dept. website on social analysis (<a href="http://go.worldbank.org/UDVDOCK3X0">http://go.worldbank.org/UDVDOCK3X0</a>). Contains various publications on social analysis at the World Bank, as well as information on tools for conducting social analysis.</td>
<td>Potential instructors: Social Assessment: Brighton and Sussex Universities (suggested by Quang Ngoc Bui)</td>
</tr>
</tbody>
</table>
Social Analysis Sourcebook: http://go.worldbank.org/U3HTQOFX00 |                                                                                                     |
| - Social Dimensions of Climate Change Learning Module (consists of both face-to-face and online training; contact Carina Bachofen and Edward Cameron for more information; http://go.worldbank.org/Z3RRG3TUG0) | Children and Youth Policy Toolkit: http://go.worldbank.org/9VTO2QSK61  
Youth-Responsive Social Analysis: A Guidance Note (http://go.worldbank.org/5PS93A28M0) |                                                                                                     |
|                                                                       | Gender and Development website (contains information on training and events, sourcebooks, and tools; http://go.worldbank.org/I2WWKU7KX0) |                                                                                                     |
Core Training Area 8: Participation and Social Capital

Name of Course:
Participation and Social Capital

Objective:
In this course, SDV specialists will acquire skills and strategies to facilitate the participation of a wide variety of stakeholders in Bank-funded projects and to empower individuals and communities to define their own development priorities. Course participants will gain a broad understanding of what social capital is, why it is important, and the factors that contribute to the quality and quantity of a community’s social capital. They will also learn concrete tools to operationalize and measure social capital as an important development indicator. Finally, course participants will understand the intimate links between social capital and governance and social accountability issues.

Potential Topics and Skills Covered:
Social Capital: What is it and why is it important?
Topics in social capital, including:
- Crime and violence
- Water supply and sanitation
- Health
- Education
Measuring social capital
Social accountability and civic engagement
Social accountability tools and methods
- Participatory budgeting
- Independent budget analysis
- Expenditure tracking
- Participatory performance monitoring
Tools and methods for participatory monitoring and evaluation
- Participatory Rural Appraisal
- Citizen report cards and community scorecards
- Participatory Poverty Assessment (PPA)
- Beneficiary Assessment
Participation at different levels
- PRSPs and CAS
- Development Policy Lending
- Projects (investment lending)

Proposed Duration:

3 days
Methodology:
   Formal coursework
   Mentoring

Follow-Up:
   Participation in ongoing workshops.

Method of Evaluation:
   Participants evaluated by instructor(s) at the end of classroom training
   Participants’ on-the-job performance evaluated by mentors/supervisors
### Participation and Social Capital

<table>
<thead>
<tr>
<th>Courses</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sourcebooks:</td>
<td>Melissa Williams Edward Bresnyan Robert Chase</td>
</tr>
<tr>
<td></td>
<td>• World Bank Participation Sourcebook: <a href="http://go.worldbank.org/R3WF0ID3N0">http://go.worldbank.org/R3WF0ID3N0</a></td>
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<tr>
<td></td>
<td>• Participation and Social Assessment: Tools and Techniques <a href="http://go.worldbank.org/N7INBJAZ00">http://go.worldbank.org/N7INBJAZ00</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Participatory Learning and Action Toolkit</td>
<td></td>
</tr>
</tbody>
</table>
Core Training Area 9: Consultations

Name of Course:
Consultations

Objective:
In this course, SDV specialists will learn to conduct effective consultations in order to contribute to comprehensive social analyses and to enhance the sustainability of development projects. Through consultations, SDV staff can identify the potential positive and negative impacts of projects. In addition, course participants will gain strategies to engage with, and ensure the inclusion of, a wide variety of project stakeholders. The course will cover the role and responsibilities of the Bank regarding consultations, the process of consultation (i.e., methods and tools, such as household surveys and focus groups, for conducting effective consultations), and the incorporation of consultation into all stages of the project cycle.

Potential Topics and Skills Covered:
- Identifying potential impacts
- Identifying stakeholders and their interests
- Methods for conducting consultations (e.g., public meetings, interviews, focus groups, survey instruments).
- Incorporating results of consultation into project design and implementation
- Documenting and disseminating the results of consultations

Proposed Duration:
3 days formal presentations and workshops.

Methodology:
- Formal class or workshop (similar to existing courses available through QACU)
- Analysis of Case studies – reviewing IPPs and IPFs (possibly in group discussions)
- Mentoring/supervision by social safeguard specialist with experience in IP issues

Follow-Up:
Participation in ongoing workshops.

Method of Evaluation:
- Participants evaluated by instructor(s) at the end of classroom training
- Participants’ on-the-job performance evaluated by mentors/supervisors
## Consultations

<table>
<thead>
<tr>
<th>Courses</th>
<th>Other Resources</th>
<th>Contacts and Potential Trainers</th>
</tr>
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<tbody>
<tr>
<td>EA: Consultation, Participation &amp; Disclosure (F; QACU workshop)</td>
<td>Consultations in Investment Lending: Guidance Note (March 2010; no URL available, but can be found through Bank intranet search)</td>
<td>Potential trainers:</td>
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<td></td>
<td>TIPS Sourcebook: <a href="http://go.worldbank.org/EHV89WB7W0">http://go.worldbank.org/EHV89WB7W0</a></td>
<td>• International Association for Impact Assessment (contact Quang Ngoc Bui for more information)</td>
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<tr>
<td></td>
<td>Participation and Social Assessment: Tools and Techniques <a href="http://go.worldbank.org/N7INBJAZ0">http://go.worldbank.org/N7INBJAZ0</a></td>
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<tr>
<td></td>
<td>EA: Consultation, Participation &amp; Disclosure (F; QACU; <a href="http://go.worldbank.org/XGVV8SG930">http://go.worldbank.org/XGVV8SG930</a></td>
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</tr>
<tr>
<td></td>
<td>Social Analysis website (through SDV Dept.; contains explanations of various tools and methods, including ones for consultation): <a href="http://go.worldbank.org/8921B8K420">http://go.worldbank.org/8921B8K420</a></td>
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<td>Participation and Civic Engagement website: <a href="http://go.worldbank.org/FMRAMWVYY0">http://go.worldbank.org/FMRAMWVYY0</a></td>
<td>QACU contacts:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anna Wilczynski</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Diane Flex</td>
</tr>
</tbody>
</table>
Core Training Area 10: Basic Bank Processes

Name of Course: Basic Bank Processes

Objective: In this course, SDV specialists will gain a strong understanding of basic bank processes and procedures. The course will cover a number of areas related to project design – for both investment projects and Development Policy Loans – and project management, including financial management, implementation status and completion reports, the Bank’s disclosure policy, communication in development, and trust fund management.

Potential Topics and Skills Covered:
- Project design – investment projects and DPLs
- Fundamentals of Bank operations
- Financial management
- Procurement
- Disbursement
- eConsult
- Legal agreements
- Bank disclosure policy
- Communication in development
- Implementation status and completion reports
- Trust fund management

Proposed Duration:

Methodology:

Follow Up:

Method of evaluation:
## General Bank Processes and Procedures

<table>
<thead>
<tr>
<th>Topic</th>
<th>Category</th>
<th>Courses and Other Resources</th>
</tr>
</thead>
</table>
| **Project Design** | Investment Projects (including SILs, SWAPs, APLs) | OPCS Investment Lending courses ([http://go.worldbank.org/MSHVBH2AU0](http://go.worldbank.org/MSHVBH2AU0)):<br>  - Project Planning and Preparation -Investment Lending (F; 1 ½ days)<br>  - SWAPs (F; 1-day course; OPCS)  
QACU Safeguards Training Program ([http://go.worldbank.org/XGVV8SG930](http://go.worldbank.org/XGVV8SG930)):<br>  - SWAPs and Safeguards (F; QACU) |
| **Development Policy Loans** | | Some topics covered in the May 2010 DPL Academy; ([http://go.worldbank.org/Q4N86G8VP0](http://go.worldbank.org/Q4N86G8VP0)):<br>  - Designing Development Policy Operations – Team Exercise<br>  - Nuts and Bolts of Designing Development Policy Operations<br>  - Poverty, Social, and Environmental Aspects of Development Policy Lending<br>  - Results Focus and Monitoring & Evaluation |
| **Project Management** | Basic Orientation (Select from among these offerings) | OPCS Fundamentals of Bank Operations: ([http://go.worldbank.org/FB18PLZ300](http://go.worldbank.org/FB18PLZ300))<br>  - Fundamentals of Bank Operations (O; OPCS)<br>  - Fundamentals of Bank Operations Workshop (F; OPCS; 2-day course)<br>  - Preparing ISRs: Starting October 2010, OPCS will begin training sessions on the new ISR template: ([http://go.worldbank.org/PMOE15JPM0](http://go.worldbank.org/PMOE15JPM0))<br>Course descriptions on Bank’s learning portal ([http://mylearning](http://mylearning)):<br>  - ECA/AFR Implementing Projects for Results (F)<br>  - ECA Fundamentals of Bank Operations (F)<br>  - Project Management (O; Client Engagement and Team Learning) |
| **Project Management (continued)** | Fiduciary Issues | OPCS FM sector courses: ([http://go.worldbank.org/6YVWWLDDG0](http://go.worldbank.org/6YVWWLDDG0))<br>  - Orientation Program in Financial Management (O; OPCS)<br>  - Project Financial Management for Task Leaders (F; OPCS FM sector)  
Procurement Training: ([http://go.worldbank.org/DP46B2D8Z0](http://go.worldbank.org/DP46B2D8Z0))<br>  - Fundamentals of Operational Procurement (F; OPCS – 3 days; offered monthly)<br>  - Simple Procurement Methods Course (OPCS - ) Prerequisite : Fundamentals (see above). To be offered by OPCS from November 2010.<br>  - Writing Terms of Reference (TOR) in procurement (O; General Services)<br>  - Using eConsult (ISG): ([http://go.worldbank.org/OBCZKEPQH0](http://go.worldbank.org/OBCZKEPQH0))<br>Disbursement courses:<br>  - ECA Clinics for Operational Staff (F; [http://mylearning](http://mylearning)) |
| Project Management (continued) | Legal Agreements | Introduction to Legal Agreements, covenants, subsidiary agreements. **Note:** there does not appear to be training regularly offered in this area.  
|--------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
- Access to Information Policy & Safeguards (F; QACU)  
- EA: Consultation, Participation & Disclosure (F; QACU)  
- Safeguards Training for ECA ACS Staff (F)  
- Lessons Learned from Inspection Panel Cases (F; QACU)  
- Processing Integrated Safeguards Data Sheet (ISDS) (F; QACU) |
| Project Management (continued) | Consultation and stakeholder analysis |  
- EA: Consultation, Participation & Disclosure (F; QACU; [http://go.worldbank.org/XGVV8SG930](http://go.worldbank.org/XGVV8SG930))  
- Managing Political Risk (F; offered through External Affairs; deals with stakeholder engagement; [http://mylearning](http://mylearning)) |
| Project Management (continued) | Communication in Development | Descriptions at [http://mylearning](http://mylearning):  
- Communication and GAC Implementation (F; EXT and Comm. Network)  
- Development Communications to Enhance Projects Design and Results (F)  
QACU workshop ([http://go.worldbank.org/XGVV8SG930](http://go.worldbank.org/XGVV8SG930)):  
- Project Communications Strategy in the Context of Safeguards (F)  
| Project Management (continued) | Implementation Completion Reports | Descriptions at [http://mylearning](http://mylearning):  
- ECA Implementation Completion and Results (ICR) Report Workshop (F)  
- ECA/AFR Implementing Projects for Results (F)  
OPCS Course ([http://go.worldbank.org/MSHVBH2AU0](http://go.worldbank.org/MSHVBH2AU0)):  
- Implementation Completion and Results Reporting (F) |
<table>
<thead>
<tr>
<th>Project Management (continued)</th>
<th>Trust Fund Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trust Fund Learning and Program (<a href="http://go.worldbank.org/MWZVIIXNJ0">http://go.worldbank.org/MWZVIIXNJ0</a>)</td>
<td></td>
</tr>
<tr>
<td>EAP-SAR RM Fundamentals of Trust Funds course -- HQ -- September 28 - 29, 2010; <a href="http://mylearning">http://mylearning</a></td>
<td></td>
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</tbody>
</table>
| OPCS FM Sector ([http://go.worldbank.org/6YVWWLDDG0](http://go.worldbank.org/6YVWWLDDG0)):
  - Financial Management for Trust Funds (TFs) & Development Grant Facility (DGF)-financed operations (F) |
| Contact: Alaleh Motamedi (working on updating procurement training) |

Note: Face-to-face courses denoted by “F”; online courses denoted by “O”
Annex D- Monitoring and Evaluation

Several indicators could be used for monitoring and evaluating the training and accreditation of SDV staff. It is important that everyone involved in the core training and accreditation program – from trainees to instructors to managers – be given the opportunity to evaluate its effectiveness. Those participating in the training could be supplied with questionnaires before, during, and after the program. The participants would use the initial questionnaire to indicate what they hope to achieve from the training program, the areas they least understand, and their preferred methods of learning. Throughout the program, the participants could also use questionnaires or other kinds of survey instruments to supply ongoing comments and questions to their instructors. After the program, a final questionnaire could be used to gather the participants’ feedback on the overall quality and effectiveness of the program, as well as the utility of specific content areas.

In addition, the trainers themselves should be evaluated by trainees. This was a point of emphasis among some SDV staff, who noted that not all senior staff are necessarily good instructors and mentors. Recruiting effective, experienced, and knowledgeable trainers – and then having their performance evaluated – is an essential component of the training program.

The trainees could also be evaluated both during and after the program. During training, instructors would likely be in the best position to evaluate the participants. In addition, managers could assess the effectiveness of the program, as well as the knowledge and skills of the trainees, through various means. They could, for example, administer some sort of written or oral examination (though see Annex X for staff reactions to this idea) or require the trainee to perform a task under supervision.

In addition to the direct indicators presented above, it is critical that the training program be evaluated more indirectly – that is, through the actual job performance of SDV staff after their training. Several SDV staff suggested that an effective method of M&E would be to have the trainee’s performance on an unaccompanied mission evaluated by an instructor or mentor. In some sort of mentoring arrangement, for example, the mentor would be in the best position to evaluate the performance of the junior staff member. Whatever way it is measured, on-the-job performance is the best means of evaluating the core training program.
Annex E - Staff Attitudes about training and accreditation

Many focus group participants and questionnaire respondents reacted strongly to suggestions of accrediting competence in SDV. Some were opposed to the very idea of accreditation, arguing that their academic and professional credentials, as well as their on-the-job performance, have effectively established their competence in SDV issues and methods. One focus group participant argued that accrediting someone who already has an advanced degree in the social sciences does not make sense. Another believed that accreditation is an overly mechanical solution to problems that are inherently contextual, requiring sound judgment based on years of experience.

One common reaction, expressed in both the questionnaires and focus groups, was that any kind of accreditation should be done at the time of hiring and in promotions to higher grade levels. After basic competence is verified in the hiring process, SDV specialists could then take additional courses to learn how to adapt their basic social science skills to specific tasks (e.g., social assessments). A few respondents felt that the Bank’s hiring practices have not ensured that all SDV staff are adequately trained in social science methods. Reflecting this view, one SDV specialist stated, “You cannot substitute accreditation for good HR management.” Many also felt that TTLs, not just SDV specialists, should be accredited in recognizing and dealing with social issues.

Several people responded more favorably to the idea of accreditation in SDV, noting that they already undergo mandatory accreditation in such things as procurement and trust fund management. Others also believed that some sort of accreditation is necessary, but stressed the difficulties in designing and implementing effective methods of accreditation. A common view was that the standards for accreditation should be set sufficiently high; otherwise, accreditation could actually be counterproductive, in that it would suggest a degree of competence that does not exist. One focus group participant, likewise, argued that any approach to accreditation should clearly articulate what is being accredited. In her view, accreditation should not be used to label people as “experts” in social safeguards or broader social sustainability issues. Rather, accreditation should reflect a basic competence in certain core areas.

The focus group participants were generally opposed to the idea of accrediting competence through oral or written examination. It is much better, many argued, to measure employees by what they have actually done, rather than requiring them to pass a test. Some believed that carrying out a task under supervision – and then having that task evaluated – is the best means of accreditation. Many focus group participants and questionnaire respondents agreed that some sort of mentoring arrangement (or a combination of modalities, one of which being mentoring) is the best way to ensure competence in SDV. Many, for example, advocated the use of field-based or experiential learning, in which junior staff accompany their senior colleagues on missions. The mentor could then rate the performance of the junior staff member. It was occasionally noted, however, that not all senior employees are necessarily good mentors. One questionnaire respondent felt that mentors should also be evaluated by their mentees.
Annex - F - Methodology

The findings presented in this report are based in part on data and ideas collected from several sources, including questionnaires, focus groups, interviews, informal contacts, and the Bank’s intranet.

A questionnaire (Annex F) was sent to all SDV staff, of whom 22 (as of July 2010) have replied. Several topics related to social sustainability and safeguards, as well as available training in these areas, were covered. Box 1 contains a brief summary of the content of the questionnaire.

Box 1 – Contents of Questionnaire

1. Primary social sustainability issues (e.g., gender, governance and accountability) encountered in the respondent’s work
2. Tools and methodologies (e.g., social assessment) important to the respondent’s work
3. Primary social safeguards issues (indigenous people, involuntary resettlement, cultural property) encountered in the respondent’s work
4. The safeguards issues least understood by TTLs and clients, respectively
5. Training materials (e.g., sourcebooks, PPT presentations) in specific social sustainability and safeguards issues familiar to the respondent
6. Trainers in specific social sustainability and safeguards issues familiar to the respondent
7. The best methodology for training SDV staff in core competencies
8. The best methodology for accrediting SDV staff in core competencies

The questionnaire was structured in an open-ended manner. That is, it did not limit respondents to “yes-or-no” answers or merely indicating with a check-mark the issues important to them. After receiving the questionnaires, the most salient points were compiled in a single document and analyzed.

In addition to the questionnaires, SDV specialists and TTLs provided valuable feedback in a series of focus groups. Three focus groups were held with the following composition and number of attendees:

1. SDV specialists with expertise in social safeguards (11 participants)
2. SDV specialists, not necessarily with expertise in safeguards (9 participants)
3. TTLs whose work deals significantly with social issues (5 participants)

The focus groups each lasted approximately 1 ½ hours and were all semi-structured discussions of a wide range of topics and methods in social development. The participants received handouts of PPT slides, intended to guide the discussion and stimulate responses, as well as to provide space for additional comments.
In addition to the focus groups, about ten people were interviewed individually. Several of these interviews were intended to gain perspectives not adequately represented in the focus groups and questionnaires. It became clear, for example, that SDV specialists with experience preparing DPLs had not been sufficiently sampled. This deficiency was at least partly corrected through individual interviews. A large number of informal contacts (via email, over the phone, and in person) provided additional information on a variety of topics. With one exception (an interview with several members of the Inter-American Development Bank), all of the focus group and interview participants, as well as all questionnaire respondents, were World Bank Staff.

The authors have also taken stock of existing training courses and other modalities, as well as training materials (e.g., PPT slides), in SDV topics. Information about these resources came through the questionnaires, focus groups, individual interviews, and informal contacts. In addition, the authors undertook a comprehensive search of the Bank’s intranet for courses and training materials in SDV topics. Among the websites visited were those of the regional VPUs, PREM, QACU, SDN, SDV Department, WBI, HR, the Bank’s Learning Portal, and the DPL Academy. Many of these units have also posted PowerPoint presentations and other training materials on their sites; these materials (primarily those used in the past three years, i.e. from FY08 to FY10) were systematically collected. In addition, LCR-SAT has compiled a directory of nearly 200 PPT presentations on social sustainability and safeguards issues. This directory is an invaluable storehouse of materials for training in SDV (Annex X).

Finally, biographical information on SDV staff was collected with the assistance of the Human Resources Department. The information collected includes formal education (highest degree obtained) and grade.\(^1\)

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\(^1\) The authors learned that data on staff qualifications is not extensive and what exists is possibly not reliable. Data on degrees held, background, employment history, languages spoken and other biographical data available on the Bank’s Intranet are self-reported and are open to varying reporting standards. As reported below, a comparison was made between staff mapped to SDV on the assumption that most of them are trained as non-economist social scientists. However, there are many exceptions. Some SDV staff are trained in economics, international relations and other fields as well as the more traditional sociology, anthropology, political science. A comparison was made to economists on the Bank’s staff by using the subset of staff mapped to PREM as a proxy for staff trained in economics. Clearly, the comparison between staff mapped to SDV and those mapped to PREM is only as valid as the assumptions made.
Annex G - A Brief Foray into the Sociology of Knowledge in the World Bank

A strong, well-trained SDV staff is essential to the successful fulfillment of the Bank’s mandates and policies regarding social development.

Staff are practically unanimous in stating that the most effective training tool is actual participation in operations as part of task teams -- in other words, on-the-job training. This view is held by relatively new staff, more experienced staff, and by persons involved in training efforts. It is held by both producers and consumers of Social Development analysis. One issue raised frequently by SDV staff is a perception of bias against inclusion of SDV staff on operational teams. (See Annex I for a detailed discussion of this issue). SDV staff are seen as young, idealistic, inexperienced, and their inputs are seen as impractical and time-consuming. There is a close identification between SDV staff and the triggering of social safeguards, an area fraught with negative feelings. As a consequence SDV staff are frequently not included on Operational Teams or they are included at the last minute when the possibility for a meaningful input is greatly reduced.

There was widespread agreement among SDV and other staff that experience in project design as far upstream as possible is highly desirable. This is inhibited, to some extent, by staff attitudes and also by the overload of work. To some extent, SDV staff have difficulty acquiring practical experience, partly because there are perceptions and informal practices that preclude SDV staff from full participation in project design and preparation. Social development, with its close identification with the social safeguards, is seen by many TTLs as a brake on efficient project preparation and SDV specialists are often looked upon with some suspicion. As a consequence, SDV specialists may not participate in preparation until it is already well advanced. It is important, therefore, that Bank staff and management become convinced that SDV staff are not problems but problem solvers.
Annex H -- Example of a Field Based-Workshop Program (Brasília, Brazil July 2010)

**DAY 1**

**Presentations:**
- Introduction and general aspects of Bank safeguards
- Aspects of implementation of Environmental Management Plans in urban infrastructure projects
- Regarding the discussion of environmental safeguards

**Group Work**

**Case Studies – Environmental area**

Presentation of working group results and general discussion

**DAYS 2 and 3 (morning)**

**Presentations:**
- Involuntary Resettlement Policy - Basic Principles
- Involuntary Resettlement - Legal Framework
- Technical aspects of design and implementation of Involuntary Resettlement Plan
- Consultation and Participation
- Presentation of two projects involving good resettlement practices
- Case Studies - Social aspects
- Presentation of working group results and general discussion

**Main lessons learned from the workshop**

During these presentations other groups had an opportunity to express views, and the Bank team was able to provide specific comments aimed at improving the application of safeguards.

**Key lessons concerning safeguards compliance during Project implementation**

The following items were judged to be the key points which needed to be addressed and resolved in the course of implementing environmental and social safeguards.

(a) **Institutional Capacity**

- Importance of exchanging experiences, with examples of good practices and problems faced
- Difficulty with subjectivity in the environmental classification of projects
- Need for training managers in safeguard policies.

(b) **Legal Framework**

- Need to clarify the safeguard equivalences between Brazilian law and Bank safeguards (if possible, documenting them)
- Incompatibility between Brazilian environmental legislation and Bank safeguards
- Safeguard policies generally understood, but many doubts remaining about how to implement such policies in actual projects

(c) **Project Management**

- Difficulties encountered in the licensing process and problems with the environmental agency
- The need to integrate technical and engineering project concepts with environmental and social analyses at the design and implementation stages (the importance of integrated analysis of alternatives)

(d) **Policy decisions not consistent with technical aspects.**

- Lack of prioritization of environmental and social components in the project works
- Suggestion to make works disbursements contingent on the effective undertaking of social and environmental activities
- Need for greater presence of the Bank during implementation, to guide and discuss technical, social and environmental aspects
- Need for improved definition and strengthening of institutional arrangements
- Need to strengthen social work targeted at resettlement
- Project scope to be in line with funding sources and implementation timelines.

Abridged from the Original. Courtesy: Kennan Rapp
The following Tables (see below) present a preliminary budget for providing training for accreditation to SDV staff over a four year period, starting in FY 2011 and ending in FY 2014. This is based on the assumption that it will be possible to reach agreement during FY 2011 and to begin offering advanced training in Core Social Development areas during FY 2011. The costs are based mainly on the assumption that training will be developed and given by specialists inside and outside the Bank. The budgets do not distinguish between variable costs for external consultants and the cost of staff weeks of Bank staff. This will depend on the mix of specialists who will be recruited to provide the training and also their availability. The staff weeks allocated to each topic can be divided among several specialists or a few. The number of staff weeks is highest during the first year when the courses are developed and training materials prepared. Resources are provided for junior-level consultants or JPAs who would do the organizational work of setting up training programs including reserving rooms, arranging for audiovisuals, registering trainees, securing video hookups for trainees not located in field offices, training materials, etc. A modest budget is also provided for video connections, materials and refreshments. The original spreadsheets from which the tables were made are available so that different values can be easily plugged in.

The budget does not include the cost of mentorship although this would be an important part of many, if not all, of the advanced training programs. The reason for not including mentors is that there is (or has been) a separate source of funds for mentors that – presumably – the SD network can access. The costs of mentoring are primarily staff-weeks of senior staff who serve as mentors as well as travel to allow trainees to accompany their mentors or missions in the field. It is difficult to predict the costs involved in such programs, but it could easily add up to costs on the order of magnitude of $100,000 per year. This number is used below as very rough indicators of costs.

The total cost estimate for advanced training is summarized in the following table (see below for the basis of these figures).

<table>
<thead>
<tr>
<th>Year</th>
<th>Formal Training</th>
<th>Mentorship and Travel</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2011</td>
<td>$100,000</td>
<td>$50,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>FY2012</td>
<td>$48,000</td>
<td>$100,000</td>
<td>$148,000</td>
</tr>
<tr>
<td>FY2013</td>
<td>$52,500</td>
<td>$110,000</td>
<td>$162,500</td>
</tr>
<tr>
<td>FY2014</td>
<td>$52,500</td>
<td>$100,000</td>
<td>$152,500</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$253,000</td>
<td>$360,000</td>
<td>$613,000</td>
</tr>
</tbody>
</table>

This rough estimate of costs would probably require about $613,000 in variable costs for the full period. This includes an estimated $360,000 for mentoring and associated travel.

The reader should take note that these numbers are indicative only and may not correspond to the actual costs of training.
## SDV Training for Accreditation - Estimated Annual Budget - Year 0*

### Year 0 (FY 2011)

<table>
<thead>
<tr>
<th>Core Social Development Areas</th>
<th>Staff Weeks</th>
<th>Rate (USD)</th>
<th>Staff Weeks</th>
<th>Rate (USD)</th>
<th>Kit USD</th>
<th>Total for Year 0 (USD)</th>
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<tbody>
<tr>
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<td>1</td>
<td>$6,000</td>
<td>2</td>
<td>$1,600</td>
<td>$200</td>
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<tr>
<td>Social Analysis</td>
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<td>$6,000</td>
<td>2</td>
<td>$1,600</td>
<td>$200</td>
<td>$9,400</td>
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<td>Inclusion and Social Equity</td>
<td>1</td>
<td>$6,000</td>
<td>2</td>
<td>$1,600</td>
<td>$200</td>
<td>$9,400</td>
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<tr>
<td>Issues in Governance</td>
<td>1</td>
<td>$6,000</td>
<td>2</td>
<td>$1,600</td>
<td>$200</td>
<td>$9,400</td>
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<td>Issues in Climate Change</td>
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<td>$6,000</td>
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This table omits costs for mentoring including salary and travel.
### SDV TRAINING FOR ACCREDITATION - ESTIMATED ANNUAL BUDGET - YEAR I*

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<th>Core Social Development Areas</th>
<th>Staff Weeks</th>
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<th>Staff Weeks</th>
<th>Rate (USD)</th>
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This table omits costs for mentoring including salary and travel.
## SDV TRAINING FOR ACCREDITATION - ESTIMATED ANNUAL BUDGET YEAR II*

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This table omits costs for mentoring including salary and travel.
## SDV Training for Accreditation - Estimated Annual Budget - Year III*

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</table>

This table omits costs for mentoring including salary and travel.