

**Meeting of the External Advisory Committee (EAC)  
on Civic Engagement, Empowerment, and Respect for Diversity (CEERD),  
June 12-13, 2003**

**Report to Mr. Wolfensohn**

“This is an indication that the Bank is willing to tackle a set of issues that has been ignored for far too long.”

-- Kumi Naidoo at the opening plenary.

**Summary.** This was a convivial and productive meeting, in which the EAC members

- complimented the Bank for the practicality and reach of this effort,
- reviewed and commented upon the accomplishments of FY03,
- reviewed and made useful suggestions on the directions of the FY04 work program, and
- expressed their commitment to keep consulting with each other and the Bank to move this joint program forward.

Below are the EAC’s key findings and recommendations, and summaries of conclusions on the individual topics supported through CEERD. The World Bank TODAY article on the External Advisory Committee (EAC) Meeting appears as Attachment 1 followed by the list of advisors (Attachment 2), Mamphela Ramphele’s keynote address (Attachment 3), and the reports of the EAC working groups (Attachments 4-9). We promised the EAC members a consolidated report from the meeting; you may want to include this report with your letter of thanks.

**Key findings and recommendations** from the EAC members, drawn from the EAC working group on Multiple Topics and the plenary discussion on June 13, were as follows:

- **Agreement on the Core Purpose of CEERD.** The various topic areas included in the CEERD program at first glance may appear disparate. But in fact they are all interrelated, as practical ways to build the agency of poor people. “Effective development and poverty reduction requires building the capacities for agency in poor constituencies. The poor are not objects of development and should be agents of development. This work will help them to become so. ...This includes strengthening their use of communication; their capacity to marshal the law on their behalf; building mutual understanding and critical thinking through education; enabling them to draw on their traditional skills and knowledge, including as intellectual property; and building capabilities in participatory planning and action that is strategic and helps poor constituencies to build from their strengths. **All of these aspects included in CEERD program work together to build agency of poor people.**” (Arye Neier, in the Report of the Multiple Topics Group, Attachment 4)
- **Successful Mainstreaming Depends on Front-End Development of Practice.** “The intention to mainstream this work in all levels of the Bank’s work is strongly endorsed. To make this [mainstreaming] viable, more careful thought needs to be given to how it can be supported and sustained during a period of learning and developing new Bank practices, which needs to go on for some time, to develop approaches that are robust and integrated into Bank lending and other country assistance, and Bank business practices.” (Elaine Karp de Toledo, in the Report of the Multiple Topics Group, Attachment 4)
- **Piloting.** The word “pilots” can be misinterpreted as self-standing *micro*-efforts. What is intended is prototyping that is substantial and linked to design of Bank-supported projects --

either in the form of innovations embedded in loan components, or improved content of projects, including policy and regulatory improvements in new areas, and institutional and capacity enhancement. In some areas, such as traditional knowledge industries development, where the Bank's normal lending philosophy does not provide a natural fit, the current focus on developing free-standing prototypes should also be continued, to model forms of direct field assistance to poor constituencies that could later be adapted and replicated as loans or loan components.

- **Monitoring and Evaluation.** The most important type of M&E for these innovative efforts is *participatory* monitoring in that the poor participate directly and evaluation that is *context-sensitive* in that it attends to differences and changes on the ground. Excessive reliance on quantitative measures and indices that are pre-defined by the Bank or government can distort implementation and divert attention from important outcomes and lessons. M&E should be used as a tool for the participants on the ground to observe, evaluate, and adapt their efforts on a continuing basis. (Brunner, Naidoo)
- **Communities of Practice.** The Advisors complimented the Bank's attention to "communities of practice" through which experience can be shared and practice extended internationally. Kumi Naidoo and several others commented that the Bank is joining existing communities of practices in several of the CEERD areas.
- **Bank Business Practices.** The EAC recommended that to move the work forward, they would like interested members to be able to provide feedback to the Bank on business practices that the field piloting flushes up as problematic, in order to feed into the Bank's ongoing simplification process.

The **working groups on individual topics** prepared reports, summarized below:

- In the area of engendering respect for diversity through education (Attachment 5), prototyping will be integral to the Rural Education Project in Peru, the education reform dialogue in Sri Lanka, education project lending in Nigeria, the West Bank/Gaza, and Laos. This prototyping will build both the clients' capacities (in Ministries of Education teacher training institutes, textbook development units and curriculum development units) in child-centered pedagogy, elimination of stereotypes and denigrating material in textbooks, and curriculum improvements to include the perspectives of marginalized populations. [HDNED, working with WBI is leading this part of the CEERD effort, working directly with the project teams in specific countries.]
- Prototyping support for voice through community radio development (Attachment 6) will take the form of policy dialogue and technical assistance in policy based loans – and should be contextualized in a wider dialogue on participation, empowerment, and good governance -- and support through CDD operations to support community radio stations and improve the quality of their programming. This support will be integrated into existing projects in East Timor and Malawi, and similar project and complementary grant support are expected in Indonesia, Peru, Ecuador, Romania and Sri Lanka. In the CDD context, the working group recommended that lending support to develop community radio stations be channeled through intermediaries independent of government, to preserve the independence of the media sector.

[The Participation and Civic Engagement group of the Social Development Department is leading this part of the CEERD effort, working with WBI and project task teams working in Peru, Indonesia, Malawi, Benin, and Sri Lanka.]

- On legal services for the poor (Attachment 7), EAC members evaluated the proposals for piloting and recommended that before proceeding, further attention be given to

developing a more suitable design for support to legal services, that include components addressing the following issues:

- systemic reform
- community-driven development
- group representation
- public education
- sustainability
- monitoring which includes an assessment of systemic impact.

The EAC members expressed concern that most of the new pilots that had been proposed would essentially replicate the limited model of individual representation for women that had already been piloted by the Bank in Ecuador. From the Bank's point of view, that focus primarily on individual representation would not be as cost effective nor have the multiplier effects that group representation, systemic advocacy and reform and support for community-driven development would deliver. The EAC members proposed that new prototyping be embedded in community driven development projects.

[The Legal and Judicial Reform Unit of the Legal Department is leading this part of the CEERD effort.]

- Value-based participatory planning, monitoring and evaluation (Attachment 8):
  - VBPP should be *integrated into training of facilitators under community-driven development* projects. EAC members suggested that for the piloting phase, the VBPP approaches proposed should be integrated into existing guides and capacity-building programs for community planning in the context of decentralization. In the piloting phase, there are good prospects for leveraging by working directly with organizations and institutes that have been producing such guides and training programs, including to train community facilitators under Bank projects.
  - Serious consideration should be given to concentrating attention of CDD projects on iteratively building the *capacities* of local communities and poor peoples organizations for adaptive self-governance, alliance-building, mobilization of resources, and exerting effective influence on local government.

[The CDD secretariat in the Social Development Department is leading this line of work.]

- Traditional knowledge products and intellectual property protections (Attachment 9): Implementation is proceeding well. The sustainability and expansion of program would be enhanced by the following:
  - The Bank should shift to more *cost-effective and speedy ways of gaining market intelligence and feasibility*, by drawing on expert opinion from relevant trade associations and participatory meetings with stakeholders to get feedback on this expert opinion and planning of complementary steps that the project would support. This approach contrasts with the Bank's normal reliance on feasibility studies that are costly, usually do not reflect up-to-date market intelligence, and do not engage stakeholders in jointly developing the project activities.
  - *Synergies* between the sectors in this line of work are strong and should be exploited.
  - The ongoing pilots (12 pilots in 10 countries) can be maintained at the current level only if *core resources* can be maintained at the same level as during the last 12 months. If there is a shortfall, the current work with Dhekuana should remain as core, as it is the most pioneering and involves continuing commitments.

[WBIGK is leading this line of work.]

Attachment 1 July 3 Today article



**Working Groups of External Advisory Committee on  
Civic Engagement, Empowerment, and Respect for Diversity**

**Multiple Topics**

Elaine Karp de Toledo, First Lady of Peru:  
Education, Traditional Knowledge Industries, Value-based Participatory Planning, Legal Services

Aryeh Neier, President, Open Society Institutes (Soros):  
Community Radio, Education, Civic Engagement

Kumi Naidoo, Secretary-General and CEO of CIVICUS, World Alliance for Civic Participation:  
Community Radio Development, Civic Engagement in Local Governance

Arjun Appadurai, Professor of Anthropology, Sociology, and Political Science, Yale University:  
Civic Engagement, Value-based Participatory Planning

Frank Penna, Managing Director, Policy Sciences Center, Inc.:  
Prototyping and getting results in the field

**Education and Engendering Respect for Diversity**

Alan Smith, Professor, College of Education, University of Ulster (Northern Ireland), UNESCO Chair on Education for Peace and Respect for Diversity

Martha Montero-Sieburth, Professor, College of Education, University of Massachusetts

Alan Farstrup, Executive Director, International Reading Association

**Community Radio Development**

Steve Buckley, President, World Association of Community Radio Broadcasters (AMARC)

Soule Issiaka, Director, Africa Bureau, Radio Netherlands

Phil Bob Hellmich, Search for Common Ground and European Centre for Common Ground

**Expanding Income and Labor Opportunities Based on Traditional Knowledge, Skills, and Intellectual Property Protections**

Coenraad Visser, Head, Department of Mercantile Law, University of South Africa

Mara DelliPriscoli, President, Travel Learning Conferences, Inc. (acting for Jerry Mallett, President, Adventure Travel Society)

Sibylle Schlatter, Head of Department, Max Planck Institute for Foreign & International Patent, Copyright & Trademark Law

**Legal Services for the Poor**

Marvic M. V. F. Leonen, former Head, Legal Rights and Natural Resources Center, Philippines (could not travel, with regrets)

Frederick Danforth Jr., Founding Director, New Haven Legal Assistance Association and Counsel before the United States Supreme Court

Daniel Manning, Director, Greater Boston Legal Services

Edwin Rekosh, Executive Director, Public Interest Law Initiative, Budapest

**Value-Based Participatory Planning, Monitoring, Evaluation**

Ronald Brunner, Professor of Political Science, Colorado State University

Joop de Wit, Public Policy and Development Management, Institute of Social Studies, the Hague

Charles Norchi, Professor, Sarah Lawrence College and Fellow, Yale Law School

**External Advisory Committee Meeting on  
Civic Engagement, Empowerment and Respect for Diversity**  
June 12-13, 2003

**KEYNOTE ADDRESS BY MAMPHELA RAMPHELE**  
June 12 Opening Plenary  
MC 12-700

**Introduction.** Welcome to you all. I am delighted to be with such an illustrious group of colleagues in what I hope you will regard as a joint effort.

For some years, the Bank has made it clear that we view empowerment of poor people as key to poverty reduction, that accountability of government is crucial to good governance, that social inclusion and prevention of conflict need to be built on mutual respect in society. But until quite recently, the Bank had not focused on helping developing countries to build systems and capacities that support civic engagement, empowerment of poor people in the polity and in markets, and engender a pluralistic outlook and mutual respect that will enhance opportunities for all.

The potentials for the Bank's involvement are not insignificant.

- Where the political climate permits it, we can help to move government policy toward openness – not just in markets, but also in the free exchange of information, ideas, and pluralistic viewpoints on issues needing government and community attention and their potential solutions.
- We have a role to play in helping government's create an enabling environment for civic engagement.
- The Bank is already supporting programs of community-driven development. These can be deepened.
  - We could do this by helping to build the capacities of community-based organizations like community radio stations and legal services organizations that focus on group and community assistance and systemic reforms
  - And we can do this by helping poor communities and local governments to plan and progress taking their own values and strengths into account and improving their own adaptive self-governance.
- The Bank's support to education systems need not be blind to the social impacts of the content and process of education. Through our support for textbook development, teacher training and curriculum improvements, we can help governments to ensure that the social messages inevitably conveyed by education develop a pluralistic outlook, critical thinking and social responsibility. This seems obvious once we've recognized it: Education for All is not just about numbers of students in schools, but about the content and processes of education being respectful of all.
- And we have a role to play in making sure that the poor who are holders of traditional knowledge and skills are not exploited, but rather, obtain intellectual property protections

and help in negotiating in international markets – and also that the millions of artisans worldwide whose skills and cultural identity are interwoven have better opportunities for direct marketing to global markets, without losing what they value in life.

**The meeting’s focus and objectives.** This meeting is part of our effort to learn how to deliver on these potentials. The program on Civic Engagement, Empowerment and Respect for Diversity is a broad-based institutional effort, of a coalition of our technical networks, regions and the World Bank Institute. We are focusing on developing implementation capacity in six topics for which we can follow through with lending assistance. Five will be subjects of this meeting:

- **Engendering Respect for Diversity as a Core Element of Education**, through curriculum development, teacher training and coaching, and textbooks and materials development and reviews.
- **Improving Community Voice through Radio** – including building skills in balanced reporting and informative program development;
- **Capacity-building in Value-based Participatory Planning, Monitoring, and Evaluation** to help local communities, organizations and local governments to organize and build on their own values and strengths in sustained participatory development and adaptive self-governance;
- Developing and improving **legal services for poor communities**, providing not only representation, but also advocacy on their behalf, and promotion of law reform.
- **Expanding income and labor opportunities for the poor, based on traditional knowledge and skills.** Pilots are already underway in this area, to help poor holders of intellectual assets and skills to associate into groups, and to develop services for them and an enabling environment to empower them in the market.

And, starting in another few months, we will begin orienting ourselves systematically on the topic of

- **Civic Engagement in Local Governance.**

**CEERD is an innovative approach for the Bank** in which piloting in the field, based on global good practice, helps to shape mainstream Bank operational assistance and business practices.

The CEERD program began with well structured workshops on the state of the art in specific topics, in which expert-practitioners clarified the key elements that should be addressed through development assistance. Some of you have participated in these expert orientation workshops. Based on the outputs from these workshops, handbooks or technical notes are developed to guide staff in developing assistance in the field. These are then applied, together with hands-on advice by expert-practitioners, to pilot the innovations in a small number of countries. We are counting on your help in deciding on the pilot assistance that should be provided.

Our aim is to make the pilots complementary to Bank loans – with learning from the pilots to be integrated into the loans – or, where feasible, embedded directly into Bank loans, to enable them to be expanded seamlessly.

**Your advice.** Most of the topics you'll be discussing in these next two days are just about to move from the orientation phase to the field piloting phase. We will be asking you for advice on

- the content of guides for Bank staff and others, to develop project support, and then;
- the pilot support that should be provided in the identified countries, how it can best be provided, including the partnerships that would be important, and the next steps.

We are looking forward to thoughtful, experienced advice in each topic area, and across the entire program. I hope that the multi-topic group will also feed back to us their advice on how the Bank's business processes can be tailored to provide the support that is needed. Just as this work requires a coalition inside the Bank, its success depends on it being a coalition effort of communities of interest and within the development community. Without practical, close collaboration with expert-practitioners and external organizations who have similar objectives, and who have more experience than we do on these topics or more flexibility than we do, this program will not succeed. We will need your involvement not just today, but as we go forward.

I know that you'll have a stimulating two days. Jim Wolfensohn will be eager to hear your practical recommendations tomorrow. Thank you for working with us in this joint effort, so very needed at this time in our history.

**Civic Engagement, Empowerment and Respect for Diversity (CEERD)**  
**External Advisory Committee Meeting**  
June 12-13, 2003  
Washington, D.C.

**MULTIPLE TOPICS GROUP**

Report on Progress to date, Upcoming Year's Program: Opportunities, Challenges, and Prospective Partnerships

Eliane Karp, Arye Neier, Kumi Naidoo, Arjun Appadurai, Frank Penna, Brian Byrd<sup>1</sup>

**I. Content of the Program.**

**Relevance to and Importance for Poverty Reduction.** There was widespread agreement that all of the dimensions promoted through CEERD have a direct relationship to the core mission of the Bank – i.e. poverty reduction. Country Directors and others responsible for operational decisions at the Bank should find it possible to link this dimension to their ongoing core understandings of their work.

**Effective Development Requires Building the Capacities for Agency in Poor Constituencies.** The working group noted the diversity of topics addressed by the CEERD program and reflected on the objective that holds them all together: increasing agency of the poor. The poor are not objects of development and should be agents of development. This work will help them to become so. The approach to development cannot only be one of dealing with the beneficiaries of development as passive beings – one needs to engage them directly in development process and there are certain tools they require – communicate, to use the law on their behalf, the educational skills they can obtain, and respect for each other.

This is a philosophical development with operational consequences. **All of the aspects included in CEERD are important and work together to build agency.** (Their importance is demonstrated by the fact that many of the resource rich countries of the world have large impoverished populations; for those countries that do not support dimensions that engage their citizenry, the consequence is the apparent contradiction of persistent poverty even in rich countries.)

**II. Key Aspects of the Approach**

Given the extraordinary numbers of people at risk the question is to go from exclusion to inclusion into decision making. There is double exclusion – from material and from the processes of decisions over the way forward – including in global forums. This is fomenting anger. **The issues have to be addressed differently from before.**

**Interventions Need to Proceed on Multiple Levels:** When one takes the various aspects CEERD seeks to address, to meet this with serious impact a macro level, there are three leverage points:

- within existing resources and programs, increase implementation effectiveness
- intervene to get policy frameworks in place (enabling environment for these topics)
- more fundamental governance, structural and systemic issues.

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<sup>1</sup> Brian Byrd, Director, Rockefeller Foundation, also participated informally.

The immediate focus of our efforts is the first and second, and the third, the subject of training tomorrow's development practitioners, and policy makers

**Collaboration with Civil Society Networks in Lending Development.** The Bank is encouraged, in thinking about operationizing the work of the topic groups, to collaborate effectively with civil society networks not just with governments in developing the assistance activities. This is not just a matter of consultations with civil society organizations and alliances, but their taking on strong advisory and decision-making roles (a genuine seat at the table).

**Successful Mainstreaming Depends on Front-End Development of Practice.** The intention to mainstream this work in all levels of the Bank's work is strongly endorsed. To make this viable, more careful thought needs to be given to how it can be supported and sustained during a period of learning and developing new Bank practices, which needs to go on for some time, to develop approaches that are robust and integrated into Bank lending and other country assistance, and Bank business practices.

**Partnerships will be Important.**

- Partnerships should be durable, long-term relationships based on common work.
- Partnerships will be important both to support pilots technically and financially and to take stock of existing bodies of knowledge, e.g., through existing networks.
- A specific effort to develop cooperation on the specific topics will be needed, especially to support the pilots
- There are strong complementarities between the WB and other organizations (foundations, and also universities and networks in civil society ) that should be exploited:
  - a. Foundations generally have more credibility with civil society constituencies; and Bank efforts to introduce certain types of assistance may have more credibility when handled collaboratively with foundations with experience in the area. Foundations, in particular, will find it easier to provide support responding to priorities outside of government, from which the Bank could learn if involved on an ongoing basis. Some foundations may be in a better position than the Bank, regional development banks, or bilateral donors to convene topic meetings of NGOs and enhance network development on a periodic basis, to help develop constituencies – and foundations may be able to support networks to raise their concerns to government. In contrast (complementarily), the Bank has more scope to engage in policy dialogue and systemic, broad based changes than foundations and technical or NGO networks.
  - b. Foundations may have problems expanding beyond fairly small-scale efforts, while the Bank has problems funding small-scale efforts. Foundations and other organizations can provide technical input in some cases and grants over a number of years, e.g., 6 or 7 years, to support development of local level organizations and their networks. However, they do not have resources to scale up and need either sustainability or larger-scale donor or lending support to replicate and expand the initial assistance. Hence, foundation support directly to support field piloting by civil society organizations and alliances can in some cases provide an early phase of prototyping from which the Bank can learn, adapt and expand, in consultation with local constituencies.
  - c. Some foundations and other donors are very skilled at mobilizing multiple donors for projects – better skilled than the Bank operating on its own.

- d. Some bilateral donors, foundations, and networks can work on transnational projects and support development of international associations, while the Bank's assistance is country focused.

**Monitoring and Evaluation Will Need to Take a New Approach:** The standard methods in M and E will not be sufficient or useful in this program.

- The *timeline* for learning needs to be *longer* than projects normally last.
- Criteria need to be developed for measuring the plus/minus of the *process* itself as opposed to outputs.
- The Bank needs to learn from *good practices being used elsewhere*; take advantage of what others are doing; and build institutional memory. There are other repositories of good practices outside the Bank that should be identified and drawn upon.
- *All people and communities are monitoring and evaluating all the time*; what is needed is a way to identify the diverse ways in which people and communities conduct this activity, and to find ways to negotiate a productive interaction between these conventions and others (perhaps more quantitative, aggregate or formal) that may suit external purposes.
- There is a role that *universities* can play in helping to guide and distilling the information coming from participatory planning and evaluation, and in identifying the multiple repositories of existing knowledge on problems of concern to the Bank, and determining the quality of these repositories.

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**EDUCATION AND RESPECT FOR DIVERSITY GROUP**

Report on Progress to date, Upcoming Year's Program, Content of Piloting: Opportunities, Challenges, and Prospective Partnerships

Alan Farstrup, Martha Montero-Sieburth, and Alan Smith

**Program Recommendations:**

In bringing the advisory group together and creating the networks around the six strands, it would be helpful: 1) to have a more thorough analysis of the expertise and experience that is available among the members of the Advisory Committee. This would facilitate networking and fostering of a cadre of practitioners grounded in context specific activities. 2) It would also be helpful to edit and publish the papers from the initial meeting of practitioners-experts. 3) If the piloting is to be a success, additional funds will be required in the form of additional donor support from regional management within the Bank. 4) We also need to focus on the earlier respect for diversity workshop in March where we discussed the current state of knowledge around issues of education for diversity particularly as they apply to features of World Bank loans: a) curriculum (formal and informal), b) teaching resources, texts, and c) teacher methods and teacher education.

We need to revisit the World Bank Millennium Development Goals and Education for All declarations. Models of quality education need to include diversity sensitive education. We welcome the fact that the Bank is preparing brief guidelines (a repertoire of questions about diversity that could form part of the dialogue between Bank staff and in country education authorities). This should affect the World Bank staff as much as the loan recipients. Considerations to be addressed include: a) social economic, and political climate that is, readiness to accept interventions; b) political commitment, c) management and administration of education, d) structural qualities (integrated education), e) equality measures, and f) implementation practice issues within curriculum, textbooks, and teacher education.

Where possible, pilots need to be linked or embedded into World Bank projects and should be extended through additional funding. The Bank also needs to document and use what has been learned from pilot and demonstration projects. Finally, there must be connections between guidance and practice issues. World Bank project loans should support positive change and need to be monitored to promote diversity sensitive curriculum, strengthen teacher education, and raise questions that extend the impact of each pilot effort. The importance of doing this lies in influencing conceptual frameworks and loan recipients. We welcome the fact that the Bank is preparing a respect for diversity checklist to be used on a pilot basis. Such a checklist can be used to ensure that key issues related to diversity will be fully discussed in meetings between education authorities and bank task managers. The checklist should cover key issues in curriculum development, textbooks, and teacher training.

Several caveats should also be considered:

- Curriculum has many meanings within country contexts, and making such meanings apparent at the national and local levels is critical.

- Instructional materials are difficult to produce and not always cost effective in that they require piloting, revision, and final production. Creative ways of developing templates for teachers to develop their own materials might be considered.
- Issues of diversity, while commonplace in the rhetoric of country documents and even World Bank initiatives, need to be unpacked as to their ultimate meaning and interpretation within diverse contexts. Diversity is not only about acknowledging and identifying differences, but more importantly, the commonalities that link us as human beings.

### **Purpose and Process of the Education and Respect for Diversity Advisory Team**

The Education and Respect for Diversity group reviewed the following country reports based on the contexts in which education takes place, the characterization of the issues that are present, the potential pilots to be considered, the partners that are either already functioning in these countries or that should be identified. The group sets forth recommendations and suggested next steps emerging from the presentations and ensuing discussions.

The group recognized that pilot funds are very limited and in order for efforts to be effective, they must be leveraged with linkages with other projects and donors. Increases in available pilot funds should be a high priority.

### **Sri Lanka:**

Sri Lanka can be described as a society emerging from a period of civil strife around separatist issues between Tamil and Sinhalese communities. There has been a 16-month period of ceasefire. The government has established text materials review procedures aimed at ensuring cultural sensitivity. Even after review and approval, concerns are being expressed about the new materials and their contributions to social cohesion.

Two possible pilots discussed were:

- The first links into the last two years of an extended 7-year World Bank funded project and involves a review of educational initiatives in terms of their contribution to social cohesion. This is not only a descriptive, but more fundamentally, an analytical process that needs to incorporate a critical analysis of the empowering effect of these processes. The pilot should concentrate on developing these critical analysis capacities amongst indigenous personnel.
- The second pilot is linked more specifically to the textbook review and improvement process. Such a pilot would include technical support to build capacity and to foster textbook development skills, critical thinking, and associated methodologies that are inclusive and respectful of all communities.

The recommendations identified by the group include leveraging existing project resources and expanding projects to include teacher educators and administrators and teachers as leaders and learners. In addition, the group recommends that language and cultural issues be directly addressed. We suggest that teacher education needs to break out of its traditional model of direct delivery to more teacher ownership and student participation. This should be done in a way that fosters critical thinking and the strategic engagement of diverse points of view. The pilot could draw on technical support from groups such as the George Eckert Institute and the International Reading Association to provide training for textbook authors and for teacher educators. This would expand the pilot to include sensitizing teacher educators, teachers and administrators to issues of diversity. Additional funding might be secured from donor groups such as DFID.

### **Gaza and the West Bank**

Key issues are being addressed within the context of the current Israeli and Palestinian conflict. The Palestinian Ministry of Education, established in 1994, faced a significant challenge to establish a Palestinian curriculum to supercede use of the Jordanian curriculum in the West Bank and the Egyptian in the Gaza. Despite school disruption through school closures, physical and human losses, progress has been made in developing new curriculum through the 8th grade in math and science. Sixty eight percent of the schools are government run, twenty six percent are UN refugee schools and the remaining six percent are private. There is significant energy, notably by USAID, going into processes of reviewing curriculum for cultural sensitivity and insensitivity. The current atmosphere of conflict makes it difficult for progress that has been achieved to be recognized. Although UNESCO previously initiated a process of reviewing Israeli and Palestinian resources, this process has been halted. The level of mistrust on both sides is high making it difficult for both sides to accept many of each other's versions to be represented in educational texts.

Recommendations for the pilot include a focus on capacity building for culturally sensitive textbook and curriculum development. For example, the case study approach could be used to examine the popular education of Palestinian children and young people. This would capitalize on the resilience and creativity of the community in support of more effective curricula and teacher training. Pilots could be embedded within the World Bank Education Action Project to support the implementation of Palestinian Authority 5 year Development Plan for Education. With additional funding from partners such as UNESCO, the World Bank, and national development aid programs, experience gained from the pilots and case studies could be extended and brought to a larger scale.

As a large and complex society with over 300 ethnic, linguistic and religious groups, Nigeria is experiencing fragmentation of efforts and failure of governance in maintaining security and cohesion. While the country is a federation of states, there is a sharp distinction between the North and South. Gender issues are significant since women and girls do not have access to educational and social resources that advance their role and status. Moreover, a least 40% of teachers fail to meet minimum qualifications.

The proposed pilot would focus on improving the quality of teacher education with an emphasis on respect for diversity and gender sensitivity. By ignoring women as a resource, progress is impeded. The pilot project should be small in scale and focused on three provinces so that the pilot lessons learned can be used in large-scale efforts. One recommendation was to work with established groups such as the Reading Association of Nigeria (RAN).

### **Laos: Peoples Republic**

A Communist government has existed since 1975; Laos has a population of five million. The government has been resistant to acknowledging the existence of ethnic and linguistic diversity among its various groups. Efforts are underway to build a knowledge base for developing educational policy. There has been extensive forced resettlement by the government and a hierarchy of discrimination exists amongst the four main ethno-linguistic groups.

Four possible areas for piloting might include: 1) Support for development of a language of instruction policy that goes beyond information gathering about multiple language literacies. SIDA is supporting a symposium on language of instruction issues and the pilot could provide

specific support for key individuals to have out of country experiences in areas such as Eastern and Central Europe. The potential models for inclusion and respect for diversity are those developed by the Open Society Institute in partnership with the International Reading Association. 2) Studies of different ethnic groups' expectations and experiences about education. 3) Using and expanding upon the data gleaned from the Laos National Assessment for Student Learning Outcomes as a basis to inform policy-making processes. 4) A review of instructional materials external to Laos in terms of acknowledgement of respect for diversity. Rosemary Belle suggested that having policy makers see and experience relevant policy making in other countries would be a high priority.

### **Peru**

This is a country that has experienced some success in non-formal community based education programs such as early childhood education programs modeled on the U.S. Headstart project, despite the political turmoil experienced in recent years. It is a youth oriented society with 65% under age 25. Schools have traditionally relied on recitation and memorization as a primary means of instruction. There is no tradition or habit of reading in the society and poor quality teaching is widespread. Much of the national education budget is devoted to salaries with little remaining for innovation. The curriculum is weak and is not supported by up to date materials. There is very little attention to critical thinking skills.

A possible pilot would focus on education for democracy through an inquiry and critical thinking based curriculum that would explore issues of national identity, equality, multi-lingualism, and the nature of democracy in contemporary Peru. The pilot could be coordinated through the Ministry for Social Development as well as existing departments for rural and bilingual education. Many donors, including the USAID Rural Education project, operate in the country and any pilot project should leverage their resources. Technical support might be provided through organizations such as CIVITAS, Street Law, and the IRA Reading/Writing for Critical Thinking/Soros Foundation projects. The EU was also discussed as a potential partner. The pilot would complement and be supported by new World Bank projects.

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**VOICE THROUGH COMMUNITY RADIO GROUP**

Report on Progress to date, Upcoming Year's Program, Content of Piloting: Opportunities, Challenges, and Prospective Partnerships

Steve Buckley, Soule Issiaka, Phil Bob Hellmich

Empowerment and civic engagement are not possible without citizen's access to information and voice. Effective pro-poor development strategies must therefore take account of the need to develop an open and participatory communications environment. This is borne out by a number of recent studies of the Bank and particularly the seminal project "Voices of the Poor". Community radio has proven to be one of the most effective means of providing access to communications, not only because radio is low cost and widespread, but because it is conducive to dialogue and to the oral tradition. It can also play a vital role in conflict prevention and post conflict reconciliation. It is appropriate that it should be a major focus for CEERD.

Recognition by the Bank of the potentially strategic contribution of community radio is to be welcomed even though other agencies, such as UNESCO, have been working in support of community radio for many years. Engagement by the Bank must focus especially on those areas where it can bring added value, particularly its strategic influence on the *policy and enabling environment*. Community radio can and should be an important component in *Community Driven Development* initiatives but there are challenges in implementation which also need to be analysed and understood.

The Participation and Civic Engagement Group of the Bank is leading on a series of initiatives to develop Bank practice in support of Community Radio. In April 2003 a Workshop brought together community media experts and Bank staff to discuss key issues, to identify areas for potential collaboration and to chart the design and implementation of pilots in selected countries. Work also commenced on a web-based Handbook on issues and best practice in community radio development.

The pilot countries proposed for the community radio initiative include Benin, Malawi, East Timor, Indonesia, Peru, Ecuador, Romania and Sri Lanka. In the cases of East Timor and Malawi the pilots are linked to existing Bank projects. The continuation of these projects and the commencement of the other pilots will depend on identifying appropriate sources of finance within the Bank to take them to implementation. The approach is one of "learning by doing" in order to better understand how the Bank can engage effectively in the development of participatory communications.

Initial analyses for the country pilots has shown a need to advance the regulatory frameworks, to provide training and technical support, to assist networking and the development of sector associations and to promote models of best practice. The countries proposed represent diverse and sometimes divergent environments in which a range of experiences and interventions can be tested and assessed.

In Malawi and Sri Lanka community radio is relatively under-developed and there is clear need for improvement and clarity in the policy and regulatory environment. In other countries, such as Benin and Peru, there are significant numbers of community radios, but there remain regulatory weaknesses and a need for capacity building. The lessons learned from the pilot projects will contribute to the development of strategies for long term sustainability and for scaling-up of the numbers of stations.

There are a few obstacles to effective Bank intervention which are already emergent from our assessment of country needs and pilot priorities. Bank instruments such as policy-based lending could play a positive and strategic role in opening up the enabling environment for community radio but media policy is a sensitive area for governments and intervention needs to be contextualised in a wider dialogue on participation, empowerment and good governance. Bank lending and financial support is best deployed through intermediary structures independent of the Bank and of the country government concerned. This may not always fit well with existing operational structures but it is an established principle of good media policy.

The Bank's engagement in support for community radio should be underpinned by a clear policy commitment at the international level. There are a number of communications policy issues at the international level which influence the enabling environment for grassroots communications. These include access to and competition for scarce spectrum resources, the international communication rights framework and bilateral and multilateral donor policies. We recommend the Bank use the opportunity of the World Summit on the Information Society to set out its own commitment to participatory communications as an essential component in poverty reduction and empowerment of the poorest and the most marginalised groups.

**Civic Engagement, Empowerment and Respect for Diversity (CEERD)**  
**External Advisory Committee Meeting**  
June 12-13, 2003  
Washington, D.C.

**LEGAL SERVICES GROUP**

**Key Recommendations**

Daniel Manning, Frederick Danforth, Ed Rekosh

**RECOMMENDATIONS ON PILOT PROJECTS**

With respect to CEERD pilot projects:

- The pilot projects *should not be implemented until a suitable design is developed which includes components which address the following issues:*
  - systemic reform
  - community-driven development
  - group representation
  - public education
  - sustainability
  - monitoring which includes an assessment of systemic impact
  
- Pilot projects should *expand their focus*, to consider support for:
  - additional issues, beyond women and children's rights, such as immigrant's rights, housing, labor rights, prisoner's rights
  - additional implementers, such as university-based legal clinics, in order to create synergies with the cross-cutting educational activities
  - additional strategies, including systemic reform advocacy and representation of groups, in order to create synergies with community-based development activities

**Discussion.** The background materials for the EAC meeting identified 6 countries for potential pilots on legal services for the poor. In two countries – Jordan and Sri Lanka - Bank-supported legal services organizations had already been identified for study. In Kenya a legal and justice sector assessment is underway, which will provide a basis for identifying a pilot organization. In the remaining countries decisions about pilot organizations had not yet been made, according to information provided by representatives of the Legal and Judicial Reform Practice Group (LJR).

In going forward with the pilots, the LJR's plan is to build on the legal and judicial reform project in Ecuador which provided support for legal aid clinics for women and children. The Ecuadorian project was the subject of a rigorous but very focused evaluation. The basic question

posed in that evaluation was: “Were women who had access to legal aid and related services better off than women who did not have such access, holding other factors equal.” (Study, pg. 3) The analysis focused on women who were seeking child support, and clearly concluded that legal aid made a difference. While the study went beyond economic issues, it was clearly designed to determine the individual financial impact of legal aid services on the direct beneficiaries. There are some general references to the role of legal aid organizations in legal and judicial reform, but there was no attempt to look at the systemic impact, if any, of these particular projects. Two of the pilots under consideration appear to be substantially the same as the Ecuadorian project.

Without in any way detracting from the significance or methodology of the Ecuadorian study, we suggest that the assessments of the LSOs in Jordan and Sri Lanka explicitly consider other dimensions of their work. Activities such as legal awareness training, networking, group representation and systemic advocacy need to be examined to determine their effectiveness. In addition any study should look at organizational capacity building and sustainability.

With respect to the additional pilot programs, we urge that the LJR group consider several different types of LSOs for study. These could be organizations with a particular subject matter focus such as housing or labor rights or those serving particular constituencies such as immigrants or prisoners. Perhaps more importantly, we are suggesting that the pilots include LSOs doing work in different ways, with particular emphasis on work with groups, systemic advocacy and community driven development. From the Bank’s point of view in entering this area, a focus on individual representation would not be as cost effective nor have the multiplier effects that legal services providing group representation, systemic advocacy and reform and support for community-driven development could deliver. While Ghana does not appear on the list of pilot countries, we have in mind work like the advocacy on health and sanitation issues being done by LRC-Ghana, for example. We think it is important to capture the breadth and depth of LSO work.

## **RECOMMENDATIONS ON CAPACITY BUILDING**

With respect to capacity building, the WB should support the development of:

- Internship programs
- Exchanges
- Training (on group and impact work and related management issues)
- Technical assistance
- Leadership training
- Collection and dissemination of best practices
- Web-based support

**Discussion.** Our group felt that that internships, exchanges and various training programs are very valuable. The workshop on legal services in April provided an excellent example of how an internship can lead to important changes. The Director of the Legal Resources Center-Ghana explained how his organization was established directly as a result of an internship at the Legal Resources Centre South Africa. In order to put a capacity building program into operation we suggest that the Bank form a partnership with a private donor. This type of cooperative effort could provide the flexibility needed for the program and begin to promote donor coordination (see below). Ideally a capacity building program should be linked to the pilot organizations.

## **RECOMMENDATIONS ON BANK PRACTICES**

With respect to WB practices:

- Include justice sector reform and legal services for the poor within the guidelines for topics to be considered in a CAS
- Promote government practices which facilitate access to justice, including budgetary and other forms of transparency and the collection of data relating to justice delivery
- Include legal services as a component of community-driven development projects

**Discussion.** In general we are recommending that steps be taken to raise awareness of legal services within the Bank planning processes and to promote collection of information regarding access to justice. Again, the pilot programs should be designed to provide a starting point for this effort.

### **RECOMMENDATIONS ON CONVENING A DONOR FORUM**

A Donor Forum on Legal for the Poor should be convened, in order to:

- Coordinate donor knowledge about the role of legal services in promoting civic engagement, empowerment and diversity.
- Develop sustainability strategies
- Identify gaps and synergies in donor strategies
- Support establishment of an independent NGO to promote sustainability and best practices on behalf of the poor
- Among donors to include would be: OSI, Ford, USAID, DHD, SIDA, DANIDA, NOVIB, etc.

**Discussion.** We strongly urge that the Bank not act in isolation from other sources of support for legal services. There is a strong need for a more coordinated approach among donors. As suggested above, one way to start would be to seek out other funders for involvement in the capacity building project.

Our general conclusion is that more work needs to be done to incorporate the lessons from the April Legal Services Workshop into all element of the CEERD legal services component, especially regarding the pilot programs. While the Ecuadorian study demonstrated the economic value of direct services to clients, it did not examine questions of how best to reach the most disadvantaged people and how best to accomplish systemic reform. Adding to our knowledge of these elusive issues would be valid goals for any pilot study. We would welcome the opportunity to provide additional comments as this important project moves forward.

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**VALUE-BASED PARTICIPATORY PLANNING,  
MONITORING AND EVALUATION (VBPP) GROUP**

Report on Progress to date, Upcoming Year's Program, Content of Piloting: Opportunities, Challenges, and Prospective Partnerships

Ronald D. Brunner, Joop W. de Wit, Charles H. Norchi

Value-Based Participatory Planning, Monitoring and Evaluation (VBPP) combines methods and tools that communities can use to participate in development based on the explicit recognition, identification and clarification of their own local values. The following are VBPP shaping principles:

- (1) Context sensitivity. Value-based approaches are fundamentally *contextual*.
- (2) *Building systems* and frameworks, supporting sustainable processes and capabilities at the community and local government levels.
- (3) Projects should be *experiential*, learning by doing.
- (4) *Both locally specific and appropriately technical information* must be used in project activities.
- (5) *Local institutions*, (formal and informal) with power to take action based on both technical and locally specific information, should be nurtured.
- (6) For each context it is important to distinguish between *functions* in the decision-making and larger social process, as distinguished from the institutionalization of those functions
- (7) *Appraisal* should consist of disciplined comparative analyses using a stable frame of reference that can be applied across cultural contexts.
- (8) The overriding objective is *empowerment* of the poor.

We recommend the next steps in VBPP activities:

1. Review feedback to (i) VBPP Technical Note and (ii) Context-Sensitive Monitoring & Evaluation Note, beginning with feedback from this meeting of the EAC.
2. Harvest experience from the field and at the Bank, in particular learning from and building on work with/for communities in CDD operations. Existing field guides to VBPP and capacity building for local communities should be integrated into the training of community facilitators for Bank projects.
3. Select and undertake pilot activity. We expect opportunities in the pilots to work directly with organizations and institutes that have extensive experience with VBPP on the ground, and have produced guides.
4. Initiate Community of Practice and Learning Network. Learning should emphasize how local communities can be included in making the important development decisions, and how they have built their capacity to participate effectively and responsibly.

Pilots:

VBPP approaches should be integrated into existing guides and capacity-building programs for community planning in the context of decentralization. Leverage should be sought by working directly with organizations and institutes that have been producing such guides and training programs, including community facilitator training under Bank projects.

- **Albania**  
Over the past ten years, the World Bank has supported selection of project proposals under the Albanian Development Fund. These were selected by an elected body at the commune level. Plans are now being considered to expand participation at the village level, where pilot project proposals are generated. We recommend that VBPP functions and tasks already applied be appraised, and areas where new VBPP tasks can be introduced be identified.
- **Afghanistan**  
Community Forum of Afghanistan has been working with local communities, applying some VBPP features since 1994, increasingly focusing on governance and constitutive processes. Now the Forum is playing an important role in the critical public participation phase of the new draft Afghan Constitution. We recommend that experience be appraised and supported.

Other pilot candidates are Bolivia, Burkina Faso, Indonesia, and Sierra Leone. In principle, pilots are implemented by locally embedded, versatile facilitators, linked to and/or trained in the context of Bank projects, such as CDD operations. For each pilot, it is important to understand how the following key VBPP functions and tasks are being performed, and where they are not being performed, how VBPP might contribute:

- (1) Identifying Key Participants, including their different values and interests,
- (2) Identifying community divisions, ensuring that voices of the weakest and poorest are included,
- (3) Identifying the community's own priorities (scanning for values),
- (4) Recognizing a community's bases of power,
- (5) Learning-by-doing,
- (6) Devising strategies and plans based on the group's priorities and both locally specific and technical information,
- (7) Identifying obstacles and opportunities in their context, which may have to be addressed in enabling frameworks,
- (8) Developing negotiating skills,
- (9) Developing systems for monitoring and evaluation,
- (10) Developing self-governance and constitutive processes through iterative learning by doing.

The overriding VBPP pilot objective is to incorporate a vision of development as a self-sustaining participatory process of value fulfillment leading to an ever-increasing enhancement of human dignity. The local community context should be the lens for interpreting project outcomes. This appraisal would be integral to an eventual VBPP handbook, and pilot experiences might be captured in a "Values of the Poor" study.

The VBPP External Advisory Group looks forward to continuing to assist and help guide this work.



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**TRADITIONAL KNOWLEDGE PRODUCTS GROUP**

Report on Progress to date, Upcoming Year's Program, Content of Piloting: Opportunities, Challenges, and Prospective Partnerships

Mara DelliPriscoli, Sibylle Schlatter, and Coenraad Visser

**Introduction.** The Traditional Knowledge Projects Working Group met to chart a course for the development of four traditional knowledge projects (or *cultural creatives*, as the Group prefers this wording in recognition of their commonalities of knowledge and creativity). The cultural creatives are: music, artisanal products, community-based tourism, and ethnobotanicals.

**To take stock** of the current situation and plans for the immediate future:

*Music:* The first project to develop the music industry in Africa is already well advanced. In Senegal, the first country of implementation, a loan of \$5 million has been negotiated between the World Bank and the Government of Senegal, legislation is being revised and the collecting society restructured, and investment in SMEs (such as bands, and studios) promoted. The project is in various stages of rollout to Ghana, Mali, and Cape Verde.

*Ethnobotanicals:* In Venezuela, a community foundation, Kuyujani Originario Association, has been incorporated with a board of directors drawn from the twelve Dhekuana tribes to hold their intellectual property rights. (This foundation is the first of its kind worldwide (as noted in *The Economist* of June 23, 2001) as has been adopted as a template by other institutions in similar contexts.) The project is now at the licensing stage – negotiations are under way to license the biogenetic resources and traditional technical knowledge of the Dhekuana. It is significant that the license relates not only to the biogenetic resources of the Dhekuana but also to their traditional technical knowledge relating to such resources. This has a significant impact on potential royalty income: the probability of finding an active patentable ingredient in plants increases from 1 in 10,000 to 1 in 25 when traditional technical knowledge is combined with the biogenetic resources in question. One candidate for such a license is Yale University, through six faculties and schools, including the professional schools of Forestry and Environmental Studies, Medicine, and Law. Significantly, the Dhekuana will receive not only substantial monetary compensation (initially through annual milestone payments of between \$10,000 and \$30,000, and ultimately 50 percent of all sublicensing revenue), but also health care, training of members of the tribes as paramedics, advice on the sale of ethnobotanicals as food supplements, and so on. Licenses may also be granted to food supplement companies, and to a publisher for the traditional literary cultural expressions of the Dhekuana (such as their myths, stories, legends, and poetry).

If funding becomes available, a pilot project can be established for the Peten women, the poorest in Guatemala, to protect their ethnobotanicals.

*Artisanal products:* in India, a successful pilot of direct marketing of traditional artistic cultural expressions has already been scaled up by three times by the Government for three states. A fourth state in India is in discussions with the World Bank for a \$5.3 million DPIIP loan. Task

Managers in Mongolia and Mali have already indicated that they want to adapt the Indian pilot, so the rollout process is under way here, too.

*Community-based tourism:* The convergence of learning and innovation is creating a renaissance in civic engagement, arts, tourism, and culture, full of promise for humanity. One of the best grassroots mechanisms for cultural understanding is community-based tourism. The educational emphasis on lifelong learning may open up new markets for soft adventure, cultural, and ecological tourism. Pilot and loan activities are under way in Bolivia, Ecuador, and Mali. We have to look at different ways of measuring outcomes – using urban technology to track rural tourism does not work. We need to identify appropriate economic indicators to evaluate rural tourism. Also, community-based tourism will remain small if all funding is accessed through foundations or grants. A number of public investments are important for community-based tourism to grow.

### **Recommended Actions.**

An interesting feature to emerge from the discussions in this group is what we called *resonance* [synergy or commonalities]. This feature manifests itself in a number of ways with implications for action:

1. Whatever investment or work is done in any of the four cultural creatives resonates in the other creatives. For example, strengthening the traditional musical or artistic creatives resonates in community-based tourism by making those destinations more attractive to the cultural tourism market. But there is also resonance of a possibly adverse kind: community-based tourism may facilitate the misappropriation of the intellectual property of local and indigenous communities. To address this concern the Working Group also explored possible solutions that can be the subject of separate funding, such as compiling and marketing authorized visual and sound recordings of traditional cultural expressions.
2. Certain *concerns resonated in all four cultural creatives*. Accordingly the Working Group formulated the following general **recommendations**:
  - a) **Loan Conditionality.** Greater use should be made of loan preconditions and conditions to compel countries to create the necessary enabling legal environment.
  - b) **Education** is crucial on all sides of the social transaction. Beneficiaries should be educated about their intellectual property rights and expectations, and obligations, just as the users of such intellectual property should be educated. So any lending activity in these cultural creatives should provide for education of this kind. Where possible, provision for skills development and training should be built into project proposals (as was done in the case of the African music industry project) or licensing agreements (as is proposed to be done in respect of the Dekhuana ethnobotanical project).
  - c) **The representation of beneficiaries** should be structured, or restructured, to ensure that the *channel of responsibility and accountability to beneficiaries is as direct and immediate as possible*. For example, the Working Group clearly prefers private collecting societies to represent rightsholders rather than public bodies. Also, the Group supports the principle of “co-pilotage” – the loan spending in the recipient country is monitored by both the beneficiaries (through their representatives) and the national government.
  - d) **Exploiting Synergies in Assistance.** Given the scarce human resources and the increasing scarcity of economic resources in these creatives, the Working Group believes that *synergies need to be explored to a far greater extent*. In particular:

- During the identification stage of lending activity, for example, potential recipients of funding should be required to disclose whether they receive funding or technical assistance for similar purposes from other sources.
  - Partnerships should be forged with other institutions to avoid the duplication of work. In these cultural creatives, obvious potential partners are UNESCO, WIPO, universities (ethnomusicology, for example), foundations, scientific and research institutions, and national depositories or collections of traditional cultural expressions.
  - Within the World Bank there should be mechanisms (such as websites or bulletin boards) for sharing information about planned projects, ongoing projects, reports on completed projects, terms of reference, studies, checklists, toolkits, templates, and so on. In this way the limited resources can alleviate the poverty of larger numbers of people.
  - The World Bank should prepare model agreements for the licensing of cultural creatives, and train and sensitize task team leaders.
- e) **Updating Business Practices.** During the initial loan preparations for possible projects, it is our experience that local and indigenous communities often express great enthusiasm for cultural projects that would alleviate their poverty. This enthusiasm then dissipates and sometimes turns to cynicism when the implementation of the projects is slowed down by the need to complete extended loan procedures. It is cold comfort to the poor to be told that one day there will be food on their table. So World Bank loan procedures should be streamlined to take this urgency into account, without prejudice participatory planning. In particular, *the Bank should shift to more cost-effective and speedy ways of gaining market intelligence and feasibility*, by drawing on expert opinion from relevant trade associations and participatory meetings with stakeholders to get feedback on this expert opinion and planning of complementary steps that the project would support. This approach contrasts with the Bank's normal reliance on feasibility studies that are costly, usually do not reflect up-to-date market intelligence, and do not engage stakeholders in jointly developing the project activities.
- e) **Funding.** This program of field pilot projects, including 12 pilots in 10 countries, is obviously in need of adequate core funding to continue at the current level. It can be maintained at the current level only if core resources are maintained at the same level as during the last 12 months. If this is not the case (as does not appear likely from planned Bank resources), and since there are contractual commitments already made on the Venezuelan pilot (to alleviate the poverty of the Dekuana Tribes through income from their copyright and patent rights), the Venezuela pilot should take priority for available core funding. A serious attempt should be mounted to mobilize adequate funding to continue to implement the other 11 pilots also.