

Culture-Poverty Learning and Research Portfolio

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To be finalized after Grant Agreements have been signed and filed

Title	Team	Country
1. Linking Culture and Poverty Reduction in the Himalayas: A Comparative Research of Cultural Expression and Poverty Reduction	Kim Cuenco, Rosanna Nitti, Marcello Mamoli, Eduard Sekler, Michael Piore	India, Bhutan, Nepal
2. Youth, Identity and Culture in Multiracial Societies	Sandy Davis, Jeanette Sutherland et al	South Africa
3. Culture, Social Status, and the Demand for Education	Karla Hoff, Tara Viswanath	India, Ghana
4. The Determinants and Effects of Khat Consumption: Evidence from Djibouti and Yemen Household Surveys	Branko Milanovic, Safaa El-Kogali	Yemen, Djibouti
5. A Comparative Analysis of Social Funds and their relationship to Culture, Collective Action and Participation	Biju Rao, Howard White et al	Zambia, Nicaragua, Malawi and Jamaica
6. Poetry, Literacy and Empowerment for Rural Yemen Women	Shaha Riza, Najwa Adra et al	Yemen
7. Organizational cultures and spaces for empowerment? Interactions between poor people's organizations and World Bank poverty programs	Tony Bebbington, David Lewis, Simon Batterbury	Bangladesh Burkino Faso, Ecuador
8. Might Culture Pay Off? Using an Experimental Design to Evaluate the Effects of Farming Innovations and Cultural Empowerment Among Lowland Amerindians in Bolivia	Ricardo Godoy et al	Bolivia
9. Cultural Change, Community Mobilization, and Participatory Development	Nandini Gooptu, S. Bandyopadhyay	India
10. Innovations in the International Crafts Market and Artisans' Empowerment	Frank Penna, Maureen Liebl, Thirthankar Roy, Jyotsna Bapat	India
11. Educating Nomadic Herders out of Poverty	Jeremy Swift, Sevario Kratli	Uganda, Kenya
12. Responding to the Values of the Poor	Sabina Alkire et al	Indonesia

1. Linking Culture and Poverty Reduction in the Himalaya: A Comparative Research of Cultural Expression and Poverty Reduction in Ladakh (India), Bhutan, and Nepal

Summary:

The research will try to determine whether it is feasible and sustainable to stimulate the use of traditional technologies and architecture in modern construction, in order to retain the cultural identity and “sense of place”. This question will be examined within a common cultural context, in three situations representing different stages of openness to external influences: Bhutan (closed), Bhaktapur (restricted/guided), and Ladakh, India (open). The intention is to scale up from the innovations and research, in city development strategies in India, as well as in the ten towns under the World Bank-assisted Bhutan Urban Development Project.

The pilot/research will address (a) organizational techniques and training/re-training of craftsmen, including master builders and local/imported workers, to adapt traditional technologies and to improve their competitiveness; (b) generating a demand for the application of traditional technologies, including as in the case of Bhaktapur, through regulations and building codes, and diversification of employment into related income generating activities; and (c) the introduction of cost-effective innovations, including technologies and materials.

This pilot/research is an effort to speed up the innovative effect (i.e., the ability to adapt traditions due to exposure to new technologies and ideas) and give it the power and capacity to compete with the substitution effect (the wholesale replacement of traditional ways by new influences). To stimulate an innovative and adaptive approach to foreign competition, local artisans and builders will be encouraged not to accept outside approaches as holistic but to engage in a critical discussion with each other and with foreign artisans, planners and architects, and draw implications for their own practices. Similarly, efforts will be made to raise awareness and appreciation of traditional architecture, and how innovation can provide a middle ground between being “modern” while maintaining the unique cultural identity of these places. In the case of new construction, the use of prototype communities (see section on methodology) would allow for the quantification of cost differentials. In turn, this would provide a basis for determining what it would take to reduce the costs of various components (i.e., labor, materials, etc.) in order to make traditional approaches more competitive.

The research tools will include (a) a literature review and data collection; (b) an inventory and documentation of “innovations” in progress (particularly in Bhaktapur and Bhutan); (c) ethnographic research and oral history; (d) participatory research (“working lab”), actively involving local artisans and communities to gain a first-hand understanding of local realities, while also developing participants’ understanding of the dynamics influencing the market and self-confidence; (e) economic research to analyze dynamics of national and regional markets and dynamics affecting traditional architecture and related artisan skills, and to identify potential areas for intervention and support; (f) audit of rules and regulations affecting local construction.

Proponents and Advisors:

The proponents are Kim Cuenco (senior urban specialist, SASIN) and Rosanna Nitti (SASIN). The pilot/research advisors are Prof. Marcello Mamoli, Istituto Universitario de Architettura di Venezia; Prof. Eduard F. Sekler, Professor Emeritus, CARPCTR, Harvard University; Prof. Reinhard Geothert, School of Architecture and Planning, MIT; Prof. Michael Piore, Department of Economics, MIT.

2. Youth, Identity and Culture in Multiracial Societies

Summary:

This research will examine the roles that culturally-based organizations, cultural expression and the affirmation of cultural heritage can play in forging positive self-identity among poverty-stricken youth of African descent living in multiracial societies. The project will research:

- the role of culture in forming self-perception and the individual and social roles of youths of African descent;
- the extent to which these youths identify themselves as part of specific ethnic, racial or national culture and to what extent their perceptions influence their behavior as individuals, students and citizens.
- the impacts of globalization on the traditional cultural identities of youths of African descent as well as on their culturally specific skills, expressions, social practices and enterprises.

The overriding policy and operational concern of this research is to examine whether programs of cultural affirmation and expression, many of them sponsored by ethnically based civil society and community organizations, have a positive effect on the identities of poverty-stricken youths of African descent, especially in terms of providing them with the positive self-perceptions, values and skills to live meaningful and productive adult lives.

Proponents: Shelton Davis, Sector Lead Specialist, LCSEO; Jeanette Sutherland, Consultant LCSEO

3. Culture, Social Status, and the Demand for Education

Summary:

This project comprises pilot studies in India and Ghana, that would be conducted in two parts. The first part consists of open-ended discussions of social status and assessments of the value of education, and the ways in which families adjust to allow children the means to attend school and to study at home. On the basis of this work, a qualitative questionnaire would be developed to elicit some of the cultural and ethnic determinants of the demand for education. The second part consists of a quantitative survey that would permit statistical tests, and shed light on belief systems, norms, institutional rigidity and transparency, demonstration effects, effort, lock-in, and effect of education on cultural functioning. All of the data will be analyzed so as to address the following questions:

- How do belief systems and social norms affect school attendance and investment of children's time in learning?
- Are answers to these questions specific to caste, clan, religion, parental background, gender, and wealth?
- Does the perception of institutional rigidity (the receptiveness of social and political organizations to penetration from below) or lack of transparency (e.g. perception of openness of rules and procedures and dispute resolution mechanisms) influence school attendance and the investment of children's time in learning?

Proponents: Karla Hoff, DECRG, Tara Vishwanath, SAS

4. The Determinants and Effects of Khat Consumption: Evidence from Djibouti and Yemen Household Surveys

Summary:

This research proposes to study the use and effects of khat, a hallucinogen that is ingested by chewing, and is of considerable economic and social significance in East Africa and Southern Arabia. In Djibouti, khat imports account for about 1/10th of total imports. And household data show that, on average, khat expenditures account for 10 percent of total household expenditures – which is three times more than combined household expenditures on health and education. In Yemen, khat production is estimated to reach 25 percent of GDP, 16 percent of employment, and to account for 30 percent of water use.

The research has two objectives. The first is descriptive: to present a profile of khateurs. This means to investigate their characteristics: age (what is the percentage of khateurs among the young; is it greater than among the middle-aged or not etc.) education, sex, income level. The second objective is to try to assess the possible effects of khat consumption in a number of areas. For example, (a) is there a substitution between consumption of khat and food, because less income is left out for food, and because consumption of khat reduces appetite of khateurs, (b) are khateurs' children –controlled for all other variables—more likely to be under-nourished and to have lower school attendance.

The research will use qualitative and quantitative data. The individual-level data provided by the Yemeni and Djibouti Household Budget Surveys conducted in respectively in 1998 and 1997 will be used for quantitative analyses. Qualitative participatory research will also be conducted to explore the same hypotheses and to understand the social and psychological dimensions of khat chewing – that is, the reasons why people chew khat and the barriers to change.

Proponents: Branko Milanovic, Lead Economist, DECRG, and Safaa El-Kogali, Young Professional MNSHD

5. A Comparative Analysis of Social Funds and their relationship to Culture, Collective Action and Participation in Zambia, Nicaragua, Malawi and Jamaica

Social Funds have become a major source of Bank assisted infusions of money for community supported projects. Unlike, traditional line-ministry led projects they rely substantially on communities for implementation and management. They, thus, are supposed to represent an improvement over more traditional development projects. However, very little research has currently been done focussing on the relationship between social fund mechanisms and socio-cultural structures.

This research project will examine several questions related to the relationship between social funds and community participation, by comparing four countries with extremely diverse cultures that also have cultural diversity within them. The project will use qualitative and quantitative data to examine four questions:

- ◆ How does cultural diversity affect social capital and community participation in accessing funds?
- ◆ How does the process of participating in the application and management of projects affect the cultural underpinnings of collective action participation.
- ◆ Are participatory processes exclusionary on the basis of gender, ethnicity, cultural group or social class?
- ◆ Does Community Participation make social fund assisted projects more sustainable than other projects?

As development interventions become decentralized and demand driven, the role of cultural institutions and structures will become increasingly important in determining how the processes underlying demand-driven assistance really work and their relationship with social and cultural “capital.” This project, has the potential to provide a lot of insight into these processes for operational learning.

Proponents:

Vijayendra Rao, DECRG, Soniya Carvalho, OEDST, Susan Razzaz, PREMGE, Howard White, Institute of Development Studies, Sussex UK

6. Poetry, Literacy and Empowerment for Rural Yemen Women

Summary:

This is a pilot research project that will explore the relevance of expressive culture to development. Adult rural women in Yemen will be taught literacy skills through the writing and documenting of their own poetry and that of other women in their community. A cultural resource that is valued locally and nationally will be utilized to teach rural women a potentially empowering skill that is not currently perceived by them as relevant to their lives. The project will be community driven from the planning stages, and it has the support of Ministry of Education officials in Yemen.

The pilot project addresses two problems currently faced by rural Yemeni women: the first is a decline in their own poetry composition and with it a loss of social voice. In Yemen, among men and women, poetry is the primary recognized tool for conflict management and for the expression of personal wishes and opinions. Good poets have considerable input in local political issues, and poetry is an acceptable cultural venue with which to sway family decisions that impact on a poet's personal life, such as choice of marriage partner. While the poetic tradition as a whole has been enhanced through audio cassettes which permit the transmission of poetry across the country, this is largely poetry composed by men. Rules of modesty constrain most women from recording their voices on tape. For rural women, modernity has resulted in a decline of occasions and contexts for poetry composition and a consequent loss of their social voices. Meanwhile, they are not taking advantage of the modern option of formal schooling. This project is designed not only to help document and archive traditional women's poetry, but to encourage women to compose poetry again. It is intended to foster intergenerational communication between older and younger women through which literacy (or poetry) becomes a tool for the transmission of traditional values of empowerment.

The second problem the project addresses is Yemen's very high illiteracy rate for women – 77% in 1996 (UNICEF). According to Min. of Education personnel, current literacy efforts aimed at rural women are not seen by these women as relevant to their lives as agriculturalists. One hypothesis to be tested is that they might find literacy efforts more relevant if these focused on cultural expressions that they themselves value – in this case, their traditional poetry. Using the Language Experience approach to community literacy (which taps into the philosophy of Paolo Friere) and Community Counseling Learning developed by Fr Curran, women will be taught reading and writing skills through the transcription of poetry that they and their neighbors have composed. As the process develops, these and other poems composed by project participants will be printed and disseminated in the community, and possibly outside the community as well.

Proponents: Shaha Riza, Najwa Adra,

7. Organizational Cultures and Spaces for Empowerment? Interactions between Poor People's Organizations and World Bank Poverty Programs

Summary:

A comparative analysis of three cases in which the Bank has engaged directly with organizations of the poor in Bangladesh, Burkina Faso and Ecuador will be done to answer three questions.

- How do World Bank funded rural development operations that engage directly with organizations of the indigenous poor affect the institutional culture of these organizations?
- How does the impact on institutional culture affect the extent to which these organizations give voice to their members?
- How might World Bank operations better understand the culture of these organizations and the potential impacts that the Bank will have on this culture?

This research will contribute to the World Bank's understanding of its role in empowering culturally marginalized social groups, through using investment operations to create spaces for the direct involvement of organizations that aim to represent these groups.

Proponents:

Anthony Bebbington, Department of Geography, University of Colorado; David Lewis, Center for Civil Society, Department of Social Policy, London School of Economics; Simon Batterbury, Development Studies Institute, London School of Economics; Ashraf Ghani, Lead Anthropologist, Social Development Department, World Bank

8. Might Culture Pay Off? Using an Experimental Design to Evaluate the Effects of Farming Innovations and Cultural Empowerment Among Lowland Amerindians in Bolivia

Summary:

This research proposes to use a randomized experimental design to estimate the effects of: **i)** innovations and training in farming and **ii)** workshops on cultural empowerment, defense of land rights, and skills needed to deal better with a modern market economy on the following outcomes: **a)** income, **b)** consumption, **c)** crop yields, **d)** share of farm output sold or consumed, **e)** prices received for crops, **f)** wealth, **g)** intra and inter village reciprocity, **h)** health and nutrition, **i)** defense of territorial rights, and **j)** feelings of cultural self-worth.

The proponents hypothesize that the introduction of farming innovations that build on traditional technologies will yield greater dividends when accompanied by workshops on cultural empowerment, defense of land rights, and marketing skills than when introduced alone, or when introduced only with agricultural extension. The use of an experimental design with random assignment of villages to treatment and to control samples will allow them to: **A)** get unbiased estimates of the effect of interventions, **B)** estimate the rate of return of investments on cultural empowerment, **C)** test whether investments in agricultural technology, culture, and skills needed to deal better with a modern market economy reduce poverty, and **D)** learn about the ethical, logistical, and substantive problems that might arise when using a randomized design to evaluate World Bank investment projects.

Research will last 18 consecutive months (July 2000 – December 2001) and take place in a total of 10 villages (eight treatments and two controls) with a total of about 200 households and 1200 people. The research will be done among Tsimane' Amerindians, a horticultural and foraging society in the tropical lowlands of the Bolivian rain forest. The research team is made up of cultural (Godoy, Huanca, Reyes-García) and biological (Leonard) anthropologists and an agronomist (Vadez), all of whom have had either many years of research experience among the Tsimane' or participatory research in progress with the Tsimane'.

9. Cultural Change, Community Mobilization and Participatory Development

Summary:

This proposal will study the success of the STD/HIV Intervention Program (SHIP) focused on sex workers in Calcutta. This peer educator program has had tremendous success in changing sex workers' own perception of their social position and capacity and empowering them to improve their working conditions and reduce economic insecurity and vulnerability to violence. The research seeks to identify specific forms of cultural change among the poor and the process through which it can lead to their redefinition of self-image and the community cohesion necessary for effective community based development. The outcome of the research will be to identify specific forms of policy intervention which can create an enabling environment for cultural transformation, community mobilization and successful development outcomes.

Proponents:

Dr. Nandini Gooptu, International Development, CenterUniversity of Oxford; Dr. Prabhat K. Jha, Senior Health Specialist, World Bank; Ms Nandinee Bandyopadhyay, Development Researcher and Consultant, Calcutta

10. Innovations in the International Crafts Market and Artisans' Empowerment in India

Summary:

This pilot builds on a major study of the Indian crafts market which the proponents have just completed. The objective of this pilot is to empower and reduce the poverty of Indian artisans who now produce work of quality and beauty but who are exploited in the market. In particular, the purposes are to:

- Develop expanded market outlets in North America and Europe for high quality crafts from India and create more direct links between groups of artisans in India and international market outlets -- to improve information received by retailers about the range and quality of craft products available from India, and advice to artisans on improvements in technologies which would make their products more serviceable;
- Expand the incomes going directly to the artisans; and
- Enable groups of poor Indian artisans to sustain livelihoods they value and improve their well-being in terms of opportunities, empowerment, and satisfaction or motivation.

The Smithsonian Freer and Sackler Galleries Shops will organize a buyers network of museum shops and stores in North America and possibly Europe that are interested in fair trade in high quality craft products, in order to get access to more diverse products and to ensure that a higher percentage of the profits goes to the artisans. The Mehrangarh Museum Trust in Jodpur will help organize an artisanal network, focusing on groups of poor artisans in Rajasthan, Gujarat, Madhya Pradesh. The Trust will help the artisans' network to negotiate with the international retail network, fill purchase orders, resolve logistics problems for export, and hold workshops with the artisans to evaluate the process and find out what they would like to improve. Once the networks are functioning, the proposal includes experimentation in developing a holographic seal of authenticity to protect the artisans from being undercut by mass produced copies, and complementary use of e-commerce.

A baseline study will be done of the artisans' groups participating, and in the control group, focusing on their incomes, physical conditions under which they work, their perception of their opportunities, their security, the degree of social organization and bonding in their cooperative, their values, and their aspirations for their lives. These factors will be resurveyed each year for three years, and changes will be evaluated and conditioning factors analyzed.

Proponents: Frank Penna (Managing Director, Policy Sciences Center; Martin Bernstein, Head, Gallery Shops, Smithsonian Freer and Sackler Galleries; Maureen Liebl, Project Director Mehrangarh Museum Trust, Jodpur; Tithankar Roy (economist), Associate Professor, Indira Gandhi Institute of Development Research; Jyotsna Bapat (anthropologist), National Council of Applied Economic Research Delhi.

Bank sponsors: David Marsden, Senior Anthropologist (SASSD) -- interested in stimulating off-farm rural employment; and Luis Constantino, Senior Economist (SASRD) -- interested in application of the pilot's lessons to such projects as the District Poverty Initiative Project in Andhra Pradesh, Madhya Pradesh, and Rajasthan.

11. Educating Nomadic Herders out of Poverty

Summary:

Nomadic herders number several tens of millions of people, mainly in Africa, the Middle East, and southwest, south and central Asia. They include some of the poorest and most vulnerable of all southern populations. Reaching them with formal schooling has become a major challenge, and millions of nomadic pastoral children remain outside the education system.

This research proposes to show the impact of formal education on livelihood security and poverty alleviation within pastoral society, and the alternatives to it. The research will focus on adjacent areas of northern Uganda and Kenya (Karimoja in Uganda and Turkana in Kenya), and identify the conditions under which more effective schooling can be facilitated.

The initial hypothesis is that the system of knowledge taught in current schools, and the social and economic frameworks which support it, are antithetical to the nomadic pastoral livelihood system itself. Three questions structure research to evaluate this hypothesis: (1) How is indigenous knowledge embedded within social organisation? (2) What are the real outcomes of formal education for nomadic pastoralists, and particularly its impact on social capital? and (3) What educational alternatives are available better to equip pastoralists to fight poverty?

The anticipated results are a better understanding of how indigenous knowledge is linked to social structure and economic expectations, a better idea of how to integrate indigenous knowledge and formal education in preparing nomadic pastoralists for a future either within or outside the pastoral economy, and practical policies and project orientations through which governments, the World Bank, and other development agencies, might accomplish this.

Proponents: Jeremy Swift (development economist at IDS Sussex), and Saverio Kratli (anthropologist specializing in education).

12. Responding to Values of the Poor

Summary:

This research will test the widespread assumption that community participation in project design and implementation effectively tailors Bank projects to the aspirational and cultural values of a community. The null hypothesis is that methodology of participation doesn't really matter – more highly valued decisions are mostly a function of something else (local leadership/charisma, context, a better menu, more time).

Toward this end the research will evaluate three methodologies of local participation at the implementation stage: an open-ended approach, a PRA approach, and a structured deliberation approach (based on the work of Manfred Max-Neef). Distinct participatory treatments will be used on large randomized samples within the Kechamatan Development Project in Indonesia, a project in which local communities propose their own projects within an open menu approach. Changes will be tracked by surveys and focus group discussions, and detailed cost information will be maintained. Research will contribute to the following general objectives:

- ◆ to strengthen the open-menu participatory process of poverty initiatives – without increasing the cost of participation – so that the values of the poor in a non-trivial sense are accurately and regularly institutionalized in community driven poverty initiatives
- ◆ to demonstrate sound but innovative empirical methods for testing hypothesized relationships between economic investments in participation, and collective action and institutional capacity (within 12 months; we hope to explore relationship to outcomes at a later date)
- ◆ to improve the data available on participation for further analyses

Proponents (to be confirmed):

Sabina Alkire, Coordinator of Culture and Poverty Learning Research Program; Parmesh Shah, Coordinator of Participation, Social Development Department, World Bank; Professor Manfred Max-Neef, Rector, Universidad Austral, Chile; Professor Shalom Schwartz, Sznajderman Chair of Psychology, Hebrew University; Professor John Clarke, Earthlife, Africa; Professro Bernard Lategan, Values and Public Policy, University of Stellenbosch.