Record Nr. UNINA9910783588403321 Autore Salmen Lawrence F. <1942-> Titolo Bridging diversity:: participatory learning for responsive development // Lawrence F. Salmen and Eileen Kane Pubbl/distr/stampa Washington, DC:,: World Bank,, [2006] copyright 2006 **ISBN** 1-280-30946-6 9786610309467 0-8213-6337-9 Descrizione fisica xviii, 144 pages: illustrations;; 23 cm Collana Directions in development Altri autori (Persone) KaneEileen Disciplina 338.9/0097172/4 Economic assistance - Developing countries - Evaluation Soggetti Economic development projects - Developing countries - Evaluation Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Description based upon print version of record. Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Contents; Foreword; Preface; Contributors; Acknowledgments; List of Abbreviations; Introduction; 1. Participation in Development Learning; 2. Participatory Approaches for Learning, Policy, and Action; Boxes; Tables; Figures; 3. Building Bridges between Participatory Research and Policy; 4. Building Bridges between Divisive Dichotomies in Development Learning; 5. Major Bridgings: Building Integrated Learning for Responsive Development; 6. Recommendations for the World Bank and Other Development Agencies; Appendix 1. Beneficiary Assessment: An Approach Described Appendix 2. Terms of Reference for a Consultant in Participatory ResearchBibliography; Index Today, one of the central tenets of development is the necessity for Sommario/riassunto learning about and building upon stakeholders' and beneficiaries' insights, needs, culture, social organization, resources and active participation. Bridging Diversity clarifies the myriad approaches to social research being used in the World Bank today. The focus is on participatory research as presently practiced and as a potential for forms of research which are not now particularly participatory. It makes a number of recommendations to enhance the utility of social research