Resources

While all contributors to this volume are focused on the relevance of contemporary definitions of the learning organisation to development, they draw on a range of sources; some theoretical, and others grounded in empirical or organisation-specific experience. A number of the papers illustrate the difficulties faced, and the potential released, when organisations go beyond restructuring to more a more radical overhaul of working practices, sometimes referred to as '␣re-tooling'. It is clear, however, that although much of the cutting-edge thinking on the topic is evolving within development organisations, mainly in the non-government sector, the lessons are often not shared more widely even as 'grey literature' outside the organisation in question, even among its own Southern 'partners'. Worse still, the lessons are not distilled in such a way as to enable participatory learning to become part of the organisational fabric. Several contributors illustrate that good practice may develop in one region or at one hierarchical level, but not be transferred across to other areas – the most obvious divide is between advocacy, development, and humanitarian work. There are also cultural practices and ideologies that can undermine the capacity of an organisation to put its ideas into practice.

Conscious that this is a highly selective listing, we have first picked out a few key experts in the field and classic works of general application, and then followed the broad headings under which the essays are grouped to suggest further resources. The resources list has been compiled and annotated by Deborah Eade and Alina Rocha Menocal, Editor and Reviews Editor respectively of Development in Practice, with advice and input from Jethro Pettit and Laura Roper.

Leading experts in the field

Chris Argyris is an organisational psychologist whose work on the behaviour of groups and the individuals within them has significantly furthered our understanding of team dynamics and group conflict. His work on dialogue and organisational learning is based on the premise that individuals are resistant to change and will adopt defensive routines if they feel threatened. In addition, there

usually is a significant gap between what people say they will do and what they actually do. Such behaviour, which helps to perpetuate cover-ups and defensive routines, hinders the learning required to bring about desirable individual and organisational change.

However, believing in the potential of individuals to learn and to effect change, Argyris developed his theory of *double-loop learning* in 1976. This involves learning to challenge the assumptions that underlie existing views, and publicly testing hypotheses about behaviour. The process should lead to more effective decision making and better acceptance of failures and mistakes. A second key concept is the *ladder of inference* – the progressive process of making observations, gathering information, making assumptions, and deciding action. Argyris believes that people tend to climb this ladder too fast. When a similar dynamic occurs within an organisational setting, it may well generate tension and escalate conflict. Much of Argyris' work was undertaken in collaboration with Donald Schön. For a detailed bibliography, see www.enhanced-designs.com/actnet/argbib.htm.

Robert Chambers is based at the Institute of Development Studies at the University of Sussex, where he is a member of the Participation Group. A prolific writer, he has become one of the most influential proponents of participatory development. His latest book, *Participatory Workshops: a Sourcebook of 21 Sets of Ideas and Activities* (London and Sterling, VA: Earthscan 2002), is a guide to interactive learning. His previous works, including *Rural Development: Putting the Last First* (1983) and *Whose Reality Counts? Putting the First Last* (1997), criticise top-down models of development in favour of participatory approaches and methods that view farmers in resource-poor areas as innovators and adapters, and recognise that their agendas and priorities should be central to development research and thinking. A proponent of Participatory Rural Appraisal (PRA), which has since given rise to numerous adaptations, Chambers argues that the poor will be empowered only if personal, professional, and institutional changes take place within development and donor agencies.

Peter Drucker has since 1971 been Clarke Professor of Social Science and Management at the Claremont Graduate School in Claremont, California, whose Graduate Management Center is named after him. Drucker is now a consultant specialising in strategy and policy in the corporate, non-profit, and public sectors. A hugely prolific writer, Drucker has identified and examined some of the most important issues confronting contemporary managers, from corporate strategy and management style to social change. For 20 years a columnist for *The Wall Street Journal*, Drucker's many works on economics, politics, and management have been translated into more than 20 languages. Some well-known titles include *The End of Economic Man* (1939, 1995), *The Future of Industrial Man* (1942, 1994), and *The New Society* (1949, 1992). Other relevant works include *Managing in Turbulent Times* (1980, 1992) and *Managing the Nonprofit Organization* (1990). For a full bibliographic listing, see www.peter-drucker.com

Paulo Freire was a leading figure in the struggle to empower the dispossessed through education, and his ideas have left an indelible mark in the fields of development and popular organisation. He believed that education was not merely about teaching decontextualised literacy skills ('banking education'), but about

encouraging participation in the political process through knowledge of reading and writing ('conscientisation' and 'reading the world'). These radical ideas led the military government in Brazil to expel him in the early 1960s, not to return until 1979, when the country was returning to democratic rule.

Freire's most famous work, *Pedagogy of the Oppressed* (New York, NY: Continuum, 1970), remains the best introduction to his critique of conventional education and a manifesto for his ideas. Other works include *Pedagogy of Hope* (New York, NY: Continuum, 1994), *A Pedagogy for Liberation: Dialogues on Transforming Education.* (with Ira Shor, Massachusetts: Bergin & Garvey, 1987), and *We Make the Road by Walking: Conversations on Education and Social Change* (with Myles Horton, Philadelphia, PA: Temple University Press, 1990). Further information on the life and work of Freire, including further reading, references, and links can be found at www.infed.org/thinkers/et-freir.htm and other websites.

Henry Mintzberg is Cleghorn Professor of Management Studies at McGill University in Montreal and Visiting Scholar at INSEAD in Fontainbleau, France. An expert in the areas of managerial work, strategy formation, and forms of organising, he has worked in collaboration with a multicultural team to develop approaches to management education that help managers learn from their own experience.

In *Developing Managers, not MBAs* (forthcoming), Mintzberg summarises his thinking on education and the development of managers; *Why I Hate Flying* (New York, NY and London: Texere, 2001) is a humorous critique of the flying and the managing businesses, and of commercialism in general; *The Rise and Fall of Strategic Planning: Reconceiving Roles for Planning, Plans, Planners* (New York, NY: Free Press, 1994) is a critique of how organisations mistake planning for management, and hence cease to operate strategically. *Strategy Safari: A Guided Tour through the Wilds of Strategic Management* (co-authored with Bruce Ahlstrand and Joe Lampel) (New York, NY: Free Press and Prentice-Hall International, 1989) identifies ten different schools of thought on strategy formation (for example, as a process of conception, as a process of negotiation, or as a reactive process). For each school, they discuss the leading figures behind it and provide a critique of its main contributions and limitations. Web: www.henrymintzberg.com

Gareth Morgan teaches at the Schulich School of Business at York University in Toronto and is a leading thinker and writer in the field of organisational learning. Focusing on the transition to an information age, Morgan believes that new approaches to organising and managing our roles in the workplace are the only way to meet the challenges. Much of his work has centred upon how to release creativity and innovation, how to design and manage decentralised networks, and how to use theories of paradox and self-organisation to find better methods of managing change. Recent works include *Images of Organization* (Thousand Oaks, CA: Sage Publications, 1997), and *Imaginization: New Mindsets for Seeing, Organizing, and Managing* (San Francisco, CA: Berrett-Koehler, 1997)

Reg Revans was a pioneer of *action learning*. While working for the Cavendish Laboratories in Cambridge in the 1920s, Revans 'learned to learn' by taking part in weekly seminars where researchers were allowed only to describe what was *not* working with their projects. Through 'sharing ignorance' with his colleagues,

Revans concluded that 'Learning = Knowledge + Questioning', where 'Knowledge' is defined in static terms as the traditional instruction 'fed' to learners. True learning takes place outside the safety of the traditional knowledge base, in the 'Questioning' zone. His most influential book, in which he describes in detail the processes involved in action learning, is *The ABC of Action Learning* (Bromley, VT: Chartwell-Bratt, 1983). For more information, visit the International Foundation for Action Learning website: www.ifal.org.uk

Donald Schön was a philosopher by profession, but was committed to being an effective educator and helping other practitioners to be more effective too. His varied career spanned teaching urban studies, architecture, and planning at Massachusetts Institute of Technology, as well as co-founding and directing the Organization for Social and Technical Innovation (OSTI), a non-profit social research and development company based in the Boston area. Working in close association with Chris Argyris, Schön's best-known works include *Beyond the Stable State* (London: Maurice Temple Smith, 1971), and *Educating the Reflective Practitioner* (San Francisco, CA: Jossey-Bass, 1990).

Peter Senge is based at the Sloan School of Management at the Massachusetts Institute of Technology. A pioneer in the field of organisational learning in the private sector, Senge specialises in the ways in which organisations can develop learning capabilities in a world that is increasingly complex and subject to change. He chaired the Society for Organizational Learning, which aimed to 'discover, integrate, and implement theories and practices for the interdependent development of people and their institutions' until it closed in 1999. Senge's best-selling work *The Fifth Discipline: The Art and Practice of the Learning Organization* (New York, NY: Doubleday/Currency, 1990) presents tools and principles to help managers understand the structures and dynamics underlying organisational problems. His most recent work, *The Dance of Change* (New York, NY:Doubleday, 1999), argues that sustaining growth requires a fundamental shift in thinking. Contact details: psenge@sloan.mit.edu

Books

General

Clarkson, Petruska: *Change in Organisations,* London: Whurr Publishers, 1995, ISBN: 1897635338, 170 pp.

Intended for clinical, occupational, and counselling psychologists, this study explores the experience of working with or within organisations. Clarkson offers conceptual frameworks for understanding such experience, as well as practical advice on the ways in which its possibilities can be transformed.

Cooke, Bill and Uma Kothari, eds.: *Participation: The New Tyranny?* London and New Jersey: Zed Books, 2001, ISBN: 1 85649 794 1, 207 pp.

The current trend for participatory development makes it ever more important to examine the concept of participation and ask whether it can live up to the

expectations placed upon it. This provocative book asks what happens if participatory processes degenerate into tyranny and the unjust and illegitimate exercise of power. The contributors, all social scientists and development specialists, come from a range of disciplines and represent a wide variety of hands-on experience. Warning about the potential pitfalls and limitations of participatory development, they challenge practitioners and theorists to reassess their own roles in promoting practices that may be naïve in the way they presume to understand power relations, and serve to reinforce existing inequalities.

Kaplan, **Allan:** *Development Practitioners and Social Process: Artists of the Invisible,* London and Sterling, VA: Pluto Press, 2002, ISBN: 0 7453 1019 2, 214 pp.

Kaplan's holistic approach to social development views it as a complex process of social transformation rather than as a technical operation. Drawing on his extensive experience as a development consultant in Africa and Europe, as well as on work of Goethe and Karl Jung, the author argues that intentional social change is possible, and that learning is the path to self-discovery and self-awareness, 'enabl[ing] both the organism and the world with which it interacts to be lifted to a new level of existence'.

Robinson, Dorcas, Tom Hewitt, and John Harriss, eds.: *Managing Development: Understanding Inter-Organizational Relationships,* London: Sage Publications (in association with The Open University) 1999, ISBN: 0 76196 479 7, 360 pp.

This book sets out to explain the dynamics of inter-organisational relationships in the development context. Moving beyond concepts of cooperation and partnership, contributors explore a wide variety of issues, including how diverse relationships can be; how competition, coordination, and cooperation are all constantly at play; how changes in institutional imperatives, terminology, and political agendas have yielded new types of organisational relationships; and how inter-organisational relationships can be worked out in practice. The volume also provides examples and case studies of ways of managing the real-life complexities of the development process.

Scott, W. Richard: *Institutions and Organizations,* Thousand Oaks, CA: Sage, 2001 (2nd edn.), ISBN: 0 76192 001 3, 278 pp.

This revised and expanded second edition provides a comprehensive overview of the institutionalist approach to organisation theory. The book presents a historical overview of the theoretical literature, an integrative analysis of current institutional approaches, and a review of empirical research related to institutions and organisations. Scott also provides an extensive review and critique of institutional analysis in sociology, political science, and economics as it relates to recent theory and research on organisations.

World Bank: *World Development Report: Knowledge for Development,* Oxford: OUP, 1998, ISBN: 0 8213 4107 3, 252 pp.

This twenty-first annual edition of the *World Development Report* focuses on knowledge, information, and learning as key factors affecting development. It

examines both the benefits and the risks of a rapidly increasing stock of global knowledge, as well as the role of the public sector and international organisations in promoting knowledge and facilitating learning. The full report can be accessed electronically at www.worldbank.org/wdr/wdr98/index.htm

Challenges to learning

Blackburn, James with Jeremy Holland: *Who Changes? Institutionalizing Participation in Development,* London: ITDG Publishing, 1998, ISBN: 1 85339 420 3, 192 pp.

How can development projects become more genuinely participatory and empowering from the bottom up? This book explores the institutional changes that need to happen within the international development community to make participation a reality. Drawing together lessons and experiences from key development agencies worldwide, the book looks at the main issues confronting development professionals involved in Participatory Rural Appraisal (PRA) practices. How can they, for example, adapt PRA methods for large organisations? And how can they identify and implement the kinds of organisational changes needed to implement PRA effectively? In addition, the book offers a checklist of practical considerations (including training, culture, monitoring, etc.) to be taken into account when promoting a participatory approach to development. For a full review of this book, see *Development in Practice* 9(1):212—213.

Davidson, Marilyn J. and Ronald J. Burke, eds.: *Women in Management: Current Research Issues*, London: Sage Publications, 2000, 0 7619 6603 X, 336 pp.

This is the second volume of the highly successful *Women in Management: Current Research Issues* that first appeared in 1994, and reviews the latest research on women in management in a globalised context. Contributors examine contemporary issues confronting women in management, as well as their individual, organisational, and governmental dimensions. Key topics include: networking, leadership, race, gender, the 'glass ceiling', the 'management of diversity' approach, masculinity in management issues, and future organisational and governmental initiatives to strengthen women in management.

Goetz, Anne Marie, ed.: *Getting Institutions Right for Women in Development,* London and New Jersey: Zed Books, 1997, ISBN: 1 85649 526 4, 248 pp.

Gender and Development (GAD) or Women in Development (WID) initiatives have been promoted for almost three decades. However, while the material condition of women may have improved, such initiatives have not succeeded in dismantling the power structures that continue to subordinate women in the family and in the economy. This book offers a gendered analysis of development organisations in a range of institutional arenas. It builds a conceptual framework for exploring the internal politics and procedures of institutions that design and implement policy, and then applies this framework to analyse empirical case-study material. Topics addressed include how to help organisations internalise or institutionalise gender equity, and how to make accountability to women a routine part of development practice. For a full review of this book, see *Development in Practice* 9(1):204—206.

Lewis, David: *The Management of Non-Governmental Development Organizations: An Introduction,* London: Routledge, 2001, ISBN: 0 4152 0759 2, 242 pp.

Are NGOs equipped to manage their ever-increasing responsibilities in effective and efficient ways? In this book, Lewis explores the emerging field of NGO management. Analysing the internal structure of NGOs, their activities, and their linkages to the outside world, the author develops a composite model of NGO management that seeks to understand and articulate the particular challenges that these organisations face. For a full review of this book, see *Development in Practice* 12(1):110—111.

Lewis, David and Tina Wallace, eds.: *New Roles and Relevance: Development NGOs and the Challenge of Change,* Bloomfield, CT: Kumarian Press, 2000, ISBN: 1 56549 120 3, 272 pp.

As development NGOs become increasingly relevant in anti-poverty initiatives, they also need to ensure that their independence and integrity are not compromised. The contributors, who include both researchers and practitioners, argue that it is only through engagement at all levels and through effective learning strategies that NGOs will make a real and sustainable contribution to poverty-reduction efforts worldwide. For a full review of this book, see *Development in Practice* 11(4):538.

Lindenberg, Marc and Coralie Bryant: *Going Global: Transforming Relief and Development NGOs,* Bloomfield, CT: Kumarian Press, 2001, ISBN: 1 5654 9135 1, 271 pp.

Based on extensive international fieldwork and group discussions with NGO leaders, the authors argue that the major Northern-based NGOs in international relief and development are at the cusp of a process of re-definition and transformation. Changes in the international arena and the forces of globalisation are re-shaping the landscape NGOs inhabit, presenting them with new challenges and opportunities. If they seize these challenges creatively, Lindenberg and Bryant suggest, they may become yet more influential and effective in their efforts to eradicate poverty and expand their work into new areas (such as peace building and advocacy). However, if they fail to respond to the challenge, they risk becoming outdated or even obsolete.

Tools and methods

Brinkerhoff, Derick W. and Benjamin L. Crosby: *Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries,* Bloomfield, CT: Kumarian Press, 2002, ISBN: 1 56549 142 4, 270 pp.

While technocrats and sectional specialists in international donor agencies and developing countries may know what sound policy reforms should look like, they know much less about how to implement them. In this book, the authors argue that policy is a process, and hence successful policy outcomes depend not simply upon designing good policies but upon managing their implementation. Part I provides an in-depth analysis of the key concerns involved in policy change and policy-reform implementation. Part II offers a tool kit to enable policy reformers and managers learn how to plan and manage policy reforms strategically and thereby facilitate their success.

Brown, David L.: *Social Learning in South-North Coalitions*, Boston, MA: IDR 1998.

This report focuses on social learning as a process that creates new perspectives and behaviours at the social system level. It explores tools and methods that may help to turn potential organisational discord into a beneficial process of social learning. The report also explores how differences among members of an inter-organisational network can be used to develop new knowledge and improved practices.

Chopra, A.J.: *Managing the People Side of Innovation: 8 Rules for Changing Minds and Hearts,* West Harcourt, CT: Kumarian Press 1999, ISBN: 1 56549 098 3, 244 pp.

How do innovative ideas emerge in the face of deep-rooted organisational inertia and resistance to change? Chopra argues that such ideas will not be adopted without leadership, human energy, collaboration, and motivation. This 'how to' guide lists eight commonsense, though not always obvious, rules to change hearts and minds, and turns them into a series of tools aimed at facilitating change and innovation.

Coghlan, David and Teresa Brannick: *Doing Action Research in Your Own Organization,* London: Sage, 2000, ISBN: 0 7619 6887 3, 152 pp.

This primer on action research and how to use it to understand organisations is structured in two parts. Part I covers the foundations of action research, including the research skills needed to undertake research, while Part II covers the implementation of an action-research project. The book addresses the advantages and potential pitfalls of undertaking action research in one's own organisation, as well as the politics and ethics involved. It also offers practical advice on such matters as selecting and implementing an action-research project. Each chapter includes exercises, examples, and clear summaries.

Dixon, Nancy: *The Organizational Learning Cycle: How we can learn collectively,* Maidenhead: McGraw Hill, 1994, ISBN: 0 0770 7937 X, 176 pp.

Dixon analyses organisational learning as a powerful tool of self-transformation arguing that, while organisations and individuals can learn independently of each other, growth is best achieved when organisational and personal development are combined and integrated. Thus, organisational learning requires the active involvement of the organisation's members in establishing the direction of change and in inventing the means to achieve it. To illustrate the different stages and types of learning involved, Dixon uses the Organisational Learning Cycle, whose four steps are the generation of information; the integration of new information into the organisational context; the collective interpretation of that information; and the authority to act based on the interpreted meaning.

Eade, Deborah: *Capacity Building: An Approach to People-Centred Development,* Oxford: Oxfam, 1997, ISBN: 0 85598 366 3, 226 pp.

While the stated mission of international development agencies is to lift people out of poverty and to help them sharpen the skills they need to participate in the development of their own societies, there is a real danger that such efforts will result in dependence rather than in empowerment, especially if the agencies ignore the existing strengths of the communities involved. In this book, Eade analyses the

concept of capacity building and examines why it is such an integral part of development. Providing insights into training and the development of a variety of skills and activities, the book explores specific and practical ways in which NGOs can work with people and their organisations to enable them to strengthen the capacities they already possess. Particular attention is paid to the need to use a capacity-building approach in emergency situations.

Edwards, Michael: *Future Positive and Global Citizen Action,* London: Earthscan, 2002, ISBN: 1 8538 3631 1, 292 pp.

In a world of globalising markets, eroding state sovereignty, expanding citizen action, and growing uncertainty about fundamental truths, what is the best way to tackle problems of global poverty and violence? Here, Edwards attempts to chart a 'third way' of promoting development that falls between heavy-handed state interventionism and complete *laissez faire* politics. The author reviews ways in which the international system operates, the pressures it faces, and the changes it must undergo, including the pressing need to create a new framework of international relations and foreign aid. Divided into two sections, Part I analyses the evolution of the current international system, while Part II examines the opportunities for change in the twenty-first century. For further details see: www.futurepositive.org

Edwards, Michael and Alan Fowler, eds.: *The Earthscan Reader on NGO Management,* London and Sterling, VA: Earthscan, 2002, ISBN: 1 85383 848 9, 464 pp.

NGOs are today a major force for transformation in both the political and the economic arena. But their role as key intermediaries between governments and civil society has also brought with it increasing responsibilities and a growing need for effective internal management. With contributors including academics, practitioners, and policy makers in the North and the South, this volume covers ten areas of management that are critical to the success of NGOs involved in international development. One section is devoted to the importance of becoming a Learning Organisation, while the remaining parts cover issues ranging from the management of growth and change to organisational accountability and good development practice. The overarching theme is the exploration of ways in which NGOs can best go about achieving maximum impact and effectiveness in their work.

Foster, Marie-Claude: *Management Skills for Project Leaders: What to do when you do not know what to do,* Basel: Birkhäuser Publishing, 2001, ISBN: 3 7643 6423 8, 202 pp.

Based on logical, rational reasoning, traditional models of management work best in situations characterised by simplicity, linearity, and continuity. However, in a world where chaos and uncertainty are the norm rather than the exception, such management models have become obsolete. Aimed at managers and project leaders working in development in low- and middle-income countries, this book outlines the critical skills that are needed to succeed in this increasingly complex field. A central theme running through the book is the importance of continuous learning among development workers and change agents.

Fowler, Alan: *Striking a Balance: A guide to enhancing the effectiveness of non-governmental organisations in international development,* London: Earthscan in association with INTRAC, 1997, ISBN: 1 8538 3325 8, 298 pp.

At a time of rapid global change, non-governmental development organisations (NGDOs) are confronted with simultaneous demands to increase their impact, diversify their activities, respond to long-term humanitarian crises, and improve their performance. This book seeks to provide a practical guide to help NGDOs better meet these expectations. Written for NGDO leaders, managers, donors, and scholars, the book summarises the major tasks of sustainable people-centred development, describing five key factors that influence effectiveness: suitable organisational design; competent leadership and human resources; appropriate external relationships; mobilisation of high quality finance; and the measurement of performance coupled to 'learning for leverage'. The book also includes details of the ways in which these factors can be acquired and improved. For a full review of this book, see *Development in Practice* 8(1):102—104.

Guijt, Irene and Meera Kaul Shah: *The Myth of Community: Gender Issues in Participatory Development,* London: ITDG Publications, 1998, ISBN: 1 8533 9421 1, 282 pp.

This book explores the ways in which women can become more appropriately and equally involved in participatory development projects, and how gender issues can be more meaningfully addressed. Containing contributions from Asia, Africa, Latin America, and Europe, this book provides a variety of viewpoints and perspectives from those most closely involved in participatory approaches to development, with a particular emphasis on the need to avoid assuming that community members share homogenous interests.

Leeuwis, Cees and Rhiannon Pyburn, eds.: *Wheelbarrows Full of Frogs: Social learning in rural resource management,* Assen: Koninklijke van Gorcum, 2002, ISBN: 90 232 3850 8, 480 pp.

The title of this book, taken from a Dutch metaphor, is used to illustrate the difficulties involved in social learning: how to keep all the frogs (i.e. the multiple stakeholders) inside a wheelbarrow (i.e. a platform for social learning), while manoeuvring across difficult terrain (i.e. resource-management dilemmas)? Contributors argue that success requires commitment, presence of mind, flexibility, and stability. Unlike interventions based solely on technological or economic grounds, social learning is 'an interactive process moving from multiple cognition to collective or distributed cognition'. The shared learning of interdependent stakeholders is therefore critical to reaching better outcomes in rural resource management. Following a theoretical overview, the book addresses a variety of issues, including social learning in action in agriculture, and social learning and institutional change.

Macdonald, Mandy, Ellen Sprenger, and Ireen Dubel: *Gender and Organizational Change: Bridging the Gap between Theory and Practice,* The Hague: Royal Tropical Institute, 1997, ISBN: 90 6832 709 7, 156 pp.

How can organisations in both North and South become more gender-aware and more gender-sensitive? Illustrated with experiences of gender interventions in numerous organisations, this book presents a practical approach to changing gender dynamics that is built on consensus. It includes a 'road map' for organisational change; material on organisational culture, the change agent, and gender; strategies for developing more gender-sensitive practice; and guidelines for a gender assessment of an organisation. For a full review, see *Development in Practice* 8(2):247—248.

Osborne, Stephen: *Voluntary Organizations and Innovation in the Public Services,* London: Routledge, 1998 (in association with Humanitarianism and War Project and IDRC) 2001, ISBN: 0 415 18256 5.

Based on research carried out in the UK, this volume seeks to assess the innovative capacity of voluntary organisations. Testing potential causal explanations for the development of such capacity, the author builds a theory of innovation under non-market and non-profit conditions. He also draws out a list of recommendations to help managers in government and the voluntary sector become more creative and inventive.

Rao, Aruna, Rieky Stuart, and David Kelleher: *Gender at Work: Organizational Change for Equality,* West Harcourt, CT: Kumarian Press, 1999, ISBN: 1 56549 102 5, 272 pp.

This volume analyses institutional barriers to gender equality and provides insights into how gender relations can be transformed. In-depth examples from diverse organisations and countries lay out strategies and approaches for transforming organisations into cultures expressing gender equity, and raise new questions about how gender-responsive policies and practices can best be advocated.

Roche, Chris: *Impact Assessment for Development Agencies: Learning to Value Change,* Oxford: Oxfam (in association with Novib), 1999, ISBN: 0 85598 418 X, 160 pp.

This book focuses on the centrality of impact assessment to all stages of development programmes. Its basic premise is that impact assessment should not be limited to the immediate outputs of a project or programme, but should incorporate any lasting or significant changes that it brought about. After providing a theoretical overview, the author discusses the design of impact-assessment processes and then illustrates their use in development, in emergencies, and in advocacy work. Roche ends by exploring ways in which different organisations have attempted to institutionalise impact-assessment processes and the challenges they have encountered in doing so. For a full review of this book, see *Development in Practice* 10(2):261–262.

Suzuki, Naoki: *Inside NGOs: Learning to manage conflicts between headquarters and field offices,* London: ITDG Publishing, 1998, ISBN 1 8533 9413 0, 224 pp.

Acknowledging that NGOs are often complex entities that have multiple offices staffed by diverse members with diverse values, this book concentrates on the tensions that inevitably arise between headquarters and field offices and suggests ways to resolve areas of conflict. Drawing on the voices of NGO practitioners to improve international development efforts, the book presents concrete strategies to address practical problems. For a full review of this book, see *Development in Practice* 8(4):486–487.

Tennyson, Ros: *Managing Partnerships: Tools for Mobilising the Public Sector, Business and Civil Society as Partners in Development,* London: The Prince of Wales International Business Leaders Forum, 1998, ISBN: 1 8991 5984 3, 124 pp.

This book seeks to provide development practitioners with the skills, confidence, and encouragement they need to develop cross-sectoral initiatives with the public sector, business, and civil society. Topics covered include how to plan and resource partnerships; how to develop cross-sector working relationships; how to build partnership organisations; how to develop action learning and sharing programmes; how to manage the partnership-building process and overcome obstacles; and how to measure the impact of partnership activity. The appendices offer checklists and prompts for practitioners involved in resource mobilisation, tips on how to manage cross-sector encounters, and notes on action research and impact assessment.

(Multi-)institutional initiatives and organisational case studies

Alsop, Ruth, Elon Gilbert, John Farrington, and **Rajiv Khandelwal:** *Coalitions of Interest: Partnerships for Processes of Agricultural Change,* New Delhi: Sage Publications, 2000, ISBN: 81 7036 890 1, 308 pp.

While significant rural policy reforms have been carried out in India, large sections of the agricultural population have not benefited from them. This book examines the agricultural scenario in the semi-arid region of Rajasthan and establishes the need for what the authors call process monitoring (PM), or the interaction and collaboration between different stakeholders: various levels of government, NGOs, and farmers' groups. The authors conclude that practical mechanisms are needed to bring about the consensus necessary to effect change through multiple stakeholder interaction; and argue that PM is the key tool to enable such coalitions to work.

Eade, Deborah, Tom Hewitt, and **Hazel Johnson, eds.:** *Development and Management: Experiences in Value-Based Conflict,* Oxford: Oxfam (in association with The Open University), 2000, ISBN: 0 85598 429 5, 320 pp.

Development is a complex process of negotiation over meanings, values, and social goals within the sphere of public action, not merely a question of project-based interventions, or of quantifiable inputs and outputs. This volume draws on The Open University's path-breaking work in the field of development management, and includes in-depth accounts by academics and development managers on topics that range from civil society organisations in Brazil and NGO workers in Egypt to government departments in Tanzania and black feminist activists in the UK.

Estrella, Marisol, ed., with **Jutta Blauert, Dindo Campilan, John Gaventa, Julian Gonsalves, Irene Guijt, Deb Johnson,** and **Roger Ricafort:** *Learning from Change: Issues and Experiences in Participatory Monitoring and Evaluation,* London: ITDG Publishing, 2000, ISBN: 1 85339 469 6, 288pp.

A compilation of case studies and discussions drawn from an international workshop on participatory monitoring and evaluation (PM&E) held in the Philippines in 2000, this volume provides an overview of relevant themes and experiences in this field. Part I offers a literature review of methodological innovations in PM&E practice worldwide. Part II presents case studies that

illustrate the diversity of settings in which PM&E has been undertaken. Finally, Part III raises key questions and challenges arising from the case studies and the workshop proceedings, identifying areas for further research and action.

Hanna, Nagy and Robert Picciotto: *Making Development Work: Development Learning in a World of Poverty and Wealth,* Washington, DC: Transaction Publishers, 2002, ISBN: 0 7658 0915 X, 372 pp.

The World Bank's Comprehensive Development Framework (CDF) initiative has been launched in 12 developing countries. Its four key principles are: a holistic long-term vision of development; domestic ownership of development programmes; a results-oriented approach; and stronger partnerships and collaboration between government, the private sector, and civil society. Section I of this volume describes the evolution in development thinking that culminated in the CDF. Section II focuses on country ownership of development policies and programmes. Section III looks at results and at the ways in which aid agencies might enhance their impact on development. Section IV focuses on partnerships between aid agencies and their beneficiaries. The concluding chapter identifies key lessons learned, and proposes that multi-faceted approaches that incorporate 'client empowerment' and social learning should replace top-down, 'one-size-fits-all' prescriptions.

Jackson, Edward and Yusuf Kassam: *Knowledge Shared: Participatory Evaluation in Development Cooperation,* West Hartford, CT: Kumarian Press, 1998, ISBN: 1 56549 085 1, 272 pp.

The authors analyse the theory and practice of participatory evaluation around the world, arguing that it is a key ingredient in development because it helps mobilise local knowledge in conjunction with outside expertise to make development interventions more effective. With case studies from Bangladesh, El Salvador, Ghana, India, Indonesia, Kenya, Mexico, Nepal, and St Vincent, the book is a guide to a community-based approach to evaluation that is at once a learning process, a means of taking action, and a catalyst for empowerment.

Kanji, Nasneen and L Greenwood: *Participatory Approaches to Research and Development in IIED: Learning from Experience,* London: IIED, 2001, 62 pp.

Part of IIED's Policy and Planning Processes series, this volume is the result of a year-long exercise of participatory learning within the organisation. Reflecting on past experiences and acknowledging internal problems and weaknesses, the report is aimed at making IIED more transparent and at encouraging other organisations to carry out similar exercises. In particular, it illustrates the complexities involved in 'practising what you preach' and exemplifies the difficulty in adhering to the values that underpin 'participation' in a demanding and competitive environment.

Kelleher, D. and K. McLaren: *Grabbing the Tiger by the Tail: NGOs Learning for Organizational Change*, Ottawa: Canadian Council for International Cooperation, 1996, ISBN: 1 8966 2200 3, 190 pp.

In the face of declining resources, NGOs have had to address difficult issues of restructuring, downsizing, and rationalisation. This book proposes an approach to these organisational changes that will equip NGOs with the necessary skills to

resolve their problems and rejuvenate their organisations. It describes in clear detail the experiences of several Canadian NGOs that have successfully undertaken structural reforms and draws lessons from their example. A video version of this book also exists, and both the book and the video are available in French.

Khor, Martin and Lim Li Lin, eds.: *Good Practices and Innovative Experiences in the South: Economic, Environmental and Sustainable Livelihoods Initiatives (vol. 1); Good Practices and Innovative Experiences in the South: Social Policies, Indigenous Knowledge and Appropriate Technology (vol. 2); Good Practices and Innovative Experiences in the South: Citizen Initiatives in Social Services, Popular Education and Human Rights (vol. 3),* London and New York, NY: Zed Books, 2001, ISBN: 1 84277 129 9, 255 pp. (vol.1); ISBN: 1 84277 131 0, 215 pp. (vol. 2); ISBN: 1 84277 133 7, 260 pp. (vol. 3)

These three volumes constitute an attempt by Third World Network and UNDP's Special Unit for Technical Cooperation among Developing Countries to compile information on some of the best practices and innovative ideas that are being pioneered at the governmental, NGO, and community levels in developing countries. While the areas of experimentation are fairly diverse, all the experiences recounted here rely on the same basic principles: respect for local knowledge systems; harmony with the environment; equity; and democratic, participatory involvement. Providing examples of successful development efforts in Asia, Latin America, and Africa, the editors seek to contribute to the process of learning and replication elsewhere.

Murthy, Ranjani K., ed.: *Building Women's Capacities: Interventions in Gender Transformation,* New Delhi: Sage Publications, 2001, ISBN 81 7829 012 X, 383 pp.

Addressing the question of female empowerment in India, this volume examines how women's capacities can be strengthened so that they are better able to confront the challenges that face them, and how to go about sensitising men to gender issues. Contributors describe the difficulties they encountered, and the strategies they adopted to overcome them, in promoting gender training and participation and in building gender-transformative capacities. Viewing empowerment as part of a wider process of social change and not as an isolated phenomenon, the case studies demonstrate that empowerment needs to occur in multiple arenas, including the personal (e.g. control over one's own body), the social (e.g. an individual's standing in the community), the economic (e.g. control over resources), and the political (e.g. participation in decision making).

di Notarbartolo Villarosa, Francesco: *Information, Management and Participation: A New Approach from Public Health in Brazil,* London: Frank Cass, 1998, ISBN: 0 7146 4353 X.

Development projects aimed at improving general well-being need to be able to reach the most vulnerable groups. However, official 'top-down' information is often incapable of identifying, prioritising, and 'marking out' these groups at the local level, and the result may be an unfair, inefficient, and ineffective allocation and use of resources. Based on an in-depth analysis of a development health project carried out in Brazil in the 1990s, this book argues that a 'process approach' is necessary to generate relevant knowledge about local needs, especially in poor urban areas. Such an approach fosters flexibility and adaptability to the local context.

Smillie, Ian and John Hailey: *Managing for Change: Leadership, Strategy and Management in Asian NGOs,* London and Sterling, VA: Earthscan, 2001, ISBN: 1 85383 721 0, 193 pp.

As the number of NGOs increases, so they need to work harder at preserving their distinctiveness and effectiveness. Based on their analysis of how nine successful NGOs in Asia are managed, the authors seek to identify the key characteristics of a sustained growth process, and the strategies, management styles, and organisational structures that are more likely to lead to success. For a full review, see *Development in Practice* 12(3&4):549–551.

The Sphere Project: *The Sphere Handbook: Humanitarian Charter and Minimum Standards in Disaster Response*, Geneva: The Sphere Project, 2000, ISBN: 9 2913 9059 3, 322 pp.

An international initiative aimed at improving the effectiveness and accountability of disaster response, the Sphere Humanitarian Charter and Minimum Standards in Disaster Response spells out the rights and minimum standards that organisations providing humanitarian assistance should guarantee to those affected by natural disasters. The Humanitarian Charter is based on the principles and provisions of international humanitarian, human rights, and refugee law, and on the principles of the Red Cross and the NGO Code of Conduct. The Handbook then sets out minimum standards in five core sectors: water supply and sanitation; nutrition; food aid; shelter and site planning; and health services. Available also in French, Russian, and Spanish, the full text is available at www.sphereproject.org/handbook_index.htm

Uphoff, Norman, Milton Esman, and Anirudh Krishna: *Reasons for Success: Learning from Instructive Experiences in Rural Development,* West Hartford, CT: Kumarian Press, 1998, ISBN: 1 56549 076 2, 236 pp.

A sequel to *Reasons for Hope* published in 1996, this volume is informed by the authors' concern that rural development is increasingly neglected in economic development circles. They seek to demonstrate, however, that improving rural living standards depends more on ideas, leadership, and appropriate methods than on financial resources as such.

Wood, Adrian, Raymond Apthorpe, and John Borton, eds.: *Evaluating International Humanitarian Action: Reflections from Practitioners,* London and New Jersey: Zed Books, 2001, ISBN: 1 85649 976 6, 224 pp.

This book analyses humanitarian assistance both in terms of how it is (and should be) delivered, and in terms of how it is (and should be) evaluated, and draws upon the experiences of those engaged in humanitarian programme evaluations and the lessons they learned in the process. Compiled by the Active Learning Network for Accountability and Performance in Humanitarian Assistance (ALNAP), the case studies are drawn from four continents, including Central Asia and the Balkans, and illustrate the different kinds of emergencies that have afflicted so many people over the past decade. The volume addresses the context in which evaluations of humanitarian assistance take place; the process of doing evaluations; and lessons to improve the conduct of evaluations in future. For a full review, see *Development in Practice* 12 (3&4):551–553.

Journals

Professional schools, especially those in management and business administration, are a natural home for journals featuring the latest thinking on learning and organisational development. While it would be impossible to list all of these publications, two particularly prominent examples are the *Harvard Business Review* (ISSN: 0017 8012) and the *MIT Sloan Management Review Quarterly* (ISSN: 1532 9194), which have become trusted sources of useful and innovative ideas on organisational learning and managerial excellence. Their regular contributors include business-management innovators like Peter Drucker, Henry Mintzberg, and Peter Senge (see above). Although these journals naturally focus on the corporate sector, they are increasingly paying attention to learning and management innovation in the non-profit sector.

Development in Practice, published five times a year: Carfax/Taylor & Francis on behalf of Oxfam GB. Editor: Deborah Eade, ISSN: 0961 4524

This is a multi-disciplinary journal of practice-based analysis and research concerning the social dimensions of development and humanitarianism. It acts as a forum for debate and the exchange of ideas among practitioners, policy makers, and academics worldwide. The journal seeks to challenge current assumptions, stimulate new thinking, and shape future ways of working.
www.developmentinpractice.org

International Journal of Cross Cultural Management, published three times a year: Sage Publications. Editors: Terence Jackson, ESCP-EAP European School of Management, Paris-Oxford-Berlin-Madrid, and Zeynep Aycan, Koç University, Istanbul, Turkey, ISSN: 1470 5958

This journal seeks to provide a specialized academic forum for the discussion and dissemination of research on inter-cultural and trans-cultural aspects of management, work, and organisation. In particular, it explores the ways in which culture influences management theory and practice. The journal is linked with three international organisations: the Centre for Cross Cultural Management Research, the International Organizational Network (ION), and the International Society for the Study of Work and Organizational Values (ISSWOV).
www.sagepub.co.uk/journals

Journal of Organizational Change Management, published bi-monthly: Emerald Insight. Editor: David M. Boje, Management Department, New Mexico State University, USA, ISSN: 0953 4814

An interdisciplinary forum to analyse and discuss the latest theoretical approaches and practices underpinning successful organisational change, this journal focuses on how organisations can manage change positively and implement it effectively.
www.emeraldinsight.com/journals/jocm/jourinfo.htm

The Learning Organization – An International Journal, published bi-monthly: Emerald Insight. Editor: Jim Grieves, Teeside School of Business and Management, University of Teeside, UK, ISSN: 0969 6474

Committed to furthering research and knowledge on what the learning organisation is and does, this journal presents ideas, generates debate, and offers case-study material and practical examples to practitioners, consultants, researchers, and students worldwide. Its aim is to illustrate how a culture of learning can be implemented, so that an organisation never ceases to grow.
www.emeraldinsight.com/tlo.htm

Management Learning, published quarterly: Sage Publications. Editors-in-Chief: Christopher Grey, University of Cambridge, UK, and Elena Antonacopoulou, Manchester Business School, UK, ISSN: 1350 5076

Through the publication of creative enquiry and the promotion of dialogue and debate, this journal addresses fundamental issues in management and organisational learning. Chris Argyris (above) describes it as '[a] journal full of insights and actionable ideas that are useful for practitioners and scholars.' Themes covered include the nature of management learning, the process of learning, and learning outcomes.
www.sagepub.co.uk/journals

Nonprofit Management and Leadership, published quarterly: Jossey-Bass on behalf of the Mandel Center for Nonprofit Organizations. Editor: Roger A. Lohmann, Mandel Center for Nonprofit Organizations, Case Western Reserve University, USA, ISSN: 1048 6682

The only journal to focus exclusively on the problems faced by the non-profit sector, it offers state-of-the-art thinking on issues such as fundraising, strategic planning, governance, human resources, financial resource development and management, management of change and innovation, and organisational effectiveness.
www.wileyeurope.com/cda/sec/0,,6160,00.html

PLA Notes, published three times a year: IIED.

An informal journal focusing on participatory approaches and methods, which offers a forum for practitioners to share field experiences, conceptual reflections, and methodological innovations. Free of charge for non-OECD subscribers. The first 40 issues of *PLA Notes* are also available on CD ROM.
www.planotes.org

Public Administration and Development, published five times a year: John Wiley & Sons. Editor: P. Collins, Institute for International Policy Analysis, University of Bath, UK, ISSN: 0271 2075

Focusing on development issues in less industrialised and transitional economies, this journal reports, reviews, and assesses the practice and implications of public administration at all levels. It gives special attention to research on the management of all phases of public policy formulation and implementation, as well as to questions of development management in the NGO sector. *Public Administration and Development* also produces selected abstracts on key themes, drawn from a variety of journals. Its February 2002 issue was devoted to the topic of 'Government-Nonprofit Relations in Comparative Perspective'. Other special

issues have included 'Development Training' (February 1999) and 'The Challenges of State Transformation in South Africa' (May 2000).
www.interscience.wiley.com/jpages/0271-2075/

World Development, published monthly: Elsevier Science. Editor: Janet L. Craswell, American University, USA, ISSN: 0305 750 X

Recognising 'development' as a process of change involving nations, economies, political alliances, institutions, groups, and individuals, the journal is dedicated to examining potential solutions to the key problems of development, including poverty, environmental degradation, inadequate scientific and technological resources, international debt, gender and ethnic discrimination, civil conflict, and lack of popular participation in economic and political life.
www.elsevier.com/locate/issn/0305750X

Organisations, networks, and websites

Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP) is an active-learning international membership network of development organisations and practitioners committed to 'improving the accountability and quality of humanitarian action by sharing lessons, identifying common problems, and, where appropriate, building consensus'. Its 2002 Annual Review, *Humanitarian Action: Improving performance through improved learning*, based on the main findings and recommendations of more than 50 evaluations of humanitarian action, maps current learning practice within the humanitarian sector; considers key constraints to learning; and offers an agenda for action.
www.alnap.org

Alforja: the Alforja network is a regional initiative that brings together the work of seven NGOs in Mexico and Central America committed to popular education. Alforja focuses on two programmes in particular, one devoted to democracy, the other to development. The democracy programme seeks to empower the popular sectors and increase their influence and participation in the political process. The development programme is striving to elaborate an Integrated Human Development Paradigm that incorporates concrete experiences in the urban and the rural sectors and contributes to the elaboration of alternative development ideas and proposals.
www.alforja.org

Asociación Latinoamericana de Organizaciones de Promoción (ALOP): composed of developmental NGOs from 20 Latin American countries, ALOP embodies one of the most durable efforts toward the integration of NGOs in the region. Its main objectives are to facilitate the interchange of lessons and experiences among the organisations, promote regional projects, and ultimately strengthen the effectiveness and capacity of its member organisations, both individually and as a group.
www.alop.or.cr

Ashoka – Innovators for the Public provides financial and professional support and promotes 'social entrepreneurship' by encouraging individual pioneers in their efforts to solve social problems. Changemakers.net is Ashoka's online newsletter,

including *Creative Resourcing Network*, which is a forum for social entrepreneurs and civil society activists to exchange ideas on local resource mobilisation.
www.ashoka.org or www.changemakers.net

Bangladesh Rural Advancement Committee (BRAC) is an established development organisation committed to alleviating poverty and to empowering people living in extreme poverty. Recognising that development is a complex process requiring a strong dedication to learning, knowledge-sharing, and responsiveness to the needs of the poor, BRAC places a strong emphasis on organisational development and capacity building. It has recently established its own university.
www.brac.net

BRINT Institute is a virtual network dedicated to the development of thinking and practice on information, technology, and knowledge-management issues to facilitate organisational and individual performance and success. The Institute's content and community portals provide the latest resources and information on key topics of interest; one portal, for example, is dedicated to 'Knowledge Management, Organisational Learning, and Learning Organisations'.
www.brint.com/press/

Center for Alternative Development Initiatives (CADI) is a Philippines-based organisation, dedicated to promoting sustainable development through 'threefolding' – a process whereby government, civil society, and business are all stakeholders in development plans and initiatives. Another focus is the advancing of 'cultural renewal' through innovative educational activities, and the support for civil society. CADI also engages in publishing and networking in the international arena.
E-mail: cadi@info.com.ph Web: www.cadi.ph

Center for Gender in Organizations (CGO) is an international resource for innovative thinking and practice in the field of gender, work, and organisations. Understanding gender as a construct that works simultaneously with race, class, ethnicity, age, and sexual orientation in shaping organisational systems, cultures, and practices as well as individuals' identities and experiences at work, CGO seeks to promote both gender equity and organisational effectiveness in learning and support organisations. CGO works at the intersection of research and practice and focuses annually on a specific learning theme, the research results of which are widely published in CGO's working papers, academic journals, *CGO Insights*, and other publications.
www.simmons.edu/gsm/cgo

Community Development Resource Association (CDRA) is an NGO based in South Africa that is committed to the conscious and continuous learning about development processes and the art of intervention. CDRA carries out a broad range of activities, including organisational interventions, training, accompanied learning, collaborative explorations, and the dissemination of experiences and lessons learned. Some of the association's relevant publications include *Action Learning for Development: Use your experience to improve your effectiveness* (1997), and *Action Learning Series: Case studies and lessons from development practice* (2 vols., 1998 and 1999).
www.cdra.org.za

Comparative Research Programme on Poverty (CROP) is a response from the academic community to the problem of poverty, organised around an extensive international and multidisciplinary research network. Its main focus is on multidisciplinary and multi-cultural research, with the principal purpose of producing reliable knowledge that can serve as a basis for poverty reduction. CROP also organises regional workshops, international conferences, and projects that bring researchers together to discuss topics of mutual interest.
www.crop.org

Evaluating Capacity Development is a website established to facilitate the exchange of information among individuals interested in the evaluation of organisational capacity-development efforts. The primary users are project participants – i.e., organisations focused on evaluating capacity development in research and on development more generally. The site provides useful information on key concepts, terms, and links.
www.isnar.cgiar.org/ecd/index.htm

IBASE (Brazilian Institute of Social and Economic Analyses) is an organisation committed to strengthening the quality of democracy in Brazil by promoting justice, equality, respect for human rights, social development, and the active participation of all Brazilians in the decision-making process. To increase awareness and encourage citizen involvement in the political process, IBASE engages in a wide range of activities, including research, dissemination of information, public debates, and the defence of public interests. To maximise its impact, IBASE also works in conjunction and partnership with civil society organisations and movements, universities, and governmental bodies.
www.ibase.org.br

IFAD IFAD's mission is to enable the rural poor to overcome their poverty through agricultural and rural development supported by loans and grants for innovative approaches. Much of its work is geared to influencing pro-poor policies and on promoting institutions that serve and represent the rural poor. Defining itself as a knowledge institution, IFAD is committed to mutual learning and lesson-sharing with others active in this field. To this effect, it has recently established a Knowledge-Management Facilitation and Support Unit, which includes a pilot knowledge base on Gender and Household Food Security.
www.ifad.org

International Development Research Centre (IDRC) is a Canadian public corporation that was created to help developing countries find lasting solutions to the social, economic, and environmental problems that confront them. Founded on the premise that science and technology are powerful tools to promote economic growth and development, IDRC focuses on knowledge gained through research as a means of empowering the people of the South. Some of its main objectives include: assisting scientists in developing countries identify sustainable solutions to pressing development problems; mobilising and strengthening the research capacity of developing countries; and disseminating research results worldwide, in

particular through developing and strengthening the electronic networking capacity of institutions in recipient countries.
www.idrc.ca

International NGO Training and Research Centre (INTRAC) Recognising and supporting the commitment of the NGO sector to values that promote sustainable development, social justice, empowerment, and participation, INTRAC seeks to strengthen the organisational, management capacity, and institutional development of NGOs. Its focus on training, consultancy, research, and learning underpins its publishing programme. Relevant recent books include: *People and Change: Exploring Capacity-Building in African NGOs* (2002); *Knowledge, Power and Development Agendas: NGOs North and South* (2002); and *Striking a Balance* (see **Books** above).
E-mail: intrac@gn.apc.org Web: www.intrac.org/

International Organization for Cooperation in Evaluation (IOCE) is a loose coalition of regional and national evaluation organisations from around the world that is dedicated to building leadership and capacity in developing countries, fostering the cross-fertilisation of evaluation theory and practice, and encouraging the evaluation profession to take a more global approach to problem solving.
www.internationalevaluation.com

Monitoring and Evaluation News (MandE News) is a news service that focuses on the latest developments in monitoring and evaluation methods relevant to development work, and is supported by Oxfam GB, Save the Children Fund, ActionAid, Christian Aid, CAFOD, CIIR, IDRC, World Vision, and WWF, via Bond. MandE's website includes an Open Forum in which all visitors are actively invited to participate in seeking and/or sharing information relating to monitoring and evaluation theory or practice. The news service also posts information on events, work in progress, new documents, and books of interest. Links to other specialist M&E websites, evaluation centres, and evaluation networks are available as well.
E-mail: Editor@mande.co.uk Web: www.mande.co.uk

Resource Centres for Participatory Learning and Action Network (RCPLA) Maintained by the International Institute for Environment and Development (IIED), the RCPLA Network brings together 14 organisations from around the world committed to information sharing and networking on issues pertaining to participatory methodologies and approaches. The documentation held at IIED consists mainly of unpublished literature, case studies, and reports, and features material in more than ten languages. The network's ultimate goal is to supply reliable information and training support to Southern organisations, as well as to meet a growing demand for it in both non-OECD and OECD countries. The *PLA Notes* series (see **Journals** above) is an integral component of the IIED's network.
E-mail: resource.centre@iied.org Web: www.iied.org/resource/index.html

Society for Organizational Learning (SoL) is an action-learning community composed of a heterogeneous group of corporations, NGOs, governmental institutions, and individuals from all over the world, founded by Peter Senge (see **Leading experts in the field** above). Its main objective is to generate knowledge

about and build capacity for fundamental innovation and change through collaborative action-inquiry projects. Reflecting on such issues as the benefits and shortfalls of globalisation, economic growth, and the development of human capital, SoL is a global, enabling network where dialogue, research, collaborative action, and learning take place at multiple levels.
www.solonline.org

Southern and Eastern Africa Policy Research Network (SEAPREN) is a network of six African research institutions engaged in strengthening policy analysis in their home countries. SEAPREN seeks to collaborate on national and regional research projects and capacity building; exchange best practices and mutual learning in research as well as institutional management; and monitor international developments and new approaches within the field of policy analysis. Among the issues and problems the network focuses on are regional and international trade, poverty alleviation, governance, and economic development.
www.seapren.kabissa.org

World Neighbors works with the rural poor in 18 countries in Asia, Africa, and Latin America to strengthen the capacity of individuals and communities in confronting problems related to hunger, poverty, and disease, and in identifying and developing home-grown solutions. World Neighbors' programmes integrate local capacity-building, improved sustainable agriculture, community-based health, reproductive health, gender awareness and the empowerment of women, environmental conservation, water and sanitation, and livelihood strategies, including savings and credit. The organisation also has a publishing branch with many titles of interest, including, for example, 'Evaluating an Integrated Reproductive Health Program: India Case Study' (2002), and *From the Roots Up: Strengthening Organizational Capacity through Guided Self-Assessment* (2000, 2nd ed.).
www.wn.org

WWW Virtual Library: Evaluation This virtual library is an online database of Internet resources related to social policy evaluation The database includes brief descriptions and links to hundreds of websites. The library's catalogue can be browsed by subject area.
http://vlib.org

Addresses of publishers

Birkhäuser Publishing
Viaduktstrasse 42, CH-4051 Basel,
Switzerland.
www.birkhauser.ch

**Canadian Council for International
Cooperation**
1 Nicholas Street, Suite 300,
Ottawa, Ontario K1N 7B7, Canada.
www.ccic.ca

Carfax/Taylor & Francis
4 Park Square, Milton Park,
Abingdon, OX14 4RN, UK.
www.tandf.co.uk/journals

Earthscan Publications
120 Pentonville Road,
London N1 9JN, UK.
www.earthscan.co.uk

Elsevier Science
P.O. Box 211, 1000 AE, Amsterdam,
The Netherlands.
www.elsevier.nl

Emerald Insight
60/62 Toller Lane,
Bradford, BD8 9BY, UK.
www.emeraldinsight.com/academic

Frank Cass
Crown House, 47 Chase Side,
London N14 5BP, UK.
www.frankcass.com

John Wiley & Sons
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West Sussex PO19 8SQ, UK.
www.wileyeurope.com

Jossey-Bass
c/o John Wiley & Sons, Ltd.,
The Atrium, Southern Gate,
Chichester, West Sussex
PO19 8SQ, UK.
www.josseybass.com

Institute for Development Research
44 Farnsworth Street, Boston,
MA 02210-1211, USA.
www.jsi.com/idr

IIED
3 Endsleigh Street,
London WC1H 0DD, UK.
www.iied.org

INTRAC
PO Box 563, Oxford, OX2 6RZ, UK.
www.intrac.org

ITDG Publishing
103–105 Southampton Row,
London WC1B 4HL, UK.
www.itdgpublishing.org.uk

Koninklijke van Gorcum
Industrieweg 38, 9403 AB Assen,
The Netherlands.
www.vangorcum.nl

Kumarian Press
14 Oakwood Avenue,
West Hartford, CT 06119 2127, USA.
www.kpbooks.com

McGraw Hill
2 Penn Plaza, 12th Floor, New York,
NY 10121–2298, USA.
http://books.mcgraw-hill.com

Oxford University Press
Walton Street, Oxford OX2 6DT, UK.
www.oup.co.uk

Oxfam Publishing
274 Banbury Road,
Oxford OX2 7DZ, UK.
www.oxfam.org.uk/publications

Pluto Press
345 Archway Road, London N6 5AA, UK.
www.plutobooks.com

**The Prince of Wales International
Business Leaders Forum (IBLF)**
15–16 Cornwall Terrace, Regent's Park,
London, NW1 4QP, UK.
www.iblf.org

The Sphere Project
P.O. Box 372, 1211 Geneva 19,
Switzerland.
www.sphereproject.org

Transaction Publishers
390 Campus Drive, Somerset,
NJ 07830, USA.
www.transactionpub.com

Routledge
11 New Fetter Lane,
London EC4P 4EE, UK.
www.routledge.com

Royal Tropical Institute
Mauritskade 63 (main entrance),
P.O.Box 95001, 1090 HA Amsterdam,
The Netherlands.
www.kit.nl

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www.zedbooks.demon.co.uk