

food alternatives, and what might be the most efficient option in the field of, say, improving agricultural production might not be the most economic option. Economic efficiency requires the minimisation of costs, and the maximisation of food production. Inefficiency is unethical. How does this fit in with the global food system? The author having provided the information, leaves the readers to think this out for themselves.

Each chapter in this book could be expanded to a book in itself. The last chapter is called 'Summary and Conclusion', but it would be a mistake to think that by reading the last chapter one could save oneself from reading the whole book. There is so much food for thought here that the book should be required background reading for those interested in social development.

Africa cannot be isolated from the rest of the world, and this book highlights the interdependence of countries whatever their stage of development. I would highly recommend this book for sixth form and undergraduate students, and all those interested in knowing about food production and distribution and the effects this has on energy resources, the environment, pollution, population pressures, and finally the approaches made to these problems by the different ideologies.

Reviewed by Alison Brydone, National Committee of Zimbabwe Freedom from Hunger Campaign, Harare.

How Are We Doing? A Framework for Evaluating Development Education Programs, Roland Case (Principal Author), edited by Martha Keehn and Walter Werner, InterAction, American Council for Voluntary International Action, New York, 1987 (125pp, US\$8,50).

This interesting publication is the product of the work of a number of North American individuals and organisations, specifically InterAction (USA), the Canadian Council for International Cooperation, the Centre for the Study of Curriculum and Instruction of the University of British Columbia (Canada), and the United Nations Non-Governmental Liaison Service (New York). The Preface and Introduction note that this handbook is also the product of a number of programme evaluation workshops, some of which utilised preliminary written materials, and this process element is reflected in the general approach that the publication takes, viz to provide a practical framework for understanding and approaching evaluation.

The publication provides a framework, as the title suggests, for evaluating development education programmes and so utilises examples from this area to illustrate the various stages, techniques, issues, etc that are presented. However, the framework identified is also valuable for the evaluation of any other development programme or project, and the handbook's usefulness is not restricted to evaluating development education programmes per se. The publication is referred to by the authors as a handbook, and the consistent

step by step approach to evaluation presented in it, and the easy to follow format, does give it the advantage of a handbook which could be used by individuals and groups who wish to introduce themselves to, or increase their skills in, evaluation, particularly in relation to planning and research methodologies and techniques.

After a general introductory chapter which looks at the what, why and when of evaluation, the balance of the publication is divided into seven stages or chapters, as follows:

Stage 1: Setting Aims

Stage 2: Launching the Evaluation

Stage 3: Formulating the Design

Stage 4: Constructing Instruments

Stage 5: Collecting Data

Stage 6: Analysing Results

Stage 7: Delivering the Pay-Off.

Each stage is then further subdivided into major component areas, which are presented with more or less detail in keeping with the complexity and involvement of the particular area.

The publication is generally presented in a simple and logical way, in a step by step manner, which leads the reader through both a planning and a research process. This is one of the particularly valuable elements of the book, as it presents evaluation as part of the planning process, and based on a sound research methodology and technique, with the aim of increasing the effectiveness of development education programmes by increasing the effectiveness of the planning process itself. Evaluation is, therefore, not presented as an end in itself nor simply as a means to secure further funding for programmes. Both planning and research are presented as major underlying concerns in any evaluation process which is to have both credibility and reliability.

In addition the continuing theme of participation is established from the introductory chapter and in Stage 1 and is continued throughout the book, focusing on all those who need to be involved in an evaluation if it is to be successful in the end — ie if its findings are to be utilised. The definition of the evaluation 'stakeholders' as all those who have a concern with the results of the evaluation is useful. However, an even more direct emphasis on the question of participation as it relates to the 'recipients' of programmes would have been appreciated, particularly during the course of the unwinding of the various stages. In this respect the TALC publication *Partners in Evaluation* (Feuerstein: 1986) is a useful adjunct to *How Are We Doing?*

Stage/Chapter 2 concentrates on establishing and spelling out the mandate for the evaluation and ethical principles of procedure. This is an area that, to my mind, is not often enough considered in the research design,

but an area that is very much in keeping with the publication's emphasis on participation and responsibility in evaluation.

The detail found in the discussions of Stages 3 and 4, stages which come to grips with the actual design and construction of the evaluation research process, is important and particularly valuable to workers new to the evaluation process. However, the incorporation of some practical examples to work through may have helped to begin the process of developing skills in these areas, skills which are not readily learned through simply reading and discussing an area, but which require practical experience and a reflection on that experience.

The Table of Contents is very clearly laid out and identifies the main components covered in each stage/chapter. The glossary at the end of the publication is particularly valuable and provides, in one place, useful definitions of the major terms used in the book. The Selected Readings lists provided at the end of each chapter look useful, but, as may be expected, are, with the exception of one British source, all North American publications. This may make these references less useful for Third World readers who may not readily have access to them.

This publication is a very useful tool for the introductory training of fieldworkers and programme staff in the elements of evaluation, based on a knowledge and understanding of research and planning techniques, and was used successfully in this way by this reviewer during the course of this review.

My major reservation about this publication is the terminology used at various points, terminology and colloquialisms that may be appropriate in the North American situation in which the publication was formulated, but which are not particularly appropriate for many Third World readers and practitioners. Specifically the title of the last chapter, "Delivery of the Pay-Off" could be a problem — why not simply "Presenting and Using the Results"? Additional examples include the use of the word 'standards' where indicators or criteria are more usually used, and the use of the terms 'the stake' and 'stakeholders'.

I consider this publication, and the evaluation framework it presents, a valuable resource for training for evaluation, and for field and programme staff working in development programmes and projects. The step by step approach taken presents evaluation in a way that can be understood and appreciated with some ease, while the emphasis on planning and research, and the reference to participation and the ethics of evaluation, are points well made. My reservations relate, as noted above, to some of the language and terminology used, and the lack of clear practice examples in the text, particularly in relation to the construction of a research design and the research instruments, and in the analysis of results and the use of various statistical procedures that may be required for this analysis.

This small publication is highly recommended as an introduction to and overview of the evaluation process for anyone working in a development agency.

Reviewed by Brigid Willmore, *Journal of Social Development in Africa*, Harare.

References

Feuerstein Marie-Theres (1986) *Partners in Evaluation*, TALC/Macmillan, London.

Conflict Management and Problem Solving: Interpersonal to International Applications, Dennis J D Sandole and Ingrid Sandole-Staroste (eds), Frances Pinter, London, 1987 (321pp, price not given).

This book certainly lives up to its name — there are a great variety of examples of conflict situations, and consideration of their solutions from almost every conceivable sector. In all there are 40 individual contributions, including situations of divorce, family mediation, community relations, dispute reduction in prison settings, environmental mediation, labour-management disputes, terrorism and hostage negotiation, East-West relations and the prevention of nuclear war. These contributions and statements vary considerably, both in depth of analysis and content, but are linked by their common concern for dispute resolution and the solution of social problems. As such this volume genuinely may be seen — as stated in the Introduction — as an ‘outcome of multiple convergences’ (p 1).

Specifically the book is the culmination of a series of lectures given at the Center for Conflict Resolution at George Mason University in the United States. The contributors not only include staff from this University, but also prominent academics and practitioners in this field.

As we read the book we become aware that the field of conflict management is a growing scientific discipline in its own right (or perhaps an ‘interdiscipline’), with its own body of literature, theories and methodologies in the process of formulation. This book should contribute in large measure to a further definition of this subject matter. Of additional use is an extensive list of books, monographs and articles on this topic at the end of the book, which is certainly worth consultation.

Substantial sections of the book are devoted to the elaboration of a theoretical framework for conflict resolution, and to a significant extent this is achieved. Of particular interest to me were the discussions on the ‘Prisoner’s Dilemma Game’ (introduced by Morton Deutsch) and the ‘Joint Outcome Space’ of Roger Riechman. These outline the competitive ‘Win/Lose’ (zero sum) option as opposed to the co-operative ‘Win/Win’ (positive sum) option, the former is normally selected in protagonist