

Building capacities for monitoring and evaluating decentralisation and local governance in West Africa

Facilitating capitalisation and learning

Methodological guidance for the preparation of case studies

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List of Abbreviations

AEN	Norwegian Church Aid
CBO	Community Based Organisation
CIDA	Canadian International Development Agency
DANIDA	Danish International Development Agency
ECDPM	European Centre for Development Policy Management)
GTZ/LG-PRSP	German Technical Cooperation/Local Governance Poverty Reduction Support Programme
M&E	Monitoring and Evaluation
MATCL	Malian Ministry of Territorial Administration and Local Government (Ministère de l'Administration Territoriale et des Collectivités Locales)
MLGRD	Ministry of Local Government and Rural Development
NDPC	National Development Planning Commission
PACT-GTZ	Programme in Support of local governments (Programme d'Appui aux Collectivités Territoriales), a programme of the German Technical (GTZ)
REDL	Network for exchange and reflections on local development (Réseau de Réflexion et d'Echanges sur le Développement Local)
SIF/GPRP	Social Investment Fund/Ghana Poverty Reduction Programme
SNV	Netherlands Development Organisation
SUCO	Solidarité, Union, Coopération, a Canadian NGO

1 Context and purpose of this methodological note

In September 2005, SNV-Mali (the Netherlands Development Organisation), the Mali based REDL network¹ and the ECDPM (European Centre for Development Policy Management) in consultation with the Malian Ministry for Local Government (MATCL) launched a joint activity in the field of capacity building in the field of monitoring and evaluation. This activity aims to inventorise, take stock of and analyse experiences that aim to strengthen the capacities of actors of local government to monitor and evaluate of decentralisation and local governance processes.

Drawing on French development terminology, we use the term ‘**capitalisation**’ to refer to a process of stock-taking, documentation and analysis of experiences with a view to facilitating debate and exchange of experiences as well as dissemination of good practice and lessons learned. Thus, capitalisation can contribute to learning and knowledge management.

The focus of the activity lies on the francophone countries of West Africa and Ghana. The proposal for this joint activity² envisages a “capitalisation process” in three phases:

- **Phase 1 (October 2005 – March 2006):** Identification, documentation and analysis of relevant experiences and approaches in the field of capacity building for M&E of decentralisation/local governance. These experiences and approaches will be “capitalised” in the form of case studies that will be prepared by a team of stakeholders.³ The case studies will be presented and discussed at a regional seminar und eventually be published.
- **Phase 2 (March - May 2006):** Preparation and organization of a 2-days regional seminar in Bamako for participants from the region. The seminar is planned to take place in May 2006 and will be organised in Bamako under the auspices of the Malian MATCL. The objective of the seminar is to promote a structured exchange of experiences and joint learning drawing on the experiences of participants from the region. The case studies will serve as a basis for discussion. Participants of the seminar will include: the members of the teams, who prepare the case studies, representatives of development organisations experimenting with approaches of capacity building in this field (members of the REDL network and others) and actors of decentralisation from the region who have relevant experiences to contribute (e.g. representatives of Ministries, local government and organisations that provide advice and capacity-building services to local governments who have been involved in the testing of approaches/tools for M&E local governance or make use of them).
- **Phase 3 (June 2006 - January 2007) :** Publication and dissemination of case studies and findings of the regional seminar in the form of a Policy Management Report, briefs (optional) and articles for the newsletter “Capacity.org”.

¹ REDL stands for “Réseau de réflexion et d’échanges sur le développement local” and is a network of development organisations and projects that support local governance and local development in Mali. The following members of REDL actively support the proposed process of stocktaking, analysis and learning on capacity-building for monitoring and evaluation of local governance and decentralisation processes:

- SNV-Mali
- the Programme in Support of local governments (GTZ/DED)
- Norwegian Church Aid -Mali
- HELVETAS-Mali
- CARE-Mali
- SUCO

² Cf. SNV, REDL, ECDPM, 2005. Building capacities for monitoring and evaluating decentralisation and local governance in West Africa: Facilitating capitalisation and learning, final version.

³ See point 4 for more detail on the preparation of the case studies.

The purpose of this methodological note is to provide some guidance for phase 1 of the exercise and ensure that the selected approaches and experiences will be presented in a form that is easily readable and accessible to a wider audience.

The following recommendations on focus, content and structure of the case studies and the attached style-guide aim *to help* the authors of the case studies to present their experiences in a common and concise format.

The *guide for the preparation of the case studies in annex 1* proposes a common structure and set of questions for the analysis, which should help the teams to focus their analysis on questions of common interest to the participants of the exercise. Sticking to a common structure and focusing on these questions will make it easier to exchange information and compare experiences at the regional seminar.

The attached style guide can help you to make your writing more readable and accessible and to get your message across to a large audience, including non-native speakers of English and French. The following points should not be seen as a rigid set of guidelines or a “straight-jacket” to the author’s creativity, but as a *first proposal* for a common approach.

The criteria for selecting cases, common questions for the analysis of the approaches and tools and the guideline with questions for the analysis experiences (see annex 1) draw on desk studies of available documents and literature on the subject and first discussions with potential contributors to the capitalisation exercise. The style-guides for writing in French⁴ and English⁵ build on the experience of the ECDPM’s editors with revising and publications written by non-native speakers. They include feedback from readers’ surveys, the users of the style guide and from editors of partner institutions.

The draft of this methodological note has been amended in line with comments and inputs from stakeholders of the proposed capitalisation exercise and potential participants of the seminar before it has been presented to a technical steering committee for validation.⁶

2 Objectives and focus of the capitalization exercise

The proposed capitalisation exercise aims to help participating organisations and their partners at the national and local level

- to document and analyse experiences gained with building local capacity for monitoring and evaluating democratic decentralisation and local governance processes in West Africa;
- to facilitate a structured exchange and discussion on these experiences with peers from the region with a view to identify elements of good practice;
- to provide an opportunity for networking and learning about different approaches and tools for monitoring and evaluating the effects and impacts of decentralisation processes and local governance;

⁴ The style guide for writing in French is the final draft version. It still needs testing in practice. Feedback is welcome! Please, address it to Ms. Bridget McBean, e-mail: BMB@ecdpm.org.

⁵ We would like to ask participants from francophone countries to write their case studies in French. The authors of the case study from Ghana can of course provide the document in English. The organisers will arrange for a translation.

⁶ The steering committee is composed of representatives of MATCL, the government and members of REDL.

- to make available experiences and knowledge on good practice from different country contexts to actors of decentralisation and local governance at the micro, meso and macro level;
- to help these actors to feed their experiences into the wider policy debate on capacity building in the field of M&E of (support to) decentralisation and local governance at the country, regional and international level.

The documentation and publication of experiences in this field will contribute to extending the rather limited supply of literature available on this subject. Hopefully, this will stimulate further reflections on the issue of monitoring and evaluating the outcomes of decentralisation and help different actors of local governance to learn from the experiences described in the case study and take action.

The *geographical focus* of the activity lies on West Africa, and there in particular on countries, that pursue democratic decentralisation processes, have elected local government in place and some experience with monitoring and evaluation of decentralisation/local governance.

Thematically, the exercise focuses on experiences with *approaches and tools that aim to build local capacities for monitoring and evaluating effects, impacts and outcomes of decentralisation and local governance processes* as well as *the performance of local government*. The case studies look at the following kind of experiences, which of course partly overlap:

- a) performance self-evaluation of local governments;
- b) multi-stakeholder approaches to monitoring and evaluating effects and impacts of decentralisation and local governance process;
- c) building and strengthening local accountability systems and democratic control.

All cases under review will have received external support in the framework of development co-operation. The capitalisation exercise will therefore pay particular attention to questions of agency, ownership and sustainability of the tools and approaches presented as well as their replicability.

3 Identification and selection of cases

With the help of members of REDL and various resource persons, the authors of this note have identified a number of interesting experiences with approaches and tools for monitoring and evaluating decentralization and local governance processes. These tools/approaches have the following points in common:

- They *involve a range of actors/stakeholders* of decentralisation and local governance processes in the process of monitoring and evaluation;
- They aim to strengthen *local capacity for monitoring and evaluation*, and in particular *capacity at the level of the basic entity of decentralisation (communes, district)*;
- They *seek to promote more responsive and accountable local government* as well as *(demand for) democratic control and accountability* by actors of local governance and citizens;

- They have been conceived and tested with actors of decentralisation and local governance.

The following table gives an overview of the different cases identified so far.

Table 1 - Inventory of case studies

Country/Organisations	Experience
Benin	
National Observatory of social change, Permanent Secretariat of the National Commission for Development and Poverty Reduction, Ministry of Education, GTZ, DED	Strengthening capacities of local actors to monitor decentralisation and local governance in the sector of basic education (tested)
Burkina Faso	
National Commission for Decentralization, GTZ	Approach for monitoring and evaluation of the performance of local governments including an instrument for performance self-evaluation (in a conceptual stage)
Ghana	
NDPC, LGRD, NDOC, SIF, , GTZ, DANIDA, CIDA	District based poverty profiling, mapping and pro-poor planning and monitoring (in use and replicated)
Cameroon	
HELVETAS	Participatory baseline studies as an instrument for strategic planning and M&E at municipal level. (tested)
Mali	
DNCT, PACT-GTZ, SNV, DED, communal advisory centre of Koulikoro and Kati, de-concentrated technical services (Kati and Koulikoro)	Baseline studies as an instrument for strengthening the capacities of local governments to plan, monitor and evaluate local development and poverty reduction at the municipal level (in use, replicated).
DNCT, SNV, GTZ, DED, HELVETAS	Experiences with developing, testing and promoting the use of an instrument of performance self-evaluation of local governments (replicated).
FENASCOM, DNCT, KIT, SNV, Ministère Santé	Monitoring and evaluating « transfer of competencies » in the health sector (in the test phase).
HELVETAS	Participatory approach to establishing a base-line for monitoring and evaluating the implementation and effects of communal development plans (in the test phase).
CARE-Mali, AID-Mali, Yag-Tu Bandiagara, AADI-Djenné, communes, deconcentrated technical services, CBOs	Development and testing of a new participatory approach to monitoring and evaluation of local governance (in the test phase)
Niger	
SNV-Niger	Experiences with a tool for performance self-evaluation of communes integrating MDG and PRSP-objectives (in the test phase)

On the basis of this information, the members of the steering committee of the joint activity will select those experiences to be presented in the form of case studies.

The authors of this note would like to ask interested authors/organisations

- to signal their interest and make a firm commitment that they can meet the below deadlines (see table 2)
- to provide some more information on their respective tools and approaches and help us classify them (see the format attached in annex 2).

Based on this information, the members of the above-mentioned steering committee (not the authors of this note!) will decide which cases lend themselves to capitalisation in the form of case studies.

4 Preparing the case studies

Those who would like to contribute a case study best know

- who has contributed to the development, testing or adaptation of the approach or tool to M&E they would like to present, who makes use of this approach and who are the resource persons and stakeholders to consult and involve in the process of capitalisation;
- what kind of material they can draw on (e.g. notes, session protocols, reports of facilitators etc.)
- which aspects of their experience are might be most interesting for a discussion and exchange of experience with peers.

The guideline in annex 1 proposes elements of a common structure as well as a number of issues/questions that should be addressed all the case studies. It does not want to limit the creativity of writing, but help the teams to analyse and document their experiences. Of course, the authors can decide how to structure the main part of their case studies, chose their own titles and sub-titles do not need to limit themselves to the issues/questions mentioned in the guideline. However, in order to ensure a homogeneity of approach and relevancy of the issues covered, the authors should try to provide insights on issues and questions of common interest, that are written in **bold letters** in the guideline in annex 1). If some of the points are not relevant or cannot be dealt with, the authors should explain this in the case study.

Most of the M&E approaches and tools under review have been developed and tested in collaboration with a large number of resource persons and stakeholders of local governance and decentralisation. With a view to facilitating the process of capitalisation and the preparation of the publications, the teams should choose **a point a focal point**. He/she will assume responsibility for coordinating the process of capitalisation and the quality⁷ and timeliness of the different outputs of the exercise (case study, presentation for the regional seminar, contribution to the policy management report, capacity.org). The focal point will be the main interlocutor and interface with the managers of the joint activity (Sonia le Bay, SNV and Christiane Loquai, ECDPM). As for writing the case study, it is probably most effective to limit the team of authors to 2-3 persons. We would nevertheless like to encourage the authors to involve key stakeholders and users of the approach under review in the documentation and analysis of the approach (e.g through interviews, group discussions; by asking them to document their experiences and perceptions, to contribute orally or in written to the analysis of key components of the approach, a oral or written contribution on key elements of the approach, asking them to comment on the draft of the case study etc.) This will also help to take account of different appreciations and perspectives.

The attached style-guide contains hints and advice on writing in plain English and on how to present your case (see annex 4). Box 1 summarises some points highlighted in the style-guide:

⁷ i.e. take care that the different perspectives, views and experiences of different stakeholders are taken on board, ensure coherency of the different parts and contributions, homogeneity of language and style etc. in the case of multiple authors.

Recommendations from the style-guides

- Get the readers' attention
- "Invest" in catchy titles and headings
- Write in plain French/English
- Explain acronyms
- Keep sentences short
- Vary the length of sentence to keep the reader interested.
- Avoid too many qualifiers and ornate writing.
- Use visual elements (tables, graphics, schemes, flow charts)
- Avoid foreign words, development jargon, wordiness and value judgement
- Use standard format for bibliographical references, quotations and citations

Source: ECDPM 2004, ECDPM Style Guide. Maastricht.

5 Publications: formats, process and deadlines

We will publish and disseminate the findings of the case studies and the regional seminar in the different formats described in the proposal for the joint activity.⁸

The **Policy Management Report** will feature six to eight case studies as well as the main findings and recommendations from the regional seminar. This publication will be available in the form of hard and electronic copies (pdf and word version). Authors of case studies will receive 30 copies free of charge for their own distribution. They will also receive a copy of the electronic file for posting the report on their organisation*s website and disseminating it by e-mail.⁹ The PMB addresses a large audience of development practitioners and academics.

Those authors/organisations interested can also publish their case study separately in the format of **briefs** (6 -10 pages). Preparing the brief will only require the author to slightly change the format used for the case study in the Policy Management Report, i.e.

- Summarising the case study in 3-4 lines, which will feature in a box on the first page, preceding the introduction;
- Rearranging visual elements and potentially also cutting the text in line with the proposals of the editor
- Thinking of catchy sub-titles (more journalistic style)
- Choosing 3-4 titles from the bibliography further reading (ideally titles the interested reader can find in public libraries or access on the web).

The briefs are less costly to print and distribute and have a larger outreach. The reader surveys of the ECDPM show that this concise format is very much appreciated by senior officials and policy makers who do not have much time for reading.

Another format for sharing contributions and findings of the seminar with a wide audience is **Capacity.org**. The latter is an electronic newsletter which allows to share knowledge and to discuss the experiences in the form of articles. The idea is to contribute an editorial and a thematic dossier featuring different cases, reflection, findings and views in the form of articles. The format of a short article can also provide those participants/organisations, who do not have the time/resources to document their experiences in the form of a case study, with the

⁸ cf. SNV, REDL, ECDPM 09/2005. Building capacities for monitoring and evaluation decentralisation and local governance in West Africa. Facilitating capitalisation and learning (final version).

⁹ i.e. 30 copies per team of authors.

opportunity to share their experiences and views with a wider audience interested in capacity development issues.

All these publications address an audience that can read English/French. It would of course be desirable, if the information and analysis presented in these publications could also be made available to those stakeholders and actors of decentralization who do not have a sufficient knowledge of these two languages. The authors of this note would therefore like to encourage the organisations and authorities who participate in and support this capitalisation exercise to produce abridged versions of these publications or to translate them in local languages.

Table 2 - Planning for the preparation of case studies and publications

Milestones	Deadlines
Inventory of relevant experiences/cases	End of Nov. 2005
Methodological note <ul style="list-style-type: none"> • Circulation of the note on the methodology • Feedback by the members of REDL and those interested in contributing a case study, formal commitment of the contribution and designation of focal points • Annex 2 with information back to activity managers • Technical committee decides on final version of methodological note • Dissemination of the final version of the note on the methodology to the teams 	03 Dec., 2005 15 Dec., 2005 05 Jan. 2006 mid Jan. 2006 end of Jan. 2006
Case studies <ul style="list-style-type: none"> • First draft case studies (text version!) • Final version of the case study sent to ECDPM 	15 March, 2006 30 June, 2006
Regional seminar <ul style="list-style-type: none"> • Documents and presentations for the seminar sent to the organisers • Case studies and other material for the seminar available posted on the seminar website 	17/18 May, 06 15 April, 2006 30 April, 2006
Publications <ul style="list-style-type: none"> • Editing and translation of the case studies • Publication of the case studies PMB <i>"inbriefs"</i> Capacity.org 	July - Oct.. 2006 déc. 2006 first quarter 2007 sept. 2006

Annexes

Annex 1: Guide for the preparation of case studies

Please, write the case study in the font « verdana », font size 10, around 390 words per page.

Chapter/section/issues to discuss and questions to reflect on	Max. number of pages
1. Introduction	1
<p>Try to attract the attention of the reader : e.g. start with a question or a strong statement</p> <p><i>Interest and relevance of the experience described and analysed in the case study</i></p> <ul style="list-style-type: none"> • Why do you think that the experience/approach presented in the case study is of relevance and interest to actors of local governance in West Africa? • Why do you want to share your experience? • Who is the case study addressed to (target audience) <p><i>Focus and scope of the case study</i></p> <ul style="list-style-type: none"> • Which questions/issues are you going to elaborate on? • Which questions/issues of potential interest to the target audience are you not going to deal with, because of lack of data/time/room for analysis? <p><i>Structure</i></p> <p>Briefly explain how you are going how proceed (order of questions/issues to be dealt with in the different chapters)</p>	
2. Methodology	0.75
<ul style="list-style-type: none"> • How have you documented and analysed (capitalise) the experience described in the case study? • How did you proceed (methodologically)? Who/Which actors have been involved in the capitalisation exercise, i.e. in collecting information, analysing the experience with stakeholders, documenting the results of this analysis, preparing a draft and discussing it with stakeholders involved in the capitalisation process, getting their feedback) • To what extent does the case study reflect the different perspectives and experiences of actors/stakeholders of decentralisation, involved in the experience you describe? How did you take account of the views and perceptions of the "end-users" of the approach to M&E you describe in the case study? <p>Think about illustrating different viewpoints and perceptions in boxes.</p> <ul style="list-style-type: none"> • Which sources of information could you draw on? (e.g.: reports, meeting documents, interviews, group discussions etc.) 	

<ul style="list-style-type: none"> • Which difficulties did you encounter in the process of capitalisation (e.g.: lack of documented information on specific questions, including the perspectives of different actors, mobilising stakeholders and resource persons for a capitalisation of experiences) 	
3. Presentation and analysis of the approach	7
a) Notes on the context (cf. the point annex « country context below)	1
<ul style="list-style-type: none"> • In which decentralisation/local governance context has the approach been developed/applied? <p>Please, limit yourself to the most important characteristics and of the decentralisation process and local, i.e. to those necessary to understand the case study (do not elaborate on the history of decentralisation etc., more detailed information can be placed in the annex “country context”)</p> <ul style="list-style-type: none"> • What other factors have had an important influence on the approach? <p>Feel free to visualise information on the political and administrative context.</p>	
b) Motives, objectives and demand for the approach	
<ul style="list-style-type: none"> • Why/for what purpose has the approach <i>originally been developed</i> (conception phase)? • On whose demand/initiative? In response to whose needs? • What purposes does the approach serve <i>now</i>? • M&E approaches are designed for a specific purpose or even for several purposes, such as <ul style="list-style-type: none"> ○ improving decision-making ○ promoting democratic control ○ building capacities for self evaluation with actors of local governance ○ facilitating learning (on specific aspects of local governance/development) ○ tracing and assessing effects and impacts of decentralisation processes/activities of local government ○ accounting to central government/donors/citizens for use of resources <p>The different actors involved in the process of designing and testing an approach may have different views on purposes/objectives.</p> <p>The relative importance of the different purposes/functions of an M&E - approach may also change in the course of time.</p> <p>Moreover, an M&E approach may also generate positive side-effects that are worthwhile mentioning (e.g. strengthening collaboration and dialogue between</p>	

<p>different actors of local governance, improving local statistics, sensitising officials/citizens on specific issues of local governance/development etc.)</p>	
<p>c) Actors, stakeholders, users and moderators</p>	
<p>Which actors/stakeholders of local governance have been involved in</p> <ul style="list-style-type: none"> • Conceptualising the M&E approach? • testing it? • adapting or improving it? <p>What have been their respective motives for participation and roles?</p> <p>Who is in the drivers' seat? Who controls the approach? (see also the point on ownership below)</p> <p>Who benefits from the information and analysis generated by this M&E approach? For whom has the approach been developed? Who are the users? How have they been involved in the design and testing of the approach?</p> <p>Does the approach rely on moderators/facilitators? What is their role?</p> <p>What kind of knowledge and skills do local actors need in order to (a) contribute to the development of the approach; (b) to make use of the approach (its results)?</p>	
<p>d) Assumptions, instruments, indicators and benchmarks</p>	
<ul style="list-style-type: none"> • Which are the <i>underlying assumptions</i> of the approach/t? • Please, describe the main components and steps of the methodology of the approach. • What kind of <i>indicators and benchmarks</i> does the approach rely on? (Which aspects of local governance do they refer to? Do they try to measure results (output/products and services), effects (outcome), or impact? <p>Please, give examples of the different types of indicators.</p> <ul style="list-style-type: none"> • How and by whom have these indicators/benchmarks been defined? How (frequently) are they monitored and by whom? Who is involved in the collection, processing and analysis of data and the restitution of findings? What are the feedback-loops? 	
<p>e) Procedures, formalisation, institutionalisation and complementarities with existing M&E instruments and systems</p>	
<ul style="list-style-type: none"> • At what level and how widely is the approach used? • To what extent is the approach institutionalised? Which institutions/procedures does it rely on? What institutional innovations does the approach introduce? Please, visualise institutions, flows of information, collaboration between different actors and stakeholders! 	

<ul style="list-style-type: none"> Does the approach complement existing M&E devices/systems (e.g. systems at the national level, in neighbouring districts/municipalities)? Have links have been developed? 	
<p>f) The process of developing and testing the approach</p>	
<ul style="list-style-type: none"> Has the approach been newly developed or “just” adapted to a new context? Please, describe the different stages in developing, testing and improving the approach. What challenges and problems have been encountered? How have they addressed these challenges? What interesting insights and knowledge have the different actors/stakeholders gained in the process of developing and testing the approach? What have they learned? How have they made use of these experiences and this new knowledge in the practice of local governance? What human, financial and other resources went into developing and testing the approach? Who has provided them? What kind of external assistance have development organisations/consultants provided in the course of the conceptual and test phase? What has been their role? 	
<p>g) Capacity building, political and administrative culture (see annexe 2 of this methodological note)</p>	
<ul style="list-style-type: none"> Please, discuss the objectives and effects of the M&E approach with regard to the different aspects of capacity building listed in annex 2 (classification of approaches). How does the approach contribute to strengthening local capacities? What are the challenges in strengthening the capacities of different actors of local governance? How and to what extent does the M&E approach you present aim to change political and administrative culture? 	
<p>h) Ownership, sustainability, adaptation and replication of the approach</p>	
<p><i>Ownership</i></p> <ul style="list-style-type: none"> Who has the intellectual ownership of the approach? Who « controls » the related knowledge and skills? How can the users of the approach take ownership of the approach? Is the approach accessible to all those interested in using it and in what form? Are their guides/toolkits, training courses, possibilities to be trained on the job and how accessible are they to the potential users? 	

<p><i>Sustainability</i></p> <p>Here, the term sustainability does not refer to the « conservation » of instruments/approaches that might have proven useful at a given time. It rather refers to the capacity of adaptation, the institutional sustainability especially with regard to its resource requirements/cost.</p> <ul style="list-style-type: none"> • Will the users of the approach be able to adapt the approach to their changing needs and the dynamics of the process of decentralisation and local governance? • Will they be able to mobilise the necessary skills, develop the required organisational capacities and take over the costs? Do they have an interest/incentive to continue using the approach? <p><i>Replication</i></p> <ul style="list-style-type: none"> • Has the approach been designed with a view to replication? <p>Has it already been replicated? If so, please give examples.</p>	
<p>i) Capacity-building, administrative and political culture</p>	
<ul style="list-style-type: none"> • To what extent does the approach you are describing aim to strengthen <ul style="list-style-type: none"> - local capacity to <i>monitor and evaluate effects/outcomes/impacts</i> of decentralisation processes or local governance? - capacity to exercise <i>democratic control</i> on institutions of local government? • Whose capacities are strengthened? How does the /approach help to develop those capacities? • What challenges have you encountered with regard to building local capacities in this field? • Does the approach aim to promote/introduce changes in political/administrative culture? Which ones? How? 	
<p>j) The results of the approach and lessons learned</p>	
<ul style="list-style-type: none"> • What use has been made of the information/findings generated? • What has changed due to the fact that the M&E approach has been tested/is being used? • What lessons have the different stakeholders of the approach learned in the process? • What are the strengths and weaknesses of the M&E approach you are presenting and related processes? <p>What advice would you give to colleagues/organisations/local governments who want to engage in a similar exercise?</p>	

Conclusions and perspectives	0.75
<ul style="list-style-type: none"> Summarise the most important points, lessons learned and messages you want to get across Provide recommendations to policy makers at the national and local level and other actors of decentralisation (civil society, private sector, NGOs, development agencies, donors) Give an outlook on challenges or potential of the approach, e.g. with regard to necessary adaptations or institutionalisation of the approach, replication in other locations, use of the data/insights generated etc. 	
References	1
<ul style="list-style-type: none"> Bibliographic references: Literature and other material you used for preparing the case study (documents, pedagogical material, protocols, guides, maps, legal texts, newspaper articles, radio programmes etc.). Please, quote references as proposed in the style-guide! List of interviews/discussions. Contact details of institutions/resource persons (facilitators, key stakeholders) who have a good knowledge of the approach and are willing to provide further information to interested readers upon request). 	

In order to help the participants of the seminar and the reader of the case studies to understand the context of decentralisation and local governance in each country, we propose to group case studies from the same country in one chapter. These “country chapters” should be preceded by a short introduction providing basic information on the process and state of art of the decentralisation process in this country. We would therefore like to ask one team per country to provide us with the following information:

Annex to the « country-chapters »	Max. Pages
<p>1. The context of decentralisation and local government :</p> <ul style="list-style-type: none"> 1 table with information on the sequencing of the process (e.g. featuring dates of key policy decisions, the approval of important legal texts, municipal elections etc.) 1 scheme visualising the local government system and the relations between different actors of local governance <p>2. Further reading</p> <p>bibliographic references to other approaches for M&E of decentralisation and local governance than the ones described in the case studies (e.g. tools/systems for monitoring effects and impacts of decentralisation at the macro-level, approaches used by other organisations).</p>	2-3

Annex 2: Inventory of case studies – information on the case studies

1) Basic information

Name of the approach :	
Country/region	
Name and contact data of the focal point:	
Name and contact data of the team of authors and contributors to the case study	

A. Classification of the approach

Please, indicate which of the following aspects are relevant to the approach you would like to present by allocating 0 to 3 crosses.

- 0 = not relevant
 + = relevant aspect, but not important
 ++ = relevant and important aspect
 +++ = relevant and very important aspect

- At the level of initial objectives
- At the level of (preliminary) results/experiences

1. Strengthening capacities to monitor and evaluate decentralisation and local governance	Initial objectives	Results/ experiences
Strengthening the capacities of actors in local governance to monitor and evaluate decentralisation and local governance processes (M&E of implementation, of results and impacts)		
Stimulating interest and demand for instruments/ approaches /systems for monitoring and evaluation of decentralisation and local governance processes		
Strengthen the self-evaluation capacities of actors in local governance/local government to assess their own performance		
2. Strengthening the accountability and transparency of local governance		
Strengthening capacities of different actors in local governance to manage local affairs in a transparent way and account for their actions.		
Strengthening demand for transparency and accountability of local governance.		
3. Strengthening democratic control of local government.		
Strengthening institutional mechanisms, procedures and capacities for exercising democratic control.		
Strengthening interest/demand for democratic control of local governments.		

2) Objectives, actors and relevance of the approach for the capitalisation exercise

<p>Please, list national institutions and development agencies that have supported</p> <ul style="list-style-type: none"> • The conceptualisation and design of the approach • the testing the approach • the utilisation and adaptation of the approach to different/changing contexts? • Replication 	
<p>Actors/ stakeholders</p> <p>Which actors/ stakeholders of decentralisation and local governance have participated in/contributed to the conceptualisation and testing of the approach ?</p> <p>Users/target groups</p> <p>For whom has the approach been developed ? Who is making use of it?</p>	
<p>Relevance of the approach/experience for this capitalisation exercise</p> <p>Please, provide some information on the following points :</p>	
<p>Motivations/objectifs</p> <p>What have been the reasons/motivations of different actors to take part in the concep-tualisation and testing of this approach? What are their reasons for making use of the approach?</p> <p>How have these objectives evolved in the course of the process of designing, testing and using the approach ?</p>	

<p>Key elements, instruments and processes</p> <p>Briefly describe the key elements and instruments of the approach, the process of data collection and analysis it involves and the type of information generated</p> <p>At what stage is the approach</p> <ul style="list-style-type: none"> - conception - testing - utilisation - replication/adaptation to new contexts 	
<p>Exchange of experiences and learning</p> <p>Which experiences and lessons would you like to share with participants of the sub-regional seminar and actors of local governance in West Africa ?</p> <p>Name three challenges related to building capacity to M&E of decentralisation and local governance processes you would like to exchange on during the seminar.</p>	
<p>Comments and ideas you would like to be taken on board</p>	

Annex 3: Some concepts and definitions

1) Monitoring and Evaluation

The following definitions by OECD's Development Assistance Committee¹⁰ may serve as a first point of reference. You might want to discuss their validity and/or adapt them in line with your own understanding.

It's up to the teams of authors to decide to what extent this terminology can serve to describe and discuss approaches to M&E of decentralisation and local governance.

Evaluation

'The systematic and objective assessment of an on-going or completed project, programme or policy, its design, implementation and results.

An evaluation should provide information that is credible and useful, enabling the incorporation of lessons learned into the decision-making process of both recipients and donors.

Evaluation also refers to the process of determining the worth or significance of an activity, policy or program.' (DAC 2002, p. 21).

Participatory evaluation

'Evaluation is a method in which representatives of the agencies and stakeholders (including beneficiaries) work together in designing, carrying out and interpreting an evaluation.' (DAC 2002, p. 28).

Self-evaluation

'An evaluation by those who are entrusted with the design and delivery of a development intervention.' (DAC 2002, p. 35)

Monitoring

'A continuing function that uses systematic collection of data on specified indicators to provide management and the main stakeholders of an ongoing development intervention with indications of the extent of progress and achievement of objectives and progress in the use of allocated funds.' (DAC 2002, p. 27/28).

¹⁰ OECD, DAC Working Party on Aid Evaluation. Glossary of Key Terms in Evaluation and Results Based Management. Paris 2002.

Performance monitoring

'A continuous process of collecting and analyzing data to compare how well a project, program, or policy is being implemented against expected results.' (DAC 2002, p. 30/31).

Accountability

'Obligation to demonstrate that work has been conducted in compliance with agreed rules and standards or to report fairly and accurately on performance results vis-à-vis mandated roles and/or plans.' (CAD 2002, p. 15)

Indicator

'Quantitative or qualitative factor or variable that provides a simple and reliable means to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a development actor.' (DAC 2002, p. 25)

Benchmark

'Reference point or standard against which performance or achievements can be assessed.

Note: A benchmark refers to the performance that has been achieved in the recent past by other comparable organizations, or what can be reasonably inferred to have been achieved in the circumstances'. DAC 2002, S. 18)

2) Results, effects, impacts, outcome...

Alternative definitions by the OECD's Development Assistance Committee and the French NGO FE3 and the research centre CIEDEL:

Definition by the DAC	Definition by FE3 and CIEDEL¹¹
Results	
The output, outcome or impact (intended or unintended, positive and/or negative) of a development intervention.	Changes of a qualitative or quantitative nature that are the direct consequence of a specific activity. Evaluating results means comparing results achieved with expected (planned) results.
Effects	
Intended or unintended change due directly or indirectly to an intervention.	The incidence, an action has on the physical and human environment. The effects include the results of an action and other dynamics or constraints resulting from the environment in which the action takes place.
Impact	
Positive or negative primary and secondary	The impact of a development activity is the new

¹¹ Le Fonds pour la promotion des Etudes préalables, Etudes transversales, Evaluations (F3E) est une ONG française. Le Centre International d'Etudes pour le Développement Local (CIEDEL) est un institut de l'Université catholique de Lyon.

long-term effects produced by a development intervention, directly or indirectly, intended or unintended.	situation that emerges as a result of all changes in the environment of people, as long as they are significant and sustainable. These changes can be positive or negative, foreseen or unforeseen, but there has to be a direct or indirect causal link with the development activity. The impact refers to the dynamic of the effects of an activity.
Outcome	
The likely or achieved short-term And medium term effects of an intervention's outputs.	--

Definition by the DAC	Definition by FE3 and CIEDEL
Performance	
The degree to which a development intervention or a development partner operates according to specific criteria/standards/guidelines or achieves results in accordance with stated goals or plans.	--
Lessons learned	
Generalizations based on evaluation experiences with projects, programs or policies that abstract from the specific circumstances to broader situations Frequently lessons highlight strengths or weaknesses in preparation, design and implementation that affect performance, outcome, and impact.	--

Sources : OECD, DAC 2002. Glossary of key terms in evaluation and results based management, Paris. F3E , CIEDEL 1999. Guide méthodologique: l'évaluation de l'impact, Paris.

3) Capacity, capacity development: Some definitions of an elusive concept

- 'Capacity development is the process by which individuals, organisations, institutions and societies increase their abilities: to perform functions, , solve problems and achieve objectives; to understand and deal with their development need in a broader context and in a sustainable manner (UNDP, 1997).
- 'Capacity is 'the ability of an organisation to function as a resilient, strategic and autonomous entity' (Allan Kaplan, The Developing of capacity, [CDRA](#), quoted in Capacity.org, iss. 26, Sept. 2005).
- 'Capacity building is the ability of individuals, groups, institutions and organizations to identify and solve development problems over time.' (Peter Morgan, 1996).

- 'Capacity development is the process by which individuals, organisations, institutions and societies develop abilities (individually and collectively) to perform functions, solve problems and set and achieve objectives' ([UNDP](#), 1997).
- ... capacity is the combination of people, institutions and practices that permits countries to reach their development goals ... Capacity building is ... investment in human capital, institutions and practices (World Bank, 1998).
- Capacity building is any support, that strengthens an institution's ability to effectively and efficiently design, implement and evaluate development activities according to its mission (UNICEF-Namibia, 1996).
- Capacity strengthening is an ongoing process by which people and systems, operating within dynamic contexts, enhance their abilities to develop and implement strategies in pursuit of their objectives for increased performance in a sustainable way. Lusthaus et al. For IDRC, 1995).

For more information on the discussion on the concept of capacity development/building, see the following websites:

- *Capacity.org*, no. 26, September 2005, <http://www.capacity.org>, (link: « feature »)
- A list of reference documents on the subject compiled by the DAC http://www.oecd.org/document/47/0,2340,en_2649_34565_20633455_1_1_1_1,0_0.html
- The website of the Study on Capacity, Change and Performance <http://www.ecdpm.org/dcc/capacitystudy>

Annex 4: Style guide

Introduction

If our writing is unclear, energy will be wasted trying to unscramble it. The focus on the clear writing aids the expression of opinions, insights and facts. This guide offers tools and tips for the internal and external writers to improve their personal writing skills

At the moment, the ECDPM is developing templates for publications, powerpoint presentations, documents and once these has been finalised, relevant information will be included in this guide.

The guide is not comprehensive. The use of relevant dictionaries, grammar books and reference books is encouraged.

The content of the guide will be periodically reviewed.

Setting the stage

Principles

The editorial principles guide the writing and editing processes that underlie our messages.

- Accuracy and quality.
- Impartiality and balance.
- Clear and effectiveness
- Targeting messages to defined stakeholders.
- The use of plain English.
- Accurate use of French and English.
- Enticing readers to respond to and reciprocate with messages.
- Writing is an expression of our facilitating processes.
- Writing encapsulates our joint learning and shares the knowledge with our audiences.

The principles and style guides refer to the various forms of publications in the ECDPM, amongst others:

- Print
- Electronic
- CD-ROM
- PowerPoint presentations

Translating

Crisp grammar, words and language style contribute to easier translation. Writers also need to realise that texts in some languages, when translated, become long in another language. This has implications for the size and therefore the cost of the publication. In this regard, various aids for translation have been developed and are consistently being reviewed to ensure accuracy in translation.

Good questions, good format

The basic questions

Generally speaking, good writing tries to answer six questions. Simply, the questions are:

Why is it?	How is it?	When is it?	Who is it?	Where is it?	What is it?
Reasons	Strategy	Time	People	Place	The thing

The sequence of these answers in the sentence and paragraphs will indicate their relative importance. For most types of writing, these questions need answering. The amount of detail will vary depending on the target publication and the audience.

News and web writing

Generally speaking, news articles begin with the most important news item. Within the first paragraph, the reader should obtain the information about the news item. The six questions

will have been answered. The rest of the article provides more detail on the news in the first paragraph. The format can be called an inverted triangle. Most important information is at the beginning of the article, with less important and more detail as the article progresses.

This technique can be applied to writing for the web. The information is even shorter usually contained in a few paragraphs. The guideline is to write enough to fit on an open page on the web. The details will be found in the linked publications and additional websites.

Scientific or policy writing

Scientific or policy writing differs from news writing. The six main questions are answered in a different way. Generally speaking, this type of writing begins with an outline of the problem, describes the process of solving the problem and ends with a conclusion or recommendations. It has a beginning, a middle and an end format.

Facts in a logical order

Presenting a mass of facts and concepts is daunting. For clearer writing, the author can use the following guide:

- Name the specific actors and place actions in a logical order.
- Place known information at the beginning of the sentence and new or complex information at the end.
- Place strong information at the end of the sentences or paragraphs.

Style for improved writing

Introduction

Recognising individuality of authors, the guide offers general principles for developing an individual's own style. It is not a grammar book. Language evolves with time and trends in terminology and grammar come and go. The techniques of good writing remain steadfast. This section is primarily based on Struck and White's *The Elements of Style*.

Overcoming writer's block

Experienced writers also experience blockages in the creative process. Some activities to overcome the difficulty include:

- Are you clear of your purpose for writing and the target audience?
- Use others to sound out ideas or sketch an outline on paper. Perhaps use mind maps.
- Set up an environment that assists personal creativity.
- Writing is thinking and thinking is often listening. The writer needs to find a place, where these processes are stimulated.
- Going through an outline in a linear way may restrict the writing. Be courageous enough to start where inspiration occurs and make notes as you go.

- Allow yourself the muddy first draft.
- Once a draft is completed, a change of medium will help the writer look critically at the material. This means perhaps change from the computer screen to printed copy.
- Use a pencil to draft as this allows the brain to perceive that the work is not in a final state.
- Clarity comes with reworking the text.

Write as if you were speaking to someone about the topic

The mind works faster than writing, thus capture the ideas, words and sentence as they appear in the margins or another piece of paper and incorporate them in the best place, if at all.

Develop your style

By becoming confident in the use of language and writing in a nature way, an individual's unique style will flourish. Practice and discipline will foster a personal style.

Plan the writing

By planning the letter, report, article or paper, the writing becomes more focused, the language apt and the message clear.

Revise and rewrite

The power of writing comes with the ability to throw out, edit and rewrite superfluous material. A useful tip is to read your writing aloud to sound out the logic and clarity of the writing.

Write using verbs and nouns

Verbs (actions) and nouns (things, concepts) frame the writing. Words ending in '-ion' may be used as verbs.

submit an application for	apply
carry out an evaluation of	evaluate
by the introduction of	introduce

Good use of adjectives (description) and adverbs (qualifying the verbs) provide strength and vigour to the writing.

Focus on the reader

By keeping the target reader in mind, the writing becomes rigorous and precise. When writing, bear in mind the reader and don't overestimate their knowledge, patience or proficiency in a language. It may be useful to try and see the content from the reader's point of view

Avoid ornate writing for its own sake

Lengthy prose with rich full sentences can overwhelm a reader; rather use ornate writing when it has a distinctive use in the document. Too much explanation of a topic might bore and lose the readers.

Avoid qualifiers

This includes *little, very, pretty, rather, all*.

Avoid chattiness

Sentences of chattiness are where one would have nothing in particular to say but

for whatever reason feel the need to say it. The principle is to refrain from writing, unless you are informally.

Use standard spelling

British English spelling is the standard in the ECDPM. Spellings such as *thru* (through), *pleez* (please) should be avoided.

Select words and grammar with care

Grandiose words or sentence constructions require considerable effort by the reader to understand the message; thus they should be avoided. Each word should convey meaning. Strict grammatical conventions, like split infinitives and ending sentences with a preposition, have changed to meet the modern demands for communication. It's a matter of flow and ease of understanding. The ear will provide the best way.

Clear writing

Reducing long sentences into short ones can eliminate muddiness in the message. It is sometimes better to begin the thought over again, than to rewrite an existing sentences or paragraph.

Avoid foreign words, jargon, offbeat constructions, and mixed metaphors

Good writers respect the intelligence of the readers and, through the sharp writing, add to the readers' insight. The writers will not impose attitudes on the readers, nor will they obscure the message with fashionable techniques.

Varying the length of the sentence

By changing the length of sentences, the reader's interest is kept and the message is clearer.

Avoiding pitfalls

Wordiness to be avoided

Wordiness includes the use of long words in long sentences. Some examples:

- apart from the fact that – but, except
- be of the opinion – think, believe
- due to the fact that – because
- in a majority of cases – usually
- of a delicate nature – delicate
- in the light of the fact that – because
- come to an agreement – agree
- effect a renewal of - renew
- in the near future – soon
- in the absence of – without
- there can be little doubt that – no doubt/ clearly
- until such time as – until
- with reference to – about
- perform an assessment on – assess
- a study should be carried out - study

Tautology is when one word in a sentence repeats another. Some examples:

<ul style="list-style-type: none"> • absolute certainty • actual facts / true facts • added bonus • collaborate together • divide it up • each and every one • end result • final completion • follow after • forward planning • future prospects • general consensus • have got • important essentials • in between • join/ link/meet/merge/unite together 	<ul style="list-style-type: none"> • just recently • more preferable • mutual cooperation • necessary requisite • new beginning • new innovation/ creation • past history • proceed onwards • reduce down • relic of the past • renew /repeat again • revert back • seldom ever • quite / utterly unique • viable alternative
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Double negative can be useful, but mostly are confusing. Some examples:

- not unexpected
- not uncommon

The *Collins English Dictionary* defines **jargon** as 'language characterised by pretentious syntax, vocabulary or meaning; gibberish'. However people who know the context, the meaning and the principles supporting the words use jargon to convey the message to one another. It is a specialist language. But it can be used to exclude and confuse those not familiar with the terms. Good writer are cautious in the use of jargon.

Clichés are familiar, overused phrases with an idiomatic origin or from another language. If only a few people used clichés, then perhaps they would be more acceptable. Because they are used by many people, the words and phrases have lost their impact and meaning. Good writers avoided them. Some examples:

<ul style="list-style-type: none"> • after due consideration • all things considered • as a matter of fact • at this moment/point in time • back to basics • be that as it may • breathe of fresh air • by the same token • circumstances beyond our control • crisis of confidence • in the current climate • cutting edge • despite misgivings • in the dim and distant past • economical with the truth • far and wide • few and far between • first and foremost 	<ul style="list-style-type: none"> • flat denial • in the fullness of time • it's not possible • an inordinate amount of • in the pipeline • it stands to reason • kickstart • level playing fields • make or break • moment of truth • needless to say • pale into insignificance • the powers that be • reinventing the wheel • second to none • slowly but surely • unacceptable face of capitalism/ migration/enlargement
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Using editorial conventions

Item	Usage
Millions and billions	Use m and bn directly after the number, with no space between the figure and the letter.
Contractions	Avoid don't and it's in formal language: rather type them out; do not and it is
Percent sign	Follows the figure directly 3%
Abbreviations	Avoid using periods to separate the letters; write EU, ACP, etc.
Numbers	Use a comma to separate every third set of digits 1,000,000
Year	Should be written in full: 2002 not 02.
Currency	The country is capitalised but the currency is not; eg. British pound, US dollar
Time	Use the twenty four hour clock separating the hours and minutes by a colon eg. 14:45
Number 1- 10	These are spelt out in the text.
Numbers	Larger numbers can be written numerically. If a number starts a sentence, then the number needs to be spelt out. 'Eighteen people...' and not '18 people...'
Hyphens and dashes	The use of hyphens is decreasing. It's better not to use them; only when clear meaning is at stake.
Voice	Use the active rather than passive voice
Emphasis	Only use quotation marks for quotations; not for emphasis. Use italics for emphasis, but use them sparingly.
Capitalisation	Capital letters are for proper nouns and titles, e.g., <i>the Political Dimensions theme</i> (referring to the ECDPM's work) as opposed to <i>the political dimensions of the agreement</i> as a general statement.
Definite article and the ECDPM	The ECDPM should always be written with the definite article.
Footnotes and endnotes	Reduce the use of footnotes and use endnotes as an alternative

Copyright

Copyright aims to protect the creative and intellectual works of authors in a fair and uniform way. It is seen as an incentive to promote creativity. The technologies for information and communication have impacted on the issues related to copyright and solutions need to be fair, uniform and practical. A balance needs to be struck between education, research and access to information and the protection of authors' rights.

Copyright is a vastly complex field and for the purposes of this guide, a few pertinent points are raised and should in no way be seen as an interpretation of the relevant documents.

Under the Berne Convention for the Protection of Literary and Artistic Works Paris Act of July 24 1971, copyright is vested in the author of the literary and artistic work. The author has the right to

communicate and to reproduce the work subject to provisions in the law.

Copyright applies to works including 'every production in the literary, scientific and artistic domain, whatever may be the mode or form of its expression.' (Berne Convention, article 2, 1971). For the purposes of the ECDPM, this includes *inter alia* writings, lectures, sketches and photographs. The author may claim authorship of the work and may object to modifications of the work that may harm the author's reputation. The author may claim this authorship, despite transferring the rights to another party. Transference may occur when a third party purchases the right to use the work.

The WIPO Copyright Treaty 1996 refers to the Berne Convention and outlines new international rules for the technological developments. In the 1996 treaty,

computer programmes and compilations of data (databases) are protected. The WIPO Treaty 1996 indicates that contracting parties are able to determine the conditions of the transfer of ownership with the authorisation of the author.

Authors have the right to reproduce or authorising the reproduction of their works in any manner or form, including sound or visual reproduction. In a similar way, authors have rights to authorise the adaptation, arrangement, alteration and communications of their works. Authors maintain their rights when their work is translated. Joint authorship is protected in a similar manner.

Quoting from lawfully published sources is allowed, provided that the author and the source are adequately mentioned and in a manner compatible with fair practice. Permission for use of a full or partial text in another publication may be required.

Each country signing the convention may include in their national legislation certain clarifications and additions to the Berne Convention. One example is the permission to use materials in academic situations in line with fair practice.

The Copyright Act 1912 (Netherlands) indicates that the employer will be the author of literary, scientific or artistic works unless otherwise agreed between the parties. The foundations, companies, institutions and associations that communicate a work as its own shall be seen as the author of the work. Regarding reproduction, the Act 1912 indicates that reproduction or modification of a work, e.g. translations and collections, are protected as separate works and will not prejudice the copyright of the original work. The Act refers to the rental of a right and allows for remuneration to be obtained. It indicates that remuneration will only be paid once for each work.

Standard format for bibliographical references, quotations and citations

Please note that the examples may be fictitious.

Bibliographical references

The bibliography appears at the end of a text and lists all the documents use that have been consulted, containing the full details of these. It is arranged alphabetically by first author, regardless of format, and it lists all documents to which reference is made in the text.

Publication	Format	Examples
Book	Author(s). Year of publication. <i>Title</i> . (Series, no.). Place of publication: Publisher.	<p>Bossuyt, J., G. Laporte, and F. van Hoek. 1992. <i>New avenues for technical cooperation in Africa</i>. (DPM Series, 1). Maastricht: ECDPM.</p> <p>Bossuyt, J., et K. de Jong. 1997. <i>Les critères de performance dans la future coopération ACP-UE</i>. (Notice de gestion des politiques de développement, 8). Maastricht: ECDPM.</p> <p>More than 3 authors: Engel, P.G.H. (et al.). 2001. <i>Accommodating multiple interests in local forest management: a focus on facilitation, actors and practices</i>. Amsterdam: KIT.</p> <p>Editor instead of author (English – French): Kaul, I. (ed.). 2002. <i>Global public goods financing: new tools for new challenges - a policy dialogue</i>. New York: UNDP.</p> <p>Gabas, J.-J. (dir.). 1999. <i>Les nouveaux enjeux économiques et politiques de Lomé</i>. Paris: GEMDEV.</p>

Publication	Format	Examples
		<p>Author not known (English – French): Anonymous. 1999. Evaluation in developing countries: experiences with agricultural research and development (annotation). <i>Knowledge, Technology and Policy</i>, 11(4).</p> <p>Anonyme. 2002. Secteur agricole et zones rurales dans le processus du développement. <i>D+C Développement et Coopération</i>, (2): 8-12.</p> <p>No year of publication: Box, L. S.a. <i>To and fro: international cooperation in research and research on international cooperation</i>. Maastricht: Universitaire Pers Maastricht.</p> <p>No place of publication: Box, L. 2001. <i>To and fro: international cooperation in research and research on international cooperation</i>. S.l.: Universitaire Pers Maastricht.</p> <p>No publisher: Box, L. 2001. <i>To and fro: international cooperation in research and research on international cooperation</i>. Maastricht: S.n.</p>
Book by an organisation	Name of organization (acronym). Year of publication. <i>Title</i> . Place of publication: Publisher (full name of organisation).	UNDP. 1993. <i>Human development report</i> . New York: United Nations Development Programme.
Unpublished document	Author(s). Year of publication. <i>Title</i> . (Series, no.). Mimeo.	Land, A. 2002. <i>Structured public-private sector dialogue: the experience from Botswana</i> . Mimeo French: Miméo.
Chapter from a book	Author. Year of publication. Title of the chapter. In: <i>Title of the book</i> , Author(s). Place of publication: Publisher: pages.	Bossuyt, J. 1992. Endless options. In: <i>New avenues for technical cooperation in Africa</i> , J. Bossuyt, G. Laporte, and F. van Hoek. Maastricht: ECDPM: 30-62.
Journal article	Author. Year of publication. Title of the article. <i>Title of the journal</i> . volume(number): pages.	Duncan, R.C. 1993. Agriculture export prospects for Sub-Saharan Africa. <i>Development Policy Review</i> , 11(1): 20-23.
Conference paper	Author. Year of publication. <i>Title of the paper</i> . Name of the conference, place of the conference, date of the conference. Place of publication: Publisher (Affiliation of the author).	Rive Box, L. de la. 1992. <i>Troubled waters, bridges and information professionals</i> . Paper presented at the EADI Working Group on Information and Documentation Meeting on Development Policy, Research, and Information, Tilburg, the Netherlands, 1-4 September 1992. The Hague: Ministry of Foreign Affairs.

Standard format for references in the text

References in the text refer to the bibliography at the end of the text. They are not to be confused with footnotes, that provide additional detail to the text at the bottom of the page or, at the end of the chapter as endnotes. The main format is Author (or editor or organisation), date.

Variations	Examples	
As correct use:	(Webster, 1993), as in: 'Recent research (Jones, 1994) has indicated that...'	If you are quoting from a specific page you need to add the page number. Example: (Platt, 1996, p. 11).
In case of multiple authors:	(Tortora, and Grabowski, 2000)	(Payne, Greer, and Corbin, 1988) (Atkinson et al., 2000)
Same author(s), same year but different works:	(Hayes, 1993a) (Hayes, 1993b)	
Same author(s) but two different years:	(Reed, 1984, and 1988)	

If quoting in the text from a particular page or pages of another work or are referring to a specific section of a book, add the page details here (not in the end list). Example: (Platt, 1996 p.11)

If unable to check an original source but it is referred to in a document, use the phrases "cited by" and "cited in" followed by details of the text where found. Example: (Kelman 1961, cited by Atkinson 1987, p 597). Only the details of the publication by Atkinson will be cited in the final bibliography.

As these items are not normally available for readers of the essay to refer to, they would not generally be cited in the final list. Instead it is better to include details in the text alone as follows: (Hughes J., mimeo) - (Morton L., personal communication) - (Levine R., lecture).

Sources and bibliography

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<http://www.oecd.org/oecd/pages/documentation/displayxml/0,3375,FR-document-notheme-2-3820-0,00>.

