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Focus

An assessment of an intergovernmental organization such as the UN, or even part of it, presents a number of methodological difficulties and several potential dangers. These include an oversimplification of the issues to be analysed, reductionism, and resorting to balance sheet-type approaches or very crude cost-benefit analyses. Any programme of the UN, consequently, needs to be assessed using the right yardstick, appropriate criteria, and suitable indicators, which are based on the mandate of the programme and the nature of its activities.¹

In this study, accordingly, the substantive focus of the assessment has been determined first, after which the approach and conceptual framework of the study were designed. The methodology of the study is based on a review of previous studies by the UN and other volunteer sending agencies as well as more general evaluation literature.

Research questions and focus of the study

The primary purpose of this study is to assess one programme of the UN, the UN Volunteers (UNV) programme, in terms of its impact. The impact of the programme refers to the achievement of the overall objectives of the programme. In addition, the study assesses the perceived value of the programme to its users and beneficiaries. The study examines the UNV programme in one country, Nepal, and covers a 10-year period, from 1987 to 1996.²

The broader purpose of the evaluation of the UNV programme is to serve as a case study of the impact of the development cooperation activities of the UN, understood as the extent to which a UN programme achieves its objectives and produces desired outcomes. The study also attempts to demonstrate a methodology that could be used to assess other UN funds, programmes, and agencies.

The specific focus of the study is on answering two questions.

1. Does the UNV programme have any impact?
2. What is the perceived value of the programme to its users and beneficiaries?

In trying to answer these questions, the study addresses six specific issues, the first three of which relate to the impact of the programme, and the latter three of which relate to the perceived value of the programme:

1. changes in human capital
2. changes in social capital
3. changes in job opportunities, poverty, women's lives, and the environment
4. the relevance of the work of the Volunteers
5. the performance of the Volunteers
6. the results and sustainability of the work of the Volunteers.

In addition to these six main objectives, the study also includes an assessment of the performance of the headquarters of the UNV programme and of benefits to the Volunteers of participating in the programme.

Human capital

The UNV programme was originally established to supply trained manpower to developing countries, to transfer skills and knowledge,

and to fill gaps in human resources that were perceived to be lacking in the developing countries. An assessment of the programme should therefore review the achievements of the programme with respect to human resource development – or what could be referred to as changes in human capital – in developing countries.³

The interest in human resource development as a way to promote economic development can be traced back to a general theory of investments in human capital which was developed by Theodore W. Schultz and Gary S. Becker in the late 1950s and early 1960s. According to Becker and other proponents of the human capital theory, investments in human capital – that is, education and training – improve the skills, knowledge, or health of people, increase their productivity, and raise their monetary or non-monetary income.⁴

The basic assumption that an investment in human capital leads to an increase in labour productivity has been questioned by many critics of human capital theory. Evidence supporting the link between human capital and economic growth does, however, remain strong, even if research until recently seems to have added very little new, except confirm the theory.⁵

Empirical research regarding the economic development of several East Asian countries suggests a strong link between education and economic growth, and a pay-off to investments in human capital. Analyses of the remarkable economic development of a number of countries during the past 40 years – most notably Japan, followed by Hong Kong, Singapore, South Korea and Taiwan – argue that at least part of their success in terms of achieving economic growth, and social progress, can be attributed to investments in human capital, that is, education and training. Other vital ingredients to growth often mentioned in the East Asian context include high savings rates, low taxes and low government spending, flexible labour markets, and openness to trade.⁶

Even if disagreement does exist as to how much of the economic growth in East Asia really can be attributed to increases in productivity, and how much can be explained by a heavy investment in

capital and a movement of labour from a less productive agrarian sector to a more productive industrial sector, little disagreement seems to exist regarding the importance of education and training to economic growth – the fundamental issue of relevance to this study.⁷

Supported by research findings such as the ones pertaining to East Asia, human resource development once again came to the forefront of the development discussion in the 1990s. During much of the 1970s and the 1980s, human resource development was overshadowed by other development paradigms, the debt crises, and the perceived need for structural adjustment in developing countries as a precondition for development. Increasingly since the early 1990s, however, people are once again viewed as both the means as well as the end of economic development. Human development has emerged as a leading paradigm, according to which the purpose of development is to enlarge people's choices – whether economic, social, cultural, or political. Investments in human resource development, in turn, become an important means for human development.⁸

Two conclusions can be drawn from this recent history: the first is that human resource development remains a relevant focus of development cooperation, and the second is that if human capital accumulation can be shown to result from a UN programme, it can be asserted that the programme has contributed to economic development. For this to hold for the UNV programme, it would require being able to demonstrate that new skills or knowledge have been acquired by people who have been trained by or worked with the UN Volunteers. Proving, or disproving, this is the first objective of this study.

Social capital

In 1977, the mandate of the UNV programme was expanded to include support to the participation of people and communities in the development process. An assessment of the programme should therefore also ascertain the contribution of the programme in these areas, or what could be labelled social capital formation.⁹

In general, social capital refers to, or is manifested in, features such as cooperation and civic engagement in a society or community. Like other forms of capital, social capital is productive and enables the achievement of certain objectives that would not be attainable in its absence. Social capital promotes cooperative behavior instead of uncooperative behavior, as game theory would predict, and improves the performance of a society or a community by facilitating coordinated actions.¹⁰

A society or community that possesses social capital is characterized by notions of cooperation and reciprocity that bind people together, solidarity, trust, and tolerance, and active participation in public affairs. In a way this can be seen as “enlightened self-interest”, with the aim of increasing the benefits for everyone. Where social capital exists, a variety of civic associations and non-governmental organizations can usually be found.¹¹

The effect of social capital on economic development is a fairly recent area of study, the number of studies on the subject are few, and the theory is still under development. However, the appropriateness of studying the contribution of a UN programme towards social capital accumulation should not depend on whether or not there is a link between social capital and economic development.¹²

Considering that social capital is a rather recent area of research, studying the subject may contribute to the development of the theory and methodology of the subject area. Moreover, at a time when there are increasing calls for the involvement of civil society in the work of the UN, it is particularly relevant to assess the work of the UN with civil society organizations and the effect of the UN Volunteers on the values, attitudes, motivation, participation, and cooperation of people in the communities or organizations where Volunteers worked. This thus becomes the second objective of this study.¹³

Jobs, poverty, women, and the environment

From the debates of the Governing Council of the UNDP in the late 1980s and its successor, the Executive Board, in the early 1990s, four

areas of focus emerged for the organization: jobs, poverty, women, and the environment. Since the majority of the UN Volunteers were working on UNDP projects during the period covered by this study (1987–96), it also seems appropriate to assess the effect of the UNV programme on job opportunities, the level of poverty, the status of women, and the environment in the areas of Nepal where the Volunteers worked. This is the third objective of this study.¹⁴

Perceived value of the programme

In addition to the impact of the UNV programme, this study also assesses the perceived value of the programme to former supervisors and co-workers of the Volunteers and other beneficiaries of the work of the Volunteers.

The fourth objective of the study is to assess the relevance of the work of the Volunteers. The fifth objective of the study is to evaluate the performance of the Volunteers compared to other alternatives – volunteers from other organizations, UN experts, other expatriates, and nationals of the country where the Volunteers served, who conceivably could have been hired to do the same job as the UN Volunteers. The sixth objective of the study is to assess the results of the activities initiated by the Volunteers, their continuation, and their long-term benefits.¹⁵

Literature review

Studies by the United Nations

Only one comprehensive attempt to review the UNV programme has been carried out since the inception of the programme. This took place in 1987 at the request of the UNDP Governing Council, to which a report was submitted the following year. The review discusses the concept and mandate of the UN Volunteers, and addresses a number of management issues, financing, staffing of the head office,

recruitment and training of Volunteers, and programming of Volunteer inputs.¹⁶

The evaluation is based on several different sources of data and covers several countries, but does not address the most relevant issues of this study: the outcomes of the work of the UN Volunteers and the perceived value of the programme to the beneficiaries of the programme. The study contains general views of users and administrators of the programme, but does not include actual assessments of the work of individual Volunteers.

The same very general nature characterizes the information in the other approximately 90 evaluations and reviews that have been carried out from 1987 to 1996 on specific projects or activities of the UN Volunteers. This is the major shortcoming in these evaluation reports, which are listed in Appendix C. The evaluations mainly focus on the implementation of activities of UN Volunteers and ways of improving the programme. While these studies do suggest factors that could be included in a framework to study the perceived value of the UNV programme, the previous evaluations have little to offer in terms of substance or methodology for an assessment of the impact of the programme.

A number of other development projects without UN Volunteers have also been funded and evaluated by the UNDP. For the purposes of this study, the most interesting evaluations are the ones that deal with human resource development and strengthening of institutions in developing countries, often referred to as “capacity building”.

Two things become clear from a review of the past UNDP studies: the first thing is that the studies contain little in terms of impact of UNDP supported activities; the second thing is that there is little in terms of methodology that the previous UNDP evaluations could offer an assessment of the impact of the UNV programme, even if the UNDP Evaluation Office in recent years has begun to emphasize the need to assess the impact of UNDP supported programmes and projects.¹⁷

A reason that previous UNDP studies have little to offer an impact assessment is that during the last 20 years, the design and imple-

mentation of projects, rather than their outcomes and long-term benefits, have been the primary concern of evaluations of the UNDP, the World Bank, and other development agencies. This can, at least in part, be seen as a reaction to the limited utility of several large-scale impact evaluations that were conducted in the 1970s.¹⁸

Despite a realization as early as 1988 that better data was needed to be able to assess the impact of UNDP projects, many UNDP human resource development and capacity building projects have failed to specify in sufficient detail who the beneficiaries of these projects are, which makes an assessment of their impact difficult.¹⁹

In the past, a key component of many UNDP projects was to provide overseas and on-the-job training to individuals working in government ministries and departments. The underlying assumption was that the training would strengthen the capacity of these institutions to carry out their functions, which would benefit a large number of, unspecified, people in the whole country. This approach, even if based on a valid assumption, makes it difficult to measure any impact, and may also explain the inability of the UNDP and the UNV to assess the impact of their activities.

This does, however, also provide the methodological entry point for this study: to identify and locate the individuals who have been trained by the UN Volunteers, and to assess the benefits of the training provided to them. Even if records of beneficiaries are poor or non-existent, it should be possible to identify beneficiaries of UNV assistance by visiting institutions or communities where the Volunteers have worked. If beneficiaries cannot be found, or traced anywhere else, the conclusion that would have to be drawn is that there has not been any lasting impact.

UN Volunteers may in some ways be a distinct group, but the same methodology could equally well be used for personnel from any of the other UN agencies who have provided on-the-job training as part of their assignment with FAO, ILO, UNESCO, UNIDO, WHO, another specialized agency, or a department of the UN. The methodology could also be used to assess the impact of training abroad, and be adapted to measure the perceived value of other

inputs provided to strengthen national institutions and human resources in developing countries. In this way, the methodology used in this study could be used to assess the work of several other UN programmes, funds, and agencies and respond to the request by the UNDP Governing Council in 1988 for the development of a methodology to assess the impact of human resource development projects on economic development.²⁰

Despite, or perhaps because of, the limited focus on impact evaluations in the last 20 years, there is again a great deal of interest in the assessment of the impact of the work of the UN. At the request of the General Assembly, an evaluation of the impact of the UN supported development cooperation activities was carried out in 1997–98. The overarching theme of the evaluation is capacity building, which encompasses strengthening of institutions and human resources and is therefore very relevant to this study.²¹

The UN evaluation deals with how the funds, programmes, and agencies of the UN system have worked together in trying to build national capacities. The scope of the UN evaluation is, therefore, much broader than the scope of this study. The UN evaluation relies on existing data and reports as well as expert judgements and does therefore not provide any methodological insights to this study, except that it also looks at how objective indicators of economic development have changed during a period when the UN system provided assistance to a country. UN support to the health sector over a period of 15 years, for instance, is related against changes in national health indicators such as life expectancy and infant mortality.²²

The UN impact evaluation, which was a first attempt to assess the impact of the operational activities of the UN on a system-wide basis, consists of six separate country studies. The studies suggest that the UN system has had a positive impact on capacity building, and the conclusion of the six case studies is that these provide the basis for more in-depth analysis of the impact of the UN using a larger sample and more refined techniques. The need to continue evaluations of the impact of the work of the UN at country level was

noted by the member states of the UN, who welcomed the impact evaluation.²³

While this may not have been the case until the early 1990s, impact evaluations of projects and programmes are now standard practice of the World Bank. Impact evaluations are conducted several years after the completion of a project or a programme to assess any lasting contribution by the World Bank to the development of a borrower country. Although World Bank projects and programmes are very different from the activities of the UNV programme, the World Bank experience of impact evaluations is definitely also relevant to an assessment of the impact of the UNV programme.²⁴

A starting point for the World Bank impact evaluations is to try to provide a reasonable coverage of the impact on the beneficiaries as well as the impact on groups that may have been negatively affected and other stakeholders in the project or programme. The specific methodology itself may differ between different evaluations, depending on the nature of the project or programme. In many cases sample surveys are used to collect the necessary data, in other cases, focus groups or structured interviews with key informants may be considered sufficient.

The World Bank defines the total impact of a project or a programme as the sum of intended effects as well as any side-effects that can reasonably be attributed to the project or programme concerned. To attribute effects to a specific project or programme, an explicit intervention model is used, which is based on a logical framework that links inputs to outputs, outcomes, and ultimately the impact of the World Bank assistance.

The basic criterion for resolving the attribution question is to compare a situation with and without the World Bank project or programme concerned. Simply comparing the situation before and after the World Bank intervention, without a control comparator that is unaffected by the intervention, may not be correct because some of the effects may have occurred independently of the intervention.

As the experience of the World Bank shows, however, it is in practice often difficult to define a situation with and without the intervention. This is particularly the case without good baseline data

at the outset and a monitoring and evaluation system generating adequate observations over time in the project or programme areas and similarly situated control areas. Sometimes, the only choice for constructing a “counterfactual scenario” (i.e., a situation without the project or programme) may be to extrapolate trends to approximate the situation without the project or programme.

Research by other volunteer sending agencies

Information was requested, but little was received, from other volunteer sending agencies, including one of the oldest and biggest, the Peace Corps in the US.²⁵ This may be due to the fact that little research on the impact of these other volunteer agencies has been carried out. This in itself is not surprising, since volunteer programmes almost by definition try to be low-cost and evaluations can be expensive undertakings. A Canadian study does, however, exist that assesses the benefits of the Canadian volunteer sending programmes to Canada and the Canadians, but the study does not look at the benefits to the countries receiving volunteers.²⁶

A summary of the experiences of some European volunteer agencies is included in an evaluation of the Finnish volunteer programme.²⁷ Again, very little can be found in this overview on the achievements of these bilateral volunteer programmes. Instead, general statements are made regarding the appreciation by host organizations in developing countries of the volunteers, their motivation, commitment, and technical expertise. As was the case with many UNDP-funded projects, it may be that the beneficiaries of these programmes have not been adequately specified for evaluators to be able to identify beneficiaries and interview them about the impact of the programmes.²⁸

Other literature consulted and methods considered

According to much of the general evaluation literature, an assessment of the impact of development cooperation activities should use randomized or quasi-experimental evaluation designs.²⁹ Results of

studies using these methods have, however, been disappointing, and unable to provide policy makers, planners, or managers with the information they need. An increasing number of researchers are therefore arguing that these studies are too complex, time-consuming, and expensive, and that more rapid and economical ways of obtaining the desired information should be used. If simpler and more economical designs are used, two common features of quasi-experimental designs should, however, be incorporated or compensated for to the extent possible: (i) measurement before and after an intervention and (ii) the use of a control group.³⁰

Of the different possible methods available to estimate the effects of the UNV programme in terms of human capital accumulation, measuring changes in the productivity of individuals who have been trained by UN Volunteers, and comparing these with changes in productivity among those who received no training from the Volunteers but who otherwise were similar, would seem to be a suitable approach.³¹

Many productivity studies have found that individuals with different levels of education and training generally perform different kinds of jobs, particularly in the non-farm sectors, where the main pay-off for additional education and training is an opportunity to move into higher paying jobs.³² If this is true, the reverse should also be true, and it should be possible to use movement into better paying jobs, promotions, added responsibility, etc., as indicators of changes in the productivity of individuals. This, it seems, could be used to assess the outcomes of the work of the UN Volunteers.

However, using productivity comparisons would not be easy or appropriate, since very few individuals have been trained by UN Volunteers for clearly defined or prolonged periods of time. Consequently, it would be very difficult to attribute movement into better jobs to the training provided by the UN Volunteers, even if one used a control group to eliminate the influence of factors other than the training provided by the Volunteers. Another dilemma is that most UN Volunteers have worked with government institutions and non-profit organizations, where changes in productivity are even more difficult to measure.

In light of the above, using productivity comparisons clearly poses some problems. Moreover, even if it would be possible to use changes in productivity as a measure of the impact of the UNV programme in terms of human capital accumulation, it would still be necessary to find other, preferably similar, observable indicators to measure the other objectives of the study. This would be even more difficult for social capital accumulation and the effect of the work of the Volunteers on jobs, poverty, women's lives, and the environment.

A better alternative, therefore, was to devise a methodology that allowed for an assessment of all of the objectives of the study at the same time, within the same theoretical framework. Even if the ideal might have been to find observable indicators for measuring the impact of the UNV programme, basing an assessment on the perceptions of the users and beneficiaries of the programme is also a valid approach. The opinion of the people themselves of how their lives have changed is often as valuable as an assessment of observable indicators of change.³³

Notes

1. Roberts, Adam and Benedict Kingsbury, "The UN's Roles in International Society since 1945". In: Roberts, Adam and Benedict Kingsbury, eds. *United Nations, Divided World*, 2nd edn. New York: Oxford University Press, 1993, pp. 14–17.
2. The criteria on which the assessment of the UNV programme are based and the definitions used have been derived from several different sources, including: (a) the Organization for Economic Cooperation and Development. *Principles for Evaluation of Development Assistance*, Development Assistance Committee, OCDE/GD 208. Paris: OECD, 1991; (b) the United Nations Development Programme. *Results-oriented Monitoring and Evaluation*, Office of Evaluation and Strategic Planning, UNDP/OESP. New York: UNDP, 1997, pp. 25–27; (c) The International Labour Office. *Guidelines for the Preparation of Independent Evaluations of ILO Programmes and Projects*, Evaluation Unit, ILO, PROG/EVAL. Geneva: ILO, 1997, pp. 3–4.
3. General Assembly Resolution 2659 (XXV). "United Nations Volunteers". 17 December 1970.
4. See: (a) Blaug, Mark. *The Methodology of Economics: Or How Economists Explain*, 2nd edn. Cambridge, UK: Cambridge University Press, 1994, p. 206; (b) Becker, Gary S. *Human Capital: A Theoretical and Empirical Approach with Special*

Reference to Education. New York: The Columbia University Press for NBER, 1964 (Chicago: The University of Chicago Press, 1993, reprint).

5. See: (a) Barro, Robert J. and Xavier Sala-i-Martin. *Economic Growth*. New York: McGraw-Hill, 1995; and (b) for a complementary view Blaug, Mark. *The Methodology of Economics: Or How Economists Explain*, 2nd edn. Cambridge, UK: Cambridge University Press, 1994, pp. 206–219.

6. World Bank. *The East Asian Miracle: Economic Growth and Public Policy*. New York: Oxford University Press, 1993. The economic difficulties that the East Asian countries faced in the late 1990s should not detract from the extraordinary economic development of these countries over the past 40 years.

7. Krugman, Paul. "The Myth of the Asian Miracle". *Foreign Affairs* 73 (November–December), pp. 62–78, 1994. See also: (a) "The Asian Economic Miracle". *UBS International Finance*, No. 29 (Autumn 1996); (b) Michael Sarel. "Growth and Productivity in ASEAN Economies", paper presented at an IMF conference in Jakarta, Indonesia. November 1996.

8. Haq, Mahbub ul. *Reflections on Human Development*. New York: Oxford University Press, 1996, pp. 3–23. See also: United Nations Development Programme. *Human Development Report*. New York: Oxford University Press, 1996.

9. General Assembly Resolution 31/166. "United Nations Volunteers". 14 February 1977.

10. See: (a) Putnam, Robert. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press, 1993, pp. 163–176; (b) Coleman, James S. *Foundations of Social Theory*. Cambridge, MA: Harvard University Press, 1990, pp. 300–321.

11. Putnam, Robert. *Making Democracy Work: Civic Traditions in Modern Italy*. Princeton, NJ: Princeton University Press, 1993, pp. 86–91.

12. See also 1997 *World Development Report*. Washington, DC: Oxford University Press for the World Bank, 1997, pp. 114–116, for a discussion on the contribution of social capital to economic development.

13. Regarding the need to assess issues such as the promotion of participation or the encouragement of self-reliant strategies, see Marsden, David and Peter Oakley, eds. *Evaluating Social Development Projects*, Development Guidelines 5. Oxford: Oxfam, 1990.

14. (a) UNDP Governing Council decision 89/20. "The Role of the United Nations Development Programme in the 1990s". 30 June 1989; (b) UNDP Governing Council decision 90/34. "Fifth Programming Cycle". 23 June 1990; (c) UNDP Executive Board decision 94/14. "UNDP: Initiative for Change". 10 June 1994.

15. In addition to references cited earlier, the criteria for the assessment of the perceived value of the UNV programme also draw on: (a) United Nations Administrative Committee on Coordination. *Monitoring and Evaluation: Guiding Principles*. Rome: IFAD Publications, 1985; (b) United Nations Children's Fund. *Making a Difference: A UNICEF Guide to Monitoring and Evaluation*. New York: UNICEF, 1991. For a discussion on the concept and importance of sustainability, see: Valadez, Joseph and Michael Bamberger, eds. *Monitoring and Evaluating Social Programmes in Developing Countries*, EDI Development Studies. Washington, DC: The World Bank, 1994, pp. 183–188.

16. (a) UNDP Governing Council decision 87/36. "United Nations Volunteers". 19 June 1987; (b) Report of the Administrator to the UNDP Governing Council DP/1988/46/Add.1. "Review of the United Nations Volunteers". 23 March 1988.
17. United Nations Development Programme. (a) *Guidelines for Evaluators*, UNDP/OESP. New York: UNDP, 1993; (b) *Evaluation Findings in 1994–1995; Evaluation Findings in 1996*, UNDP/OESP. New York: UNDP, 1996; 1997.
18. Valadez, Joseph and Michael Bamberger, eds. *Monitoring and Evaluating Social Programmes in Developing Countries*, EDI Development Studies. Washington, DC: The World Bank, 1994, p. 28, p. 227.
19. In 1988, following a review of the UNDP's experience in human resource development, the UNDP Governing Council requested that a methodology to measure the impact of human resource development projects on social and economic development be developed. However, this apparently never materialized. See: (a) Report of the Administrator to the UNDP Governing Council DP/1988/62. "Experience in Human Resource Development since 1970". 15 March 1988; (b) UNDP Governing Council decision 88/29. "Experience in Human Resource Development". 1 July 1988.
20. UNDP Governing Council decision 88/29. "Experience in Human Resource Development". 1 July 1988.
21. General Assembly Resolution 50/120. "Triennial Policy Review of Operational Activities for Development of the United Nations System". 16 February 1996, paragraph 56.
22. Report by the Secretary General to the Economic and Social Council E/1997/65. "Progress in the Implementation of General Assembly Resolution 50/120". 11 June 1997, paragraphs 77–81, contain a brief description of the methodology and areas covered by the study.
23. (a) General Assembly Document A/53/226. "Triennial Policy Review of Operational Activities for Development of the United Nations System". 12 August 1998, paragraphs 18–35; (b) General Assembly Resolution 53/192. "Triennial Policy Review of Operational Activities for Development of the United Nations System". 25 February 1999, paragraph 53.
24. World Bank. "Evaluating Development Operations: Methods for Judging Outcomes and Impacts". Operations Evaluation Department. *Lessons & Practices*. number 10 (July), pp. 4–5, 1997.
25. The establishment of the Peace Corps in 1961 is often viewed as the birth of volunteer programmes to support development cooperation. The creation of the Peace Corps certainly gave a boost to the institutionalization and growth of volunteer programmes to support development and also contributed to the establishment of the UNV programme. Other programmes, however, did pre-date the Peace Corps, such as the British Voluntary Services Overseas, which was established in 1958.
26. Strategic Planning Associates and C.A.C. International. "Effects of Canadian Volunteer Sending". Ottawa, 1994.
27. Wilson, Irene and Marjon Nooter, eds. *Evaluation of Finnish Personnel as Volunteers in Development Cooperation*, Ministry for Foreign Affairs of Finland,

Department for International Development Cooperation, Report 1995:3. Helsinki: Hakapaino, 1995, pp. 29–45.

28. In addition to the well-established North American and European volunteer agencies, a number of volunteer sending organizations have in recent years also been established in several countries in Asia, Africa, and Latin America, but no evaluations of these programmes could be found.

29. (a) Cook, Thomas H. and Donald T. Campbell. *Quasi Experimentation: Design and Analysis Issues for Field Setting*. Boston: Houghton-Mifflin, 1979; (b) Boruch, Robert F. and Werner Wothke, eds. *Randomization and Field Experimentation*. San Francisco: Jossey-Bass, 1985.

30. Valadez, Joseph and Michael Bamberger, eds. *Monitoring and Evaluating Social Programmes in Developing Countries*, EDI Development Studies. Washington, DC: The World Bank, 1994, p. 228.

31. Ways of studying investments in human capital and, more generally, the relationship between education, training, and economic development, include cost-benefit analysis to calculate an internal rate of return, growth accounting methods, productivity studies, correlation studies, regression analysis, and other econometric methods.

32. See: Psacharopoulos, George and Maureen Woodhall. *Education for Development. An Analysis of Investment Choices*. Washington, DC: Oxford University Press for the World Bank, 1985, pp. 46–53.

33. Valadez, Joseph and Michael Bamberger, eds. *Monitoring and Evaluating Social Programmes in Developing Countries*, EDI Development Studies. Washington, DC: The World Bank, 1994, p. 313.