Carleton University Winter 2023

Bachelor of Global and International Studies

Arthur Kroeger College of Public Affairs

Designing Program for International Development: Result-Based Approach

GINS 3300

Class times: Friday, 08:35 am - 11:25 am, Building: Tory Building Room: 431

Dates: Jan 09, 2023, to Apr 12, 2023

Instructor: Mir Javid

Email: mirjavid@mail.carleton.ca

Office Hours: Fridays 11:30 am – 12:30 pm,

COURSE DESCRIPTION

This course will provide students with an overview of the evolving international development context and how to plan and measure the effectiveness of development programming within that context. The course will introduce students to the concepts of theories of change and complexity theories that help to translate multi-faceted development issues into a "doable" program or project. It will teach students how to design, deliver and assess programs and projects using Results-Based Management (RBM) principles using a Managing for Development Results (MfDR) methodological framework. The Course will illustrate how the practice of RBM will vary in different contexts (e.g., in middle and low-income countries versus fragile and conflict-affected states) as well as the limits of RBM-based approaches.

INSTRUCTIONAL METHOD

The course will focus on the practical aspects of program and project management. Students will learn how to use tools like results-based logical frameworks and monitoring for results to design a project. The classes will be a combination of lectures, discussion seminars, and exercises. The major requirements for the course will be the preparation of a project approval memorandum for a development program/project (done in groups) and its presentation in class, a short paper, and participation in class discussions.

Students will acquire knowledge of the international development context, project management techniques and tools and how to design a results-based international development project.

LEARNING OUTCOMES

This course is designed to help you to:

- Understand the international development context within which a development initiative will be situated
- Summarize the concepts of Managing for Development Results (MfDR), Project Cycle Management (PCM) and Results Based Management (RBM)
- Be able to build a Logical Framework Matrix (LFM)
- Be able to prepare a Project Approval Memorandum (PAM)

TEACHING METHODS

This course will be delivered in person. This means that the course involves (live) lectures delivered in class, and you are expected to attend all sessions in-person, once a week.

The classes will be a combination of lectures, discussion seminars and exercises**.**

Classes will generally be divided into three components – learn, reflect, act. The learn aspect will consist of brief presentations by the instructor or the students. The reflect aspect will be group discussions among the students based on questions provided by the instructor or doing tasks set by the instructor. The act aspect will be reporting back on the discussions and/or tasks followed by quick reactions from the students and the instructor.

Seminar classes will consist of facilitated discussion of the issues raised in each week's readings. The instructor will make a presentation at the beginning to frame the discussion. These presentations will be put on the Brightspace in advance of the class. Students will be expected to read the assigned materials and be able discuss them analytically and critically.

Classes on 10, 17, 24 March will be a combination of presentations by the instructor followed by in-class exercises. The exercises will be based on a set of case studies provided at the beginning of the course. These exercises will be done in groups.

ASSESSMENT METHODS

Components of Final Mark

Evaluation format	**Weight**	**Due Date**
Essay on a selected topic	35%	Sunday, February 5th
Project Concept Paper with annotated bibliography	10%	Friday, February 24th
Draft Project LFM	10%	Monday, March 6th
Final Project LFM		Friday, March 17th
Class Presentation of Project Approval memo	10%	March - April
Final Project Approval Memo with LFM	25%	Wednesday, April 12th
Attendance and Participation	10%	

1. Essay on a selected topic (30%) – The topic will be provided by the instructor on January, 17thand will be about what constitutes good and effective development. The maximum length of the essay will be 1500 words excluding the bibliography (mandatory).

2. Project Approval Memorandum (PAM) preparation (60%) –

In preparing the PAM, students will pretend that they are Development Officers at Global Affairs Canada (GAC).

The PAM will have several assessment elements. The PAM will be prepared by students in groups of 3. Brightspace has a Group site where you can identify your group members.

The following steps, synchronized with the topics being discussed in class, will aid in the preparation of the document.

Step I: Project Concept Paper (10%) – Each group will propose their ideas for a development project in a concept paper using a standard table of content provided by the instructor. The Paper will have a maximum length of 1000 words (excluding the annotated bibliography). It is strongly recommended that the Groups discuss their project ideas with the instructor before or during preparing the Concept Paper.

Step 2: Draft Logical Framework Matrix (LFM) (10%) of the proposed project – The preparation of the LFM will be aided by the course material discussed in the 3 classes from February 10th to February 24th.

Step 3: Class presentation of the Project Plan (10%) - The Groups will present their project plan in class.

Step 4: Final Project Approval Memorandum with attached LFM (30%) – The maximum length of the approval document will be 2500 words, excluding the bibliography, but including the LFM. The instructor will provide a standard template.

Please provide the word count for both the essay and the PAM in the respective documents.

3. Participation (10%) - This will be based on active and constructive participation in the class discussions including demonstrating familiarity with the readings. Students will receive up to 3 points per seminar (1 for presence + 2 for thoughtful participation).

SCHEDULE

Any changes to the course schedule will be announced in advance.

Weeks	**Topics**	**Date**
Week 1	- Introduction to the course	Friday, Jan 13th
Week 2	- The Global Development Context - What is Good and Effective Development?	Friday, Jan 20th
Week 3	- The Millennium Development Goals (MDGs) and post-2015 Sustainable Development Goals (SDGs) - Canada's Feminist International Assistance Policy	Friday, Jan 27th
Week 4	- From Goals to Donor Programs to Projects - Types of Development Programming - Paris Declaration and the Accra Agenda for Aid Effectiveness - Theory of Change, Complexity Theories and International Development	Friday, Feb 3rd

Week 5	- Managing for Development Results
	  o Definitions and Concepts
	  o Elements of Project Cycle Management (PCM)
	  o Introduction to Results-Based Management (RBM)
	- Project identification
	  o Problem analysis
	  o Stakeholder analysis
	  o Analysis of objectives
		Friday, Feb 10th

Week 6	- Results based logical framework Matrix (LFM)
	  o LFM I - The Results Chain
	  o LFM II - Indicators and means of verification
		Friday, Feb 17th

Reading Week	Reading Week	

Week 7	- LFM III - Assumptions and Risks
	- Project Cycle Management Tools
	  o Implementation Plan
	  o Monitoring and Evaluation
		Friday, March 3rd

Week 8	- Project Financing and Budgets - Applications of RBM in different development contexts	Friday, March 10th
Week 9	- Individual Group Discussions on Project Designs with the Instructor	Friday, March 17th
Week 10	- Tools that matter for project success in international development	Friday, March 24th
Week 11	- **Class Presentations of Project Approval Documents** – Presentation (20 minutes) followed by comments by instructor and class.	Friday, March 31st
Week 12	- **Class Presentations of Project Approval Documents -** Presentation (20 minutes) followed by comments instructor and class	Friday, April 7th

BIBLIOGRAPHY

For each topic, readings are chosen from textbooks, academic journals and report, from international journals and research institutions. To the extent possible, online sources have been identified for the readings.

The course will emphasize evidence-based analysis. The following bibliography provides readings for each topic. Unless otherwise indicated, the readings are essential. Most of the books and the journal articles are electronically available.

The Global Development Context

-Andy Summer, The New Bottom Billion – What If most of the World's Poor Live In Middle-Income Countries? Center for Global Development, Institute for Development Studies, Sussex, CGD Brief, March 2011, http://www.ids.ac.uk/files/dmfile/fileSumnerbriefMICpoorFINAL.pdf

Allan Thomas (1996); 'What is development management?', Journal of International Development (8)1: 95-110.

Allan Thomas (2000); *Development As Practice in a Liberal Capitalist World*, Journal of International Development, 12, 773-787.

(for latest data on developing countries, consult World Development Indicators, World Bank, https://datacatalog.worldbank.org/dataset/world-development-indicators and UN Human Development Report, UNDP, http://hdr.undp.org/en)

Good and Effective Development

- Sen, Amartya (1999), Development as freedom (2nd ed.). Oxford New York: Oxford University Press, Introduction, Chapter 1 and 2.

- World Commission on Environment and Development (1987), Our Common Future, Oxford University Press, p 11-17, www.un-documents.net/our-common-future.pdf

- Todaro and Smith, Economic Development (Eleventh edition) (2012), Addison Wesley Longman ed., Chapter 1

- Collier, P. (2007), The Bottom Billion: why the poorest Countries are failing and What Can Be Done About it, Oxford University Press, Part 5,

The Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)

- United Nations, The Millennium Development Goals Report, New York, 2015, http://www.un.org/millenniumgoals/2015_MDG_Report, Overview

- Jeffrey D Sachs, From Millennium Development Goals to Sustainable Development Goals, Lancet, Vol. 379 June 9, 2012, pages 2206 -11

- UN Sustainable Development Goals https://sustainabledevelopment.un.org/?menu=1300

Canada's Feminist International Assistance Policy

http://international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/policy-politique.aspx?lang=eng

Paris Declaration and the Accra Agenda for Aid Effectiveness

- OECD, The Paris Declaration for Aid Effectiveness and the Accra Agenda for Action, www.oecd.org/dac/effectiveness/34428351

Theory of Change, Complexity theories and international development

- Center for Theory of Change, Section on Theory of Change, http://www.theoryofchange.org/

-Thomas, J., & Mengel, T. (2008). Preparing Project Managers to Deal with Complexity - Advanced Project Management Education, International Journal of Project Management, 26, 304–315.

- Cillers, P. (1998), Complexity and Postmodernism: Understanding Complex Systems, Routledge, Chapter 1

Managing for Development Results

- OECD, Glossary of Key Terms in Evaluation and Results-Based Management**,** www.oecd.org/dataoecd/29/21/2754804.pdf

- CIDA (2000). RBM Handbook on Developing Results Chain: the Basics of RBM as Applied to Project Examples. CIDA: Results Based Management Division, www.focusintl.com/RBM025-RBM%20HANDBOOK%20ON%20DEVE...

- OECD and the World Bank (2006), Emerging good practices in Managing for Development Results – Sourcebook, Paris. OECD

- World Bank (2005), The Logframe Handbook – A Logical Framework Approach to Project Cycle Management, Washington D.C., The World Bank,

- UNDP (2009), Handbook on Planning, Monitoring and Evaluating for Development Results, New York, United nations Development Programme, http://web.undp.org/evaluation/evaluations/handbook/english/documents/pme-handbook.pdf

- Theories of Change and Logic Models: Telling Them Apart

www.**theoryofchange**.org/wp-content/.../TOCs_and_Logic_Models_forAEA.pdf

- Ruby Sandhu-Rojon (2018). Selecting Indicators for impact evaluation. UNDP.

Project Financing and Budgets

Donback, N. (2019), The Future of Development Finance: 5 event takeaways, DEVEX,

https://www.devex.com/news/the-future-of-development-finance-5-event-takeaways-95936

SDG Pulse (2020), Robust and Predictable Sources of Financing for Sustainable Development, https://sdgpulse.unctad.org/investment/

Syed Sajjadur Rahman and Mustafa K. Mujeri, Development Partnerships in middle income countries (MICs) in transition: A Case Study of Bangladesh, Canadian Journal of Development Studies, Volume 39, 2018 – Issue 2, https://www.tandfonline.com/eprint/aQJWJBMqj2j2zTbIsPXU/full

Juana Garcia, Columbia as an Mic: new development partnerships and managing hybridity, Canadian Journal of Development Studies, Volume 39, 2018 – Issue 2, http://www.tandfonline.com/eprint/KuZB4neJIytKHeECnAvt/full

Be Aware of Plagiarism: The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams,

constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

Intellectual Property:

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Grading:

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Letter grade	**CU grade points**	**Indicates that work is:**	**% Range**	**SPPA Explanation**
A+	12	Outstanding	90-100	For written work, virtually publishable. Demonstrates exceptional evaluative judgment, outstanding critical thinking, and mastery of technical as well as literary aspects of writing.
A	11	Excellent	85-89	Demonstrates superior grasp of material, very strong critical thinking, and capacity to understand and extend underlying patterns.
A-	10	Very Good	80-84	Demonstrates strong grasp of material, its component parts, and capacity to analyze their relationships to each other.
B+	9	Good	77-79	Demonstrates clear understanding of material and ability to apply concepts. Written work is competent.

B	8	Satisfactory y	73-76	Satisfactory, but below average. Demonstrates comprehension of material, reasonable but not strong analytical capacity, with some limitations in the ability to apply concepts.
B-	7	Barely Adequate	70-72	Clearly below average. Demonstrates comprehension and understanding, with limited capacity for application. Communication skills problematic.
C+	6	Less Than Adequate	67-69	Did not demonstrate an adequate understanding of the material or the ability to apply the concepts. Writing and/or presentations show serious problems.
C to D-			50-66	Grades in this range indicate work that is passable in some respects but does not meet the standards of graduate work.
F			Failure	Did not meet minimal requirements.

Carleton E-mail Accounts:

All email communication to students from BGInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Academic Accommodation:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (https://carleton.ca/equity/contact/form-pregnancy-accommodation/).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit: https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

Official Course Outline: The course outline posted to the BGInS website is the official course outline.