



Evaluating Development Projects and Programs GINS 4090A

Fall 2019

Lectures: Tuesdays 2:30 – 5:30

Location: Canal Building 2104

Instructor: Dr. Logan Cochrane

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Office Hours: Tuesday 10-12 (or by appointment)

Course Description

Billions of dollars are spent on development projects and programs every year. How do we know what works? For who? In what ways? And, why? This course is for those who want to understand what approaches exist to answer those questions and to gain practical experience in applying different evaluations tools and approaches. Evaluation tools and approaches covered in this class will include log-frames, theory of change, random control trials, case studies, outlier sampling, complexity mapping, problem-driven iterative adaptation, amongst others. While the focus of this course is upon development activities in the Global South, these same tools and approaches are used around the world by intergovernmental agencies, government ministries, non-governmental organizations, corporations and civil society groups. While learning about the tools, this course will also critically analyze the underlying concepts, theories, practices and methodological implications of the use of such tools. Throughout this course, we will reflect on questions of bias, positionality, power and ethics.

Course Objectives

- Evaluate the concepts embedded within different evaluation tools and approaches utilized in development
- Critically analyze the questions being posed, the tools and approaches available, and the limitations in making choices about how to evaluate
- Explain how power, bias and positionality affect evaluation
- Critically examine assumptions in evaluating development projects and programs
- Demonstrate abilities to clearly and effectively communicate ideas
- Demonstrate ability to apply the tools and approaches learned in the course

Structure

This course consists of one weekly lecture. The classes will be interactive, so be prepared to participate. You will need to attend and participate in order to be successful in this class.

Required Reading

There is no course textbook. All course materials will be available via ARES. All of the readings for this course are available on the ARES system of Course Reserves through the Carleton Library. To access ARES:

- 1) Go to the Library homepage
- 2) Click on 'Reserves'
- 3) Click on 'Login to ARES'
- 4) Enter your CarletonOne login details
- 5) Select course
- 6) Locate the reading you are looking for from the list of materials

The readings presented in this course are only the beginning – the issues are much deeper and opinions about them much more diverse. I have included “optional” weekly readings for those who find a particular topic interesting and wish to learn more. The objective of the readings is to begin the discussion and learning. I hope that you find the reading informative, interesting and thought-provoking. I am more than willing to point you toward additional reading material if you are interested to seek out additional reading material on any of the topics presented in the course.

Course Support

The instructor is eager to help you with any questions, challenges and problems you encounter with the course. Office hours are available and an email address is listed above. It is highly recommended that you take advantage of these supports that are available to you. I will do my best to reply promptly (e.g. within 48 hours), but do not expect an instant reply.

NOTE: The instructor will not be available for 48 hours before assignment due dates or exams. Emails sent during these time periods will not be responded to. Emails will not be answered on Saturday or Sunday.

Course Assessment

Participation:	25%
Training:	10%
Assignment 1:	20%
Assignment 2:	25%
Complexity Mapping:	20%

Attendance and participation are mandatory. A high participation grade (in the 'A' range) will reflect a well-informed, thoughtful and respectful student engagement, throughout the majority of classes. A high grade will involve active participation in the in-class application of the tools and approaches learned. A rubric on the participation grade will be discussed in class.

Training: Being able to conduct effective evaluations requires developing life-long learning skills and habits. During the course the semester, you will need to complete three free, online monitoring and evaluation training courses offered by the Global Health Learning Center (<https://www.globalhealthlearning.org/program/monitoring-and-evaluation>). There are 14 courses offered under the Monitoring and Evaluation section of courses, and you can select any three. The certificates of completion must be submitted before the second last week of classes.

Assignment 1: Being able to conduct an effective evaluation requires understanding how projects and programs are developed. In class, we will learn about log-frames. For Assignment 1, you will select one country and develop a project proposal. This assignment will not only be graded for quality and clarity, as is typical, but also for the feasibility of the proposed project (in other words: it will be assessed as a donor would assess it). Example templates of log-frames will be available on cuLearn. Each project will have up to CAN\$ 250,000 as a budget and should run for a 3-year period. Your log-frame will need to have: An ultimate goal, outputs, outcomes, indicators, and a budget. Each proposal cannot exceed 4 pages.

Assignment 2: Conducting evaluations often requires you to learn about new contexts and new sectors quickly. For example, if you work for an international NGO based in Canada or if you work for Global Affairs Canada, you will encounter new project types and new country contexts regularly. It is an important skill to be able to develop depth of knowledge in a short period of time in order to effectively evaluate projects and programs. During Week 6, I will assign each student a country and a thematic area. For example, maternal health in Nepal. You will have 3 weeks to write a short report on that topic. The report should be 4000-5000 words. It should be properly referenced, with a minimum of 8 references. While your report will be evidence-based (using academic references), the presentation and writing style will be as if it were for a donor or government. Examples of these reports will be shared on cuLearn.

Complexity Mapping: You will select any issue – from something local and personal to a global issue – and conduct a complexity mapping exercise. We will look at an example in class, and there are also many examples of visually presenting complex systems here: <http://www.visualcomplexity.com/vc/> (focus on the simpler ones, but explore how creative these can get). Probably the most famous complexity map is from work done in Afghanistan (available

here: <http://www.visualcomplexity.com/vc/project.cfm?id=788>). Your assignment will present a complexity map on one page, which will be followed by three pages that (1) identify the issue, (2) outline the process you undertook when mapping, (3) explain the relations portrayed, and (4) reflect on what can be learned from this kind of approach.

Due dates are found on the course schedule below.

Include your name and student numbers on all assignments.

All assignments are to be handed in on cuLearn.

Course Schedule

Week		Topics	Coursework
1	Sept 10	Getting started	<p>United Nations. 2018. Overview (p. 4-13). In The Sustainable Development Goals Report 2018. United Nations: New York.</p> <p>Development Initiatives. 2019. Aid Spending by DAC Donors in 2018: A Review of the OECD-DAC Preliminary Data. Development Initiatives: Bristol.</p> <p>Bradshaw, Ted K. (2007). Theories of poverty and anti-poverty programs in community development. Journal of the Community Development Society, 38(1), 7-25.</p>
2	Sept 17	<p>What is evaluation?</p> <p>Effective evaluation</p> <p>Calls for evaluation</p>	<p>Newcomer, K. E., Hatry, H. P. and Wholey, J. S. (2015). Planning and Designing Useful Evaluations (7-35). In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), Handbook of practical program evaluation. San Francisco: Jossey Bass.</p> <p>Evaluation: What is it and why do it? http://meera.snre.umich.edu/evaluation-what-it-and-why-do-it</p> <p>Recent examples of Terms of Reference for evaluation will be posted on CULearn.</p>
3	Sept 24	Logframes	<p>UK Aid Direct (undated) Developing a Logframe. Available: https://www.ukaiddirect.org/wp-</p>

			<p>content/uploads/2016/04/UKAD-Guidance-Logframes.pdf</p> <p>Hummelbrunner, R. (2010) Beyond logframe: Critique, Variations and Alternatives (p. 1-33). In Beyond Logframe; Using Systems Concepts in Evaluation edited by N. Fujita. Foundation for Advanced Studies on International Development: Tokyo.</p> <p>Cochrane, L. and Gecho, Y. (2016) The Dynamics of Vulnerability and Adaptive Capacity in Southern Ethiopia (p. 139-149). In Responses to Disasters and Climate Change: Understanding Vulnerability and Fostering Resilience, edited by M. Companion and M. Chaiken. CRC Press: Boca Raton.</p> <p>Logframe templates on CULearn</p>
4	Oct 1	Bias	<p>Chambers, R. (2006) Poverty Unperceived: Traps, Biases and Agenda. IDS Working Paper 270.</p> <p>Cornwall, Andrea. (2003). Whose voices? Whose choices? Reflections on gender and participatory development. World Development, 31(8), 1325-1342.</p> <p>Designing evaluation: Case study in class.</p>
5	Oct 8	Ethics	<p>Grasso, P. G. (2010). Ethics and Development Evaluation: Introduction. American Journal of Evaluation 31(4): 533-539.</p> <p>Williams, L. G. (2016). Ethics in International Development Evaluation and Research: What is the Problem, Why does it Matter and what can we do about it? Journal of Development Effectiveness 8(4): 535-552.</p> <p>M. Bamberger, J. Rugh and L. Mabry. 2012. Standards and Ethics (170-180). In RealWorld Evaluation, 2nd edition, edited by M. Bamberger, J. Rugh and L. Mabry. Sage: Washington DC.</p>

			Case studies in class.
6	Oct 15	RCTs Assignment 1 due. Get Assignment 2	White, H., Sabarwal, S., & de Hoop, T. (2014) Randomized controlled trials (RCTs). <i>Methodological Briefs, Impact Evaluation</i> , (7). Bédécarrats, F., Guérin, I. and Roubaud, F. (2019). All that glitters is not gold. The political economy of randomized evaluations in development. <i>Development and Change</i> 50(3): 735-762.
7	Oct 22	Break – No Classes	
8	Oct 29	Case studies Group comparisons Mixed methods Outlier sampling	Pattyn, V., Molenveld, A., & Befani, B. (2019) Qualitative Comparative Analysis as an Evaluation Tool: Lessons From an Application in Development Cooperation. <i>American Journal of Evaluation</i> , 40(1), 55–74. https://doi.org/10.1177/1098214017710502 Wholey, J. S. (2015). Exploratory Evaluation (88-107). In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), <i>Handbook of practical program evaluation</i> . San Francisco: Jossey Bass. Case study in class
9	Nov 5	Theory of change	Anderson, Andrea A. (no date). <i>The community builders’ approach to theory of change: A practical guide to theory development</i> . New York: Aspen Institute. Stein, D., & Valters, C. (2012). <i>Understanding theory of change in international development</i> . Case studies in class.
10	Nov 12	Complexity mapping Assignment 2 due	Polastro, R. (2014). Evaluating Humanitarian Action in Real Time: Recent Practice, Challenges and Innovations. <i>Canadian Journal of Program Evaluation</i> 29: 118-134. Puri, J., Aladysheva, A., Iversen, V., Ghorpade, Y. and Bruck, T. (2017). <i>Can Rigorous Impact</i>

			<p>Evaluations Improve Humanitarian Assistance? Journal of Development Effectiveness 9(4): 519-542.</p> <p>Case study in class.</p>
11	Nov 19	PDIA	<p>Andrews, M., Pritchett, L., Samji, S. and Woolcock, M. 2015. Building Capability by Delivery Results: Putting Problem-Driven Iterative Adaptation (PDIA) Principles into Practice (p. 123-133). In A Governance Practitioner’s Notebook, OECD.</p> <p>Fishbone diagrams on CULearn</p>
12	Nov 26	<p>Lessons</p> <p>Challenges</p> <p>Future directions</p> <p>Last day to submit training certificates</p>	<p>OECD. (2013) Evaluating Development Activities: 12 Lessons from the OECD DAC. https://www.oecd.org/dac/peer-reviews/12%20Less%20eval%20web%20pdf.pdf</p> <p>Hatry, H. P., Newcomer, K. E. and Wholey, J. S. (2015). Evaluation Challenges, Issues and Trends (816-832). In Wholey, Joseph S., Hatry, Harry P., and Newcomer, Kathryn E. (Eds.), Handbook of practical program evaluation. San Francisco: Jossey Bass.</p>
13	Dec 3	<p>Work opportunities</p> <p>On-going learning</p> <p>Complexity Map due</p>	<p>M. Bamberger, J. Rugh and L. Mabry. 2012. Making It Useful: Helping Clients and Other Stakeholders Utilize the Evaluation (152-167). In RealWorld Evaluation, 2nd edition, edited by M. Bamberger, J. Rugh and L. Mabry. Sage: Washington DC.</p>

Academic Accommodations: 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*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

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 carleton.ca/sexual-violence-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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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, see the policy.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct 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 may include a mark of zero for the plagiarized work or 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).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGINs office in 2404R, Richcraft Hall. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

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.

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