

IDEV*3400: Managing and evaluating change in development
Winter 2022 Course Outline
Guelph Institute of Development Studies

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Office hours: By appointment on MS Teams

Class: Tuesday/Thursday 4:00-5:20
Location: on MS Teams and MCKN 227

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Course description

This course explores the key practical skills required by those engaged in the implementation of development policy and practice including logical frameworks, theories of change, impact assessment, project management, etc. It aims to equip students with an understanding of the nature of these techniques, and how and where they are employed. The strengths and weaknesses of these techniques and their implications for development policy and practice are explored.

Learning outcomes

By the end of this course, successful students will be able to:

- Identify, analyze and summarize the key practices and procedures involved in the design, implementation, management and assessment of impact of development policies and programs.
- Analyze and critically reflect on the strengths, weaknesses and operational implications of key practices involved in the design, implementation, management and assessment of impact of development policies and programs.
- Communicate effectively on the implementation of key practices and procedures involved in the design, implementation, management and assessment of impact of development policies and programs for planned change.

Text and readings

Students are not required to purchase a core text for IDEV*3400. Required readings in the course outline can be retrieved from our CourseLink page the library or websites. Supplementary readings will also be linked to the CourseLink page periodically over the

course of the term. Please consult the course instructor if you have difficulties locating or accessing any of the readings. We will be reading sections of Green's (2016) book on how change happens.

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press.

<https://oxfamblogs.org/fp2p/can-publishers-survive-open-access-well-find-out-when-how-change-happens-is-published-today/>

This book is available open access from the link above. It will be supplemented with peer-reviewed journal articles, industry documents and toolkits and relevant news pieces that analyze and emphasize current challenges faced by development practitioners. Additional weekly readings from various journal articles, book chapters and technical reports will supplement the text and will be available on CourseLink.

The seminars will be largely student-led and student-driven, so the success of the class depends on the commitment and engagement of its members. It is crucial for students to have completed the readings before class. See the weekly schedule below for the list of readings.

Course outline

WEEK ONE: Introduction

Overview of the course, accessing our readings, forming groups and signing up for presentations.

Chang, Ha Joon 2016. Forward. In Duncan Green. *How Change Happens*. Oxford: Oxford University Press.

<https://oxfamblogs.org/fp2p/>

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 9-27.

WEEK TWO: Managing and planning change

Interrogating the relationship between development and planned social change. Powercube activity.

Bennett, G and Nasreen Jessani. 2011. Monitoring and Evaluation: Frequently Asked Questions IN *The Knowledge Translation Toolkit*. Sage: London.

Murphy, Jonathan. 2008. The rise of global managers. IN Sadhvi Dar and Bill Cook. *The New Development Management: Critiquing the Dual Modernization*. pgs. 18-40.

Keenan, Frederick J. 2011. Effective management in international development: What works and what doesn't. *Ivey Business Journal*. July/August 2011.

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 27-46.

WEEK THREE: Theories of change: 'What is your theory of change for that?'

Please also see the assignment guidelines below for this week's activity and written component: 'What is your theory of change for development and how could it be managed?'

Articulating perspectives on managing change: Read, watch and write:

Douthwaite, B. and F. Ahmad and G. Shah. 2020. Putting Theory of Change into use in Complex Settings. *Canadian Journal of Program Evaluation*. 35-1: 35-52.

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 47-68.

Valters, Craig. 2016. *Theories of change: Time for a radical approach to learning in development*. London: ODI.

Watch these videos and visit these sites on theories of change:

<https://www.youtube.com/watch?v=BJDN0cpxJv4>

<https://innovationforsocialchange.org/en/a-tool-to-develop-your-theory-of-change/>

<https://knowhow.ncvo.org.uk/how-to/how-to-build-a-theory-of-change>

https://www.betterevaluation.org/en/resources/guide/theory_of_change

<https://diytoolkit.org/tools/theory-of-change/>

WEEK FOUR: Planning development projects

This week we will take a look at the logframe. How are logframes constructed? What are the boxes and categories? How are they used in development projects? What are the limits of the logframe?

IFAD. Linking Project Design, Annual Planning, and M&E: Section 3. Available: http://www.ifad.org/evaluation/guide/3/Section_3-3DEF.pdf

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 135-150.

Larsson, Naomi. 2015. How to write a logframe: a beginner's guide. *The Guardian*. 17 August, 2015. <https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide>

Tools4Dev: Practical Tools for Development
<http://www.tools4dev.org/>

Brown, A. Differences between the Theory of Change and the Logic Model
<https://www.annmurraybrown.com/single-post/2016/03/20/theory-of-change-vs-the-logic-model-never-be-confused-again>

WEEK FIVE: Gender and ethics of the managerial approach

This week consider how a gender lens could impact managerial approaches to development. How could development management be decolonized or feminized? Activities from CCAFS Gender Toolbox.

Kothari, Uma. 2005. Authority and Expertise: The Professionalisation of International Development and the Ordering of Dissent *Antipode* pg. 425-446.

Girei, Emanuela. 2017. Decolonising management knowledge: A reflexive journey as practitioner and researcher in Uganda. *Management Learning*. Vol. 48(4) 453–470.

[Integrating a Gender Dimension into Monitoring and Evaluation of Rural Development Projects](#)

<https://gsdrc.org/topic-guides/gender/monitoring-and-evaluation/>

European Institute for Gender Equality. <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-evaluation> AND <https://eige.europa.eu/gender-mainstreaming/methods-tools/gender-monitoring>

WEEK SIX: Participatory approaches

This week reflect on and be prepared to discuss: do participatory approaches to development work to correct managerial approaches to development or are they just the 'new' management?

Duraiappah, A. K., Roddy, P. & Parry, J. (2005). Have participatory approaches increased capabilities? International Institute for Sustainable Development. https://www.iisd.org/pdf/2005/economics_participatory_approaches.pdf

Guijt, I. (2014). Participatory approaches, methodological briefs. Impact Evaluation 5, UNICEF Office of Research, Florence. <https://www.unicef-irc.org/publications/750/>

Molund, S., & Schill, G. Swedish International Development Cooperation Agency (SIDA), Department for Evaluation and Internal Audit. (2007). Looking back, moving forward: Sida evaluation manual (2nd revised edition).

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjF9oSljpv1AhWWG80KHSU6B4kQFnoECAUQAQ&url=https%3A%2F%2Fwww.oecd.org%2Fderec%2Fsweden%2F35141712.pdf&usg=AOvVaw3ECovaV2ioihVUxXl3LGu0>

READING WEEK NO SEMINARS

WEEK SEVEN: Monitoring and evaluating projects

Presentations

This week consider the what and the how of monitoring and evaluation, or is it about needs assessment? Consider how you define development and how you define change when arguing for what needs to be monitored and evaluated and how. We will also reflect on ethical guidelines for evaluation and how to be a professional evaluator.

Davies, Randall. 2021. Establishing and Developing Professional Evaluator Dispositions. *Canadian Journal of Program Evaluation*. 35-3: 330-349.

IFAD. Deciding what to Monitor and Evaluate. Available: http://www.ifad.org/evaluation/guide/5/Section_5-3DEF.pdf.

IFAD. Methods for monitoring and Evaluation. Available: http://www.ifad.org/evaluation/guide/annexd/Annex_D-3DEF.pdf.

Optional:

UN Evaluation Group: <http://www.unevaluation.org/document/detail/2866>

Monitoring and Evaluation News: <https://mande.co.uk/>

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 179-234.

WEEK EIGHT: Trouble shooting: Evaluation Failures

Presentations

This week consider troubleshooting failures of M&E. What are some of the pros and cons of research like this that takes a stand and tell the story of failure? What are lessons learned? What questions remain from the lessons learned?

M. Bamberger, J. Rugh, L. Mabry, J. A. King & L. Stevahn 2019. Seeds of Failure: How the Evaluation of a West African Agricultural Scale Up Project Went Awry. IN Hutchinson, K. Evaluation Failures: 22 Mistakes Made and Lessons Learned. London: Sage.

Newhouse, C. 2019. It's to Me It's You: The Value of Addressing Conflict Head On. IN Hutchinson, K. Evaluation Failures: 22 Mistakes Made and Lessons Learned. London: Sage.

WEEK NINE: Asset based community development (ABCD)

Presentations

What is Asset Based Community Development (ABCD)? How does it look in practice; what is the approach? What are the limitations? Does it offer an alternative to managerial type development? If so, how? How are different stakeholders brought together? How is an ABCD evaluation carried out?

Mathie, Alison, Jenny Cameron and Katherine Gibson. 2017. Asset-based and citizen-led development: Using a diffracted power lens to analyze the possibilities and challenges. *Progress in Development Studies*. 17(1): 54-66.

Mathie, Alison and Brianne Peters. 2014. Joint (ad)ventures and (in)credible journeys evaluating innovation: asset-based community development in Ethiopia. *Development in Practice*. 24:3, 405-419.

Please review ABCD links on CourseLink.

WEEK TEN: South to South evaluation and local knowledge

Presentations

For this week, consider the possibilities of South to South monitoring and evaluation. What are the drawbacks and what are the limitations? What are the possibilities? Are there other ways to go about monitoring and evaluation? How does indigenous knowledge fit?

Culpepper, Roy and Bill Morton. 2008. The International Development System: Southern Perspectives on Reform. The North-South Institute.

African Evaluation Association: Promoting Africa-rooted and Africa-led evaluation. <https://afrea.org/s2se/> Please visit site and learn more about this model. <https://afrea.org/made-in-africa-evaluation/>

Other readings TBD

WEEK ELEVEN: Communicating the results of development interventions

Presentations

Think about the reports we have read this term, the sites we visited, the content we saw and the questions we asked. What format and approach to communicating change was the most effective, least effective, most memorable and most impactful? How might you use the insights from the content so far to communicate the results of development interventions?

Da Costa, P. (2009). Study on communicating development results. Commissioned by the OECD DAC Development Co-operation Directorate & DevCom Network. <http://www.oecd.org/development/development-philanthropy/44836250.pdf>

Taylor, A. (2017). 6 Simple Tips for communicating about impact. Ontario Nonprofit Network. <http://theonnc.ca/wp-content/uploads/2015/12/6-Simple-Tips-For-Communicating-About-Impact.pdf>

Brown, A. M. (2016). 4 reasons why nobody reads (or uses) your evaluation report: here's how to fix it. <https://www.annmurraybrown.com/single-post/2016/1/13/4-Reasons-Why-Nobody-Reads-Or-Uses-Your-Evaluation-Report-Heres-How-to-Fix-It>

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 235-256.

WEEK TWELVE: Collaborating in the field and becoming a global leader

How might you take what we learned this term and apply it to become a global leader? What is a global leader and a change maker? How does one become a change maker, what are the tools? How does your theory of change from Week Three fit here? Has it changed? If so, how? Does collaborating for change fit your early definition or is it about something else?

Miciak, M., Lavoie, M.M. and G.V. Barrington. 2020. Reflective Practice: Moving Intention into Action. *Canadian Journal of Program Evaluation*. e69771.

Ng, VanDyne and Ang. 2009. Developing global leaders: the role of international experience and cultural intelligence. *Advances in Global Leadership*. 5, 225-250.

Developmental Leadership Program (DLP) <http://www.dlprog.org/> Developmental Leadership: What it is, why it matters, and how it can be supported? <http://www.dlprog.org/publications/developmental-leadership-what-it-is-why-it-matters-and-how-it-can-be-supported.php> Download PDF from site.

Brown, A. Books That Should Be in Every Library on Monitoring and Evaluation

<https://www.annmurraybrown.com/single-post/books-that-should-be-in-every-library-on-monitoring-and-evaluation>

Optional:

Moseley, W. 2007. 'Collaborating in the field, working for change: Reflecting on partnerships between academics, development organizations and rural communities in Africa' *Singapore Journal of Tropical Geography*. 334-337.

Requirements and assessments

1) **Articulating perspectives on managing change - read, watch, write** (10% of the final course grade). See Week Three.

'What is your theory of change for development and how could it be managed?'

Articulating perspectives on managing change: Read, watch and write:

Valters, Craig. 2016. *Theories of change: Time for a radical approach to learning in development*. London: ODI.

Green, Duncan. 2016. *How Change Happens*. Oxford: Oxford University Press. Pgs. 47-68.

Watch these videos and visit these sites on theories of change:

<https://www.youtube.com/watch?v=BJDN0cpxJv4>

<https://innovationforsocialchange.org/en/a-tool-to-develop-your-theory-of-change/>

<https://knowhow.ncvo.org.uk/how-to/how-to-build-a-theory-of-change>

https://www.betterevaluation.org/en/resources/guide/theory_of_change

<https://diytoolkit.org/tools/theory-of-change/>

Assignment is due Friday 4 February 750 words double spaced: What is your theory of change for development and how could it be managed?

2) **Seminar participation** (20% of the final course grade): As this course will be conducted in seminar format it will entail intensive weekly discussions and in-class, active learning in

small groups. **Attendance and informed participation by all will be expected.** Individual contributions to seminar discussions and group activities will be evaluated by the following a performance scale:

Grade	Participation	Discussion	Reading
16-20	Always	Excellent: leads debate; offers original analysis; uses assigned reading to back up arguments; offers valuable comments in virtually every seminar.	Clearly has done and understands virtually all of the reading; intelligently uses the course material in the seminar discussions.
14-15	Almost always	Good: thoughtful comments for the most part; willing, able, and frequent contributor.	Has done most reading; provides competent analysis of reading when prompted.
12-13	Frequent	Fair: has a basic grasp of key concepts; arguments sporadic and at times incomplete or poorly supported.	Displays familiarity with most reading, but tends not to analyze it or explore connections between different sources.
10-11	Occasional	Not good: remarks in class marred by misunderstanding of key concepts; only occasionally offers comments or opinions.	Actual knowledge of material is outweighed by improvised comments and remarks.
0-9	Rare	Poor: rarely speaks, and parrots other students when put on the spot to offer an opinion.	Little to no apparent familiarity with assigned material.

3) Group assignment: Identifying and linking constraints to development and planned change (50% of the final course grade): Students will be asked to form groups of 4-5 during the introductory sessions in January. A total of ten groups will be created, and efforts will be made to ensure that the groups reflect a range of disciplinary backgrounds and approaches. Each group will be asked to select a case study or project on managing or evaluating change. It is hoped that the diverse groups will focus on several geographic regions. Over the first weeks of the course each group will develop a focus on five linked development challenges and plans for change in their particular case study. During the fourth week of the course groups will arrange to briefly meet with the course instructor to outline their planned approach for their presentation.

The case studies will be presented on Tuesdays during weeks seven through eleven of the course. Each group should prepare slides and informative handouts to complement their 40 minute oral presentations. The time allotted for the formal presentation will be forty minutes. After the presentation it is expected that the presenters will articulate questions that will drive a lively class discussion. Groups should ensure that the course instructor receives a copy of their presentation (i.e. slides or notes) via CourseLink at the very latest

by 12pm the day before their presentation. Each presentation will be evaluated by the course instructor and by students according to the guidelines listed below.

Groups will subsequently submit a detailed and appropriately referenced country or project report. This co-researched paper should be a maximum of twenty (20) pages in 12-point Times New Roman font with 1.5 spacing. To submit this report, an electronic copy should be uploaded to the Dropbox on CourseLink as a .pdf. Each report should indicate the group's understanding of 'development', and clearly articulate in professional language the selected constraints and linkages, and also discuss relevant proposals for reform. Reports should reference some of the material covered in IDEV*3400. Upon completion of this requirement members of each group will also submit a peer-rating sheet. Marks for the three components of this assignment will be allocated as follows:

- (a) Group meeting with the course instructor (5%),
- (b) Case study presentations (15%), Weeks 7 through 11 Weighting: Course instructor evaluation (10%); peer evaluations (5%)
- (c) Final Report (30%)

Due date: 22 March, 11:59pm, via CourseLink.

4) Individual project proposal (20% of the final course grade): This individual capacity building exercise builds upon the group assignment. Students will prepare a brief yet professional project proposal suitable for submission to a development funder that addresses a particular development constraint in their country/project of focus. To avoid duplication, it is expected that proposals for projects in the same country will target unique constraints. Drawing upon concepts learned in class and in the group studies, this assignment is an opportunity for students to analyze a development challenge and to think critically and broadly about possible solutions. The project proposal should analyze the key problem and situate it within the context of the country concerned. It should detail the steps necessary to execute the project objectives, articulate a system for monitoring and evaluation, and draw upon elements of the logical framework approach or another relevant approach for planning change covered in the course. The proposal should be convincingly written and meet the specifications of the agency approached. It must convey the reasons why the project should receive funding.

The project proposal should be detailed and appropriately referenced in a consistent citation style. It should be a maximum of six pages with 1.5 spacing and 12-point Times New Roman font. The proposal should be submitted at the latest by 11:59 pm on 12 April

Course policies

Grading Policies:

Please submit all assignments on the IDEV*3400 Courselink page. Each assignment has a dropbox and is to be submitted to the dropbox by the day and time it is due. No exceptions will be made. Feedback and evaluation will also be available on via the Courselink page.

Late penalty:

Late submissions will be penalized at a rate of five percent (5%) of the grade for that assignment per day, including weekends and holidays. Late submissions will be accepted for only 120 hours (5 days), and should be submitted directly to the Dropbox on Courselink. Extensions of any deadlines will be given only in the most exceptional circumstances on medical or compassionate grounds. In these rare cases, official documentation will be required.

Review of marks:

You should be aware that, if you request a review of the mark awarded for any element of the evaluation, the review could result in your mark being revised either upwards or downwards.

*Please note that these policies are binding unless academic consideration is given to an individual student.

Course Policy regarding use of electronic devices and recording of class sessions:

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

Academic Consideration:

The University of Guelph is committed to supporting students in their learning experiences and responding to their individual needs and is aware that a variety of situations or events beyond the student's control may affect academic performance. Support is provided to accommodate academic needs in the face of personal difficulties or unforeseen events in the form of Academic Consideration.

University policies

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

It is the responsibility to students to make sure that they are aware of the University of Guelph's regulations on Academic Misconduct. Ignorance of these regulations is not a legitimate defense. According to the Graduate Calendar general regulations, academic misconduct "is broadly understood to mean offences against the academic integrity of the learning environment." Offences may include (but are not limited to) plagiarism, copying, unauthorised collaboration, impersonation, or falsification. The full regulations may be viewed at the following link:

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

If you are uncertain about whether or how to reference the work of others, please consult with the course instructor and/or the plethora of other writing resources at the university.

Accessibility:

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Student Accessibility Services (SAS), formerly Centre for Students with Disabilities (CSD), as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or visit the [Student Accessibility Services website \(http://www.uoguelph.ca/csd/\)](http://www.uoguelph.ca/csd/).

Course Evaluation Information:

End of semester course and instructor evaluations provide students the opportunity to have their comments and opinions used as an important component in the Faculty Tenure

and Promotion process, and as valuable feedback to help instructors enhance the quality of their teaching effectiveness and course delivery.

While many course evaluations are conducted in class others are now conducted online. Please refer to the [Course and Instructor Evaluation Website](#) for more information.

Additional Course Information:

When you cannot meet a course requirement: When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, student id#, and email contact. In all but the most exceptional circumstances this should be done well in advance of the due date. See the course calendar for information on regulations and procedures for Academic Consideration:

Classroom equity policy

For all members of our class to learn effectively, this classroom must be a safe learning environment. To ensure safety for all students, the policy in this class is that no one shall be discriminated against or harassed on the basis of age, race, color, religion, creed, sex, sexual orientation, physical disability or mental disability, an irrational fear of contracting an illness or disease, ethnic, national or Aboriginal origin, family status, marital status, source of income, political belief, affiliation or activity, an individual's association with another individual or class of individuals having any one or more of the characteristics referred to in the list above.

Additional

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for

multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

<https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>

<https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

Online Behaviour

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Having someone else complete your quiz or completing a quiz for/with another student
- Stating false claims about lost quiz answers or other assignment submissions
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor