

FRE 541 (1.5) Project Monitoring and Evaluation in International Development

Course Outline

Class Time: Tuesday, Thursday 12:30 -1:50 PM

Room: MacMillan 154

Instructor

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Office Hours: To be announced

Description

This course is designed to introduce the principles and applications of project monitoring & evaluation (M&E). The content of the course will provide students with the insights and skills necessary to develop and assess M&Es. Through this course, students will develop a practical understanding of one of the major reasons for failures of assistance interventions (aid projects and programs) – i.e. inadequate impact evaluation- and learn how to overcome these failures. Students will be provided with analytical tools that will increase their value as employment candidates for national and international donor agencies, consultancy companies as well as non-government organizations (NGO) operating in the development field.

This course follows the Problem-Based Learning (PBL) approach. Students will work in small groups on relevant case studies and benefit from “hands on” learning. Oral presentations of their group work will allow for knowledge exchange among the students.

Participation is important in this class, especially since all students bring important and interesting real-world experience to discussions. All students are expected to come to class having read the assigned text, cases and articles and be ready to discuss these in class.

Learning Objectives

After this course students will be able to:

- Independently and credibly evaluate development projects’ and programs’ relevance, efficiency, effectiveness and impacts within and beyond the project’s location by designing internal or external M&E evaluations,
- Critically assess M&Es,
- Identify indications of development continuity beyond the lifetime of assistance interventions,
- Design shared learning processes to encourage beneficial changes in behavior of the project implementers, improve the design of future projects, and promote policy reform that creates more enabling conditions for growth and development,
- offer informed recommendations for policy change to provide better enabling conditions for lasting growth and development,
- Develop appropriate and concise logical frameworks,
- Develop research tools for data collection,
- Communicate their ideas professionally in both oral and written presentation formats,
- Be strong team members and overcome group work challenges, and
- Apply the specifics learnt from various case studies to other projects.

Class Format

6 lectures of 1.5 hours and 6 labs of 1.5 hours, 1 lecture and 1 lab per week for 6 weeks.

The course will follow the Problem-Based Learning approach:

1. Students work in small groups with the aid of a course tutor (or facilitator). The groups will be formed based on common interests of the students.
2. Students are confronted with an ill-structured problem that mirrors a real-world problem.
3. Well-chosen problems encourage students to define problems, identify what information is needed, and engage in solution generation and decision making.
4. The tutor guides the students through the problems, and provides them with ongoing formative evaluation.
5. The tutorial is where learning issues are developed and information is shared, discussed and integrated back into the problem. In addition, it is a place where clarification of concepts can occur as well as a place to share useful resources.
6. Each individual is responsible for his/her own learning, and for making sure the tutorial meets his/her own needs.

Source: http://wiki.ubc.ca/Problem-Based_Learning_%28Teaching_and_Learning%29

Course Requirements (Subject to changes)

Your grade shall be determined as follows

Exams and Papers	Date	Percent of Grade
Term Paper	One week after the last class	35 percent
Oral presentation of term paper	Last class	5 percent
Individual Student Paper	One week after the last class	20 percent
Final Exam	To be announced	35 percent
Class Participation	Contributions to class discussions	10 percent

Term Paper and Oral Presentation

The term paper will be produced in small groups and the students will be asked to evaluate development projects' and programs' relevance, efficiency, effectiveness and impacts within and beyond the project's location by critically assessing an official M&E report. Through the process, the students will be required to develop appropriate logical frameworks. Students will be asked to confidentially peer review the contribution of each of their group members for the project by providing a multiplier value of .9, .95 or 1. This value will be considered when individual grades are assigned for the final paper by the instructor. All values will remain confidential.

The oral presentation will consist of an overview of the term paper and will happen before the due date of the term paper. It will be presented to the rest of the class and it will be a good opportunity to get feedback from classmates and instructors that could be included in the final term paper. The instructor will be assigning an individual grade for oral presentation.

Any sufficiently insightful term papers could be sent to development agencies or projects with the approval of course instructor and students involved.

Individual Student Paper

The individual student paper is a commentary on the role and challenges of M&E. This is an opportunity for the students to reflex on various aspects of the tool learnt in the course beside its application.

Final Exam

The final exam will be an analytical challenge of an M&E for a specific project. The students will be asked to apply the specific techniques learned from various case studies to the specified projects.

Class Participation

The participation grade depends on the contribution to class discussions. All contribution is appreciated, even questions asking the instructor to clarify previously taught material. The sole aim of assigning a participation grade is to encourage active learning for everyone. The instructor will ascertain and assign this part.

Class Material

Most of the course material and readings are available in the course Connect page. The readings are described in the course schedule below. Additional contextual material will be posted on the website.

A reading package containing M&E guidelines fundamental aspects of METR is available at [Copiesmart](#).

Cases from past, current or future projects will be provided online and in class. Students will be asked to read each case and be prepared to discuss each case in class.

Academic Dishonesty

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. **Academic dishonesty will be dealt with very seriously in this course.**

Online Course Material

Available at Connect: <http://www.connect.ubc.ca>. You are required to regularly login to your course page for FRE 541. Your syllabus, course-lecture slides, additional material, announcements, assignments, and grades are available.

Tentative Lecture Schedule (to be finalized).

Week 1	<p>Introduction to Monitoring and Evaluation (M&E) Understanding the Nature of Successes and Failures of Conventional Project Monitoring and Evaluation (M&E)</p> <p>Lab: no lab</p> <p>Readings:</p> <ul style="list-style-type: none">• "Bridging the gap. The role of M&E in evidence-based policy making" UNICEF, 2008.• "The use of monitoring and evaluation in agriculture and rural development projects", FAO Investment Centre, 2010.• "When Will We Ever Learn? Improving Lives through Impact Evaluation" Centre for Global Development, 2006.
Week 2	<p>Introduction to Monitoring & Evaluation for Timely Responses (METR) Capacity is built for the design and implementation of <i>ex post</i> project and program evaluation by effectively <i>measuring the right things in the right way at the right time</i>, hence "METR", thereby,</p> <ul style="list-style-type: none">- increasing the likelihood of lasting beneficial changes in development project outcomes,- informing processes for better design of future projects, and,- offering informed recommendations for policy change to provide better enabling conditions for lasting growth and development. <p>METR Topics:</p> <ol style="list-style-type: none">1. Team building among specialists A case study will be presented to the students and will be used by the instructor to help cover the various aspects of M&E and METR. <p>Lab: Workshop on team work and peer evaluation</p> <p>Readings:</p> <ul style="list-style-type: none">• METR Guidelines• Case study assigned by instructor

Week 3	<p>METR (cont.) METR Topics:</p> <ol style="list-style-type: none"> 2. Engagement with project 3. Evaluation of the role of a broad portfolio of development capital/assets affected by the project and the institutions that influence them 4. Measuring the application of key good governance principles 5. Assessment of mutual stakeholder understanding <p>Lab: Students will form teams and each team will identify a case study to work on. The students will practice and identify the components learned in class using their own case study while working towards Project 1.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Case study chosen by team
Week 4	<p>METR (cont.) METR Topics:</p> <ol style="list-style-type: none"> 6. Logical Framework <p>Lab: Logical framework</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Making Measures Meaningful: The Logical Framework Approach”, Dana Frey, Performance Measurement & Management, 2013 • TED talks/readings about presentations skills
Week 5	<p>Week 5. METR (cont.) METR Topics:</p> <ol style="list-style-type: none"> 7. Application of Core Criteria of Project Evaluation 8. Assuring Dynamic Internal Lessons-learned Processes 9. Promoting Shared Learning of Project Outcomes (successes and failures) 10. Presentation of Findings & Recommendations Style <p>Lab: Presentations Skills Workshop</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Utilization-Focused Evaluation (U-FE) Checklis”, Michael Quinn Patton. January 2002. (http://web.idrc.ca/uploads/user-S/10905198311Utilization_Focused_Evaluation.pdf)

Week 6	Oral Presentations & Individual Paper Due Presentations will occur during class and lab time. Students will receive feedback from their instructor, tutor and classmates and will have a week to incorporate it into their final document. Individual paper due.
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