

Land & Food Systems - 302b (6.0)
Project Monitoring & Evaluation in International Development
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Course Description:

This course is designed to introduce students to the principles and applications of project monitoring & evaluation (M&E). The world of international development faces many challenges, one of which is the failure of assistance interventions (aid projects and programs). Students will develop a practical understanding of the logical processes by which projects are designed and implemented, including the need for external evaluation, ex post project delivery in order to assess the efficacy, outcomes, and sustainability of these interventions. Lack of project success, more often than not, is a result of inadequate impact evaluation strategies. Students will learn skills to develop strong monitoring & evaluation plans in order to overcome these deficiencies.

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 (NGOs) operating in the development field.

Although the focus of this course is on international development, the broad application of the instruments learned here are a critical element of successful project management - whether it is in the agriculture or resource sector, food services industry, environmental sciences, nutrition & healthcare, education, or banking and business related fields.

This course roughly 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 LFS302b, especially since all students bring important and interesting real-world experience to discussions. All students are expected to begin each day having read the assigned text, cases and articles, and be ready to discuss these in class.

Learning Objectives:

Upon completion of this course students will have the skills to:

- Independently and credibly evaluate a development project's or program's relevance, efficiency, effectiveness, gender equality & equity, and impacts within and beyond the project's location,
- Critically assess completed monitoring & evaluation reports,
- Identifying indications of development continuity beyond the lifetime of assistance interventions,
- Design shared learning processes to encourage beneficial changes in behaviour of the project implementers, improve the design of future projects, and promote policy reform that creates more enabling conditions for growth and development,
- Develop relevant and concise logical frameworks,
- Develop research tools for data collection,
- Communicate ideas professionally in both oral and written presentation formats,
- Understand the challenges of group dynamics and learn to be strong team members,
- Apply the specifics learnt from various case studies to other projects, and
- Students will gain an understanding of the factors by which economic development advances by applying principles of the Theory of Change (ToC).

Topics:

- International development in the context of low-income developing economies.
- Understanding the nature of successes and failures of conventional project monitoring and evaluation (M&E).
- The importance of obtaining relevant data in a timely manner.
- Evaluation of the role of a broad portfolio of development capital/assets affected by the project and the institutions that influence them.
- Measuring the application of key good governance principles by project implementers, notably: transparency, participation / inclusivity, accountability and timely responsiveness.
- Assessment of mutual stakeholder understanding among project donors and implementers as well as partners/beneficiaries to harness social capital through the trajectory-of-trust before starting to deliver project benefits.
- Appraisal of project logical frameworks (logframes) for project design.
- Appraisal of a project's longer-term goals and Theory of Change.
- Assuring dynamic internal lessons-learned processes about fundamental assumptions.
- Promoting shared learning of project outcomes (successes & failures) among relevant institutions.

Course Format

Institut Pertanian Bogor (IPB), West Bogor, Indonesia

- **Week 1** – (Half week) Arrival in Bogor, opening ceremonies, course introduction and getting acquainted with Bogor, Indonesia; the Pos Daya structure; and the challenges faced by international development. Students will be introduced to the Impact Evaluation Analytics (IEA) methodology. Professor Rick Barichello (FRE), will be guest-lecturing this first week, including Saturday. Topics will include: challenges with data collection, cost-benefit analysis, policy analysis matrix (PAM).
- **Week 2** – Mornings will be classroom time. Afternoons will be spent surveying the host Pos Daya villages for potential projects to evaluate. By the middle of this second week, students will form teams of 3-5 members according to their interests (agriculture, aquaculture, healthcare, nutrition, education, economic development). Teams will begin work on guiding research question development, monitoring & evaluation framework construction, and the beginnings of some field-work
- **Week 3 & 4** – the next two weeks students will branch out on their own, with their drivers and interpreters, to begin their monitoring and evaluation exercises. There will be occasional classroom times in the mornings to ensure students are confident with their work and moving forward in the right direction. On the fourth week students will be working on their group presentations.
- **Week 5** – This week will be spent ‘tying up loose ends’ in the Pos Dayas with field interviews and writing reports. This week students will do a formal presentation of their findings to IPB stakeholders and project partners. The presentations will be 15-20 minutes in length.
- As outlined in the LFS302b pre-departure meetings, students are required to continue to collaborate on completing their final evaluation reports once the group has dispersed from Bogor. The due date will be the last week in June without exception.
 - There will be a short individual project related to international development and the challenges that it faces. Details to follow.
 - Each student will be responsible for a confidential peer evaluation of each team member.

The course roughly follows the Problem-Based Learning approach:

1. Students work in small groups with the aid of a course instructor. The groups will be formed based on common interests of the student.
2. Students are confronted with an ill-structured 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 instructor 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](http://wiki.ubc.ca/Problem-Based_Learning_%28Teaching_and_Learning%29)

Grading

Team IEA Assessment Project	45%
Oral Presentation to IPB	22%
Problem Tree Construction	2.5%
Logframe Construction	7.5%
Individual Assignment	15%
Class Participation	8%

Impact Evaluation Analytics (IEA) Oral Presentation & Report – Team Project

In small groups of 3-5 students, teams will be asked to evaluate a development project's or program's relevance, scope/coverage, efficiency, effectiveness, gender equality & equity, and impacts within and beyond the scope of the project's location through the lens of IEA. Students will be required to develop an appropriate logical framework and problem tree for their selected development interventions. Through the study of official aid agency M&E guidelines (USAID, World Bank, EuropeAid, et.al.), as well as the Impact Evaluation Analytics Methodology learned in LFS302b, students will assess the strong-points and shortcomings of project design and implementation. Your team's findings will be shared with IPB designers, implementers, and project beneficiaries/partners during the last week of the program in the form of a formal group presentation. Your team will then compile a comprehensive M&E report of your findings for submission and grading.

Class Participation

I strongly encourage you to ask questions in class and to participate in class discussions. All of the students have a unique global perspective on topics and many of you have valuable experience in developing countries which would be helpful to share with the class. There is more than one point of view on many topics, and there are many myths or misunderstandings that pervade the problem of economic development. The group projects will benefit from the insights and points-of-view of other students' work. Consequently I want to include class participation in the grading structure. I also want to encourage you, if you feel we have neglected important elements, to raise

these points in class.

Individual Assignment

An individual paper, 3-5 pages in length, focusing on the challenges faced by international development efforts. Assignment details to follow on Canvas.

Readings & Class Material

Selected chapters from these excellent works will be presented for study during this course. You will not be expected to read the entire text. The UBC library will provide copies of the chapters of the two books that are not available online as eBooks.

Additional contextual material will be posted on the Canvas website. A reading package containing M&E guidelines and fundamental aspects of the course toolkit will be made available.

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.

Acemoglu, Daron, James A. Robinson, and Ebooks Corporation. 2013;2012. *Why nations fail: The origins of power, prosperity, and poverty*. London: Profile. - [Full text online through the UBC Library.](#)

Collier, Paul. 2007;2008. *The bottom billion: Why the poorest countries are failing and what can be done about it*. New York: Oxford University Press. - [Full text online through the UBC Library.](#)

Easterly, William. 2001;2002. *The elusive quest for growth: Economists' adventures and misadventures in the tropics*. 1st ed. Vol. 1. Cambridge, Mass: MIT Press. - [Full text online through the UBC Library.](#)

Easterly, William, and Ebooks Corporation. 2013;2014. *The tyranny of experts: Economists, dictators, and the forgotten rights of the poor*. New York: Basic Books. - [Full text online through the UBC Library.](#)

Panayotou, Theodore. 1993. *Green markets: The economics of sustainable development*. Vol. no. 7;no. 7;. San Francisco, Calif: ICS Press. (Ch2 & Ch3 will be provided through the UBC Library)

Schultz, Theodore W. 1964. *Transforming traditional agriculture*. Vol. 3;3;. New Haven: Yale University Press. (Ch5 & Ch9 will be provided through the UBC Library)

Notes

This is a six-credit course, and although there has been due consideration put into the fact that a great deal of experiential learning is our ultimate goal (*"Don't Let Your Schooling Interfere With Your Education"* - Huckleberry Finn), please be aware that the reading list is somewhat extensive and there are a number of assignments to submit. Do not allow yourself to get behind.

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 Canvas: <http://www.canvas.ubc.ca>

You are required to regularly login to your course page for LFS302b. Your syllabus, course lecture slides, additional material, announcements, assignments, and grades are available online.