Development policy analysis and evaluation have undergone major changes over the last several years. The emerging new realization that development is not a one-way traffic has prompted the need for donor countries and lending agencies to adopt a participatory approach to policy/program/project assessment. What is unique about such new evaluation approaches is that they are creating opportunities, at least theoretically, for beneficiaries to influence both the policy-making and assessment processes. Most evaluations are now done in consultation with stakeholders simply to ensure the more productive and appropriate use of scarce donor resources.

The aim of this term is to understand some of these changes through a systematic examination of a few assessment frameworks that are used by both donors and practitioners. In so doing, we plan to place the notion of impact assessment in the broader context of international development. The course will explore key methods, concepts and practices that are associated with impact assessment. Besides, we plan to touch on the quantitative aspects of development research.

The structure of the class for this term will remain the same as the last semester. The first 90 minutes will be used to introduce the topic at hand. Lectures will often begin with the general question of that week’s specific topic and then will take the class through the fundamental logic of that particular topic. To make complex assessment methods a bit more understandable, the lectures will use concrete examples drawing from the analyses of development practitioners. In the second half, the class will meet for group presentations.

Assignments

Group Presentation

This term the class will use a slightly different format in order to make group presentations more relevant and interesting. Since the major objective of this term is to offer a comprehensive review of evaluation methods and/or practices that are widely used by development organizations, I would encourage you to find a recent evaluation report
on any relevant development projects published by such major donor countries and organizations as the World Bank, UN, WHO, ILO, WFP, UNDP, UNESCO, CIDA, and USAID. Most of their assessments can be accessed through their web sites. The goal of your presentation would be to:

i) Outline how the study was conducted? In other words, specify the method(s) used in that study;

ii) Thoroughly review the evaluation method and explain the logic behind the use of that specific method. What are the strengths of the study?

iii) Critique different aspects of the report. Does it look artificial? To what extent can the report provide a full sense of assessment? In other words, does it offer a satisfactory explanation of the entire socio-economic processes?

iv) Use a case study, preferably a documentary, to either support or dispute the findings of your chosen report.

When preparing for your presentation, I would strongly encourage you to follow the guidelines noted below:

- Regardless of the size of your group, you must not spend more than 45 minutes presenting your analysis so that the class can use the remaining 30+ minutes discussing various issues with regard to your presentation. In other words, you have to manage time well, giving others an opportunity either to raise questions or to make meaningful comments. Be sure to distribute the allocated time equality among all the presenters.

- You will be required to provide evidence that you have worked together, as a team rather than as an individual, on your presentation. Several weeks prior to the presentation, the group will meet to discuss, among other things, how the workloads will be distributed equally among all the team members. Please keep in mind that this assignment should provide you with an opportunity not only to get to know each other well, it also should allow you to learn from each other’s knowledge and experiences.

- You will have to engage the other class-members in such ways that everyone gets an opportunity to actively participate in debates/discussions.

**Survey-based Essay**

The second stage of your survey-based essay will involve you to administer the questionnaire, compile the data and write an essay based on the findings of your study. The questionnaire should be administered among a group of selected students/participants. The essay will be no more than 10 pages in length (double-spaced, the font size must be 12 points or higher) which will be **due on or before March 2, 2011. Late submissions will be marked down 5% per day.**
The assignment will be graded on the basis of the **content** (relevance, accuracy, comprehensiveness and concepts will be examined very carefully), **research** (issues that will be examined: quality of research, the effectiveness of your questionnaire in soliciting information/data), and **presentation/organization** (be sure to aim for clarity, use a standard academic format and avoid grammatical mistakes).

Consult with your course director for advice on carrying out your study.

Please refer to the previous outline (Fall 2010) for information on grading and assignments.

**Final Exam**

Class-members will write the final exam in the last week of our meeting on March 30, 2011. In other words, this would be an in-class exam. Please note that there will be no make up exam.

**Required Texts**

In addition to the text by Babbie and Benaquisto, we will also be using the course kit for the winter term.

- The Course Kit

I am also planning to put a few other source materials on Scott Library’s Reserve section, which we will be using time to time.

**Section Three: The New Development Reality---applied and evaluation research**

**Week One (January 5): Evaluation Research**

Babbie and Benaquisto, Chapter 13; pp. 347-366

**Recommended:**

Week Two (January 12): Participatory Development


Strongly Recommended:


Recommended:


Week Three (January 19): Participatory Action Research


**Strongly Recommended:**

**Recommended:**


**Week Four (January 26): Participatory Rural Appraisal/Rapid Rural Appraisal**


**Recommended:**


Week Five (February 2): Participatory Poverty Assessments: conceptual and methodological issues


Strongly Recommended:

Recommended:
Robb, Caroline, Can the Poor Influence Policy: participatory poverty assessments in the developing world (Washington D.C: IMF, 2002).


Week Six (February 9): (Strategic) Environmental Impact Assessment (EIA)


Recommended

**Week Seven (February 16): Gender Mainstreaming in Development Agencies**


**Strongly Recommended:**


**Recommended:**


**Week Eight (February 23): Reading Week----No class meeting**

**Week Nine (March 2): Evidence-based Policy-Making I: the logical framework approach**

AusAID, *The Logical Framework Approach*  

**Strongly Recommend**


**Recommended**
Casley, Dennis J. and Denis A. Lury, Monitoring and Evaluation of Agriculture and Rural Development Projects (Baltimore, MD: Johns Hopkins University Press, 1982).


**Survey-based essay is due.**

**Week Ten (March 9): Evidence-based Policy-Making II: Results-Based Management**

Hatton, Michael J. and Kent Schroeder, “Results-based management: friend or foe?”, Development in Practice, 17(3), June 2007: 426 -432 (Available online via Scott)

Lavergne, Real, Results-Based Management and Accountability for Enhanced Aid Effectiveness, Mimeo, CIDA, 2002.

**Strongly Recommended:**
Mayne, John, “Challenges and Lessons in Implementing Results-Based Management”, Evaluation, 13(1), January 2007: 87-109 (available online via Scott)

Recommended:


Section Four: Overview of Development Research Methods

Week Eleven (March 16): Sharing your survey research experiences

The main purpose of this interactive session will be to share your own experiences of carrying out the survey research study with the entire class. Each class-member will make a 2-minute informal presentation outlining both the most exciting and the challenging aspects of your research. What was innovative and original, if there were any, of your study? Did you encounter any difficulties in administering your questionnaire? What lessons did you learn from the study? Would you like to be involved in academic research in the near future?

Week Twelve (March 23): Data Preparation, Analysis, and Computerization

Babbie and Benaquisto, chapter 15: 397-408 (I would encourage you to read chapter 14 as well)

Week Thirteen (March 30): FINAL EXAM

*Please note that articles/book chapters with an asterisk mark are included in the Course Kit.