International Development Projects Preparation and Formulation – 14964 - TOMS 5305 - A
Date: March 1, 2016 – Apr. 05, 2016 - 11:35 am. – 2:25 pm Tuesdays
Location: Dunton Tower 701

Instructor: Nipa Banerjee
Office: Room #: DT 919-1 Hours: 3:00 to 5:00 Tuesdays March 1 to April 5
Phone: 1-613-697-9814 (Mobile)
Email: nipa.banerjee@uottawa.ca
Office Hours: Tuesdays 3:00 pm – 5:00 pm

Course calendar entry from 2015/2016 graduate calendar:
International Development Projects Preparation and Formulation
Processes, assessment methodologies and tools, and practices for designing international development projects, developing funding proposals, managing calls for proposals, organizing procurement, and evaluating the implementation of the project’s activities.

Course Description:

Starting with introduction of a summary brief of how to plan/formulate international development projects for Results based on the theory of Change, the course will deliver the details of the key concepts in planning/formulation/design of projects to facilitate effective project management for performance measurement through and monitoring, and evaluation.

The key areas of focus will be all aspects of international development projects management:

- project identification (based on appraisal/analysis of development needs in a developing country) and establishment of a project goal;
- development of a project framework (termed Logical Framework Matrix) with an objective identified, a set of results determined and activities planned using the concept of causality (cause and effect chain);
- ear marking resources for activities implementation;
- identification of sets of indicators for verification of results and the sources and methods of verification;
- identification of the external factors/conditions essential for project’s success; assessment of risks that absence of these external factors pose; and risk mitigation strategies.
- Development of a monitoring and evaluation plan, involving preparation of reporting frameworks, with the use of appropriate tools.
The steps above essentially comprise the ingredients and represent processes for formulation of a project using a Matrix- the Logical Framework Matrix (LFM) that promotes effective planning, implementation management, periodic monitoring and evaluation of international development project results, through practice of Results Based Management (RBM).

**Learning Objectives:**

Management of international development projects for development results is the primary learning objective. Students will learn how best to plan projects for international development programs, using the best practices- practices that ensure management, implementation and monitoring and evaluation for attainment of planned results of a project to address accountability requirements.

By the end of the course students will meet the following objectives:

- Learn the use of **Results Based Management (RBM)** practices in a **Project Cycle**- its various stages and steps; and
- Will attain a theoretical and practical knowledge of the **tool of Logical Framework Approach/Analysis (LFA)** used to facilitate project implementation monitoring, management and evaluation, with:
  - an exposure to the main steps of the LFA by developing a Logical Framework Matrix- (LFM) or a Logic Model
  - a deeper understanding of the relationships between the LFM used for planning of international development projects and project management and monitoring and evaluation (M&E)

**Overall, students will learn how to identify, design/plan international development projects and , implement and manage such projects for performance measurement, through monitoring and evaluation.**

**TEACHING METHODS**

Introduction of concepts and tools through slide presentations prepared by professor.

The course is delivered by a professor who served long years as a practitioner in development management.

This is a practice oriented course, prepared from a practitioner’s point of view for students interested in practicing development management. Structured guidance on project development will be provided and opportunities will be provided for student groups to practice use of tools and concepts introduced. Logical Framework Matrices will be developed by student groups in class laboratory (workshop) settings.

While for students’ best learning benefits, the course will be structured, questions and answer
periods, debates, dialogue (including presentation of conflicting views) will be encouraged and form essential features of the course.

**Text book(s)**

No text book need be purchased. Required references will be provided in CU Learn

**Exam date:**
No final written exam.

**Final Project Assignment in 2 parts**
Part 1 April 5 and Part 2: April 14 Submission of Final Take-Home Essay

**Drop Course Policy:**

The deadline for academic withdrawal is the last day of classes (each term).

**Grading Scheme: (See Annex as an Integral Component of Grading Scheme)**

<table>
<thead>
<tr>
<th>Contribution to Class Discussion</th>
<th>10% (2 points for each of 5 classes)</th>
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<tbody>
<tr>
<td><strong>Mid Term Project</strong></td>
<td></td>
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<tr>
<td>Written Country Case Analysis</td>
<td>30%</td>
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<tr>
<td>(Individual take-home essay: to be discussed)</td>
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<table>
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<tr>
<th><strong>Final Project Assignment in 2 Parts</strong></th>
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<tbody>
<tr>
<td><strong>Part 1:</strong> In-class Presentation (in Group) of a planned Project Group Consultation with professor:</td>
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<tr>
<td>-individual within group</td>
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<tr>
<td>-group as an unit</td>
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<tr>
<td><strong>Part 2:</strong> Final Written Assignment (take-home group essay)</td>
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TOTAL 100%

**Mid-Term Project:**

*Individual Take-Home Written Essay*: Country development needs analysis for program/project goal identification. Students are to undertake country-specific research (countries will be named by the professor). Research will be based on review of readings and country-specific data and documents search. Based on an analysis of the country’s development situation and an analysis of the development needs of the country, a priority sector should be selected as the first step in planning a project.

Country Contextual analysis for identification of a priority sector and a program goal will be the core of the essay.
Written Guidelines for composition of the essay will be provided by the professor in CU Learn

Submission Date: March 22 Midnight

Final Project Assignment dates:
Final Project in 2 parts
Part 1: April 5 Oral Group presentation of a planned project
Part 2: April 14 Final take-home essay on the planned project

Preparation and participation:

Reading lists and written guidelines will be posted in CU Learn and directions provided by the professor for students to prepare the written country case analysis and final assignments in 2 parts.

Class slide presentations to be posted in CU Learn will comprise essential reading material for preparation for class participation and the final oral presentation and written essay assignment.

The final 2 part assignment (60% of the total course mark) will be based on directly supervised exercises in classroom project development laboratory setting.

Missed assignments and deferred examination:

Must inform the professor and provide legitimate reasons for the miss, with credible evidence.

Deferred Final Examination:
Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.
## Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Agenda</th>
<th>Pre-class Prep</th>
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</table>
| 1    | March 1   | 1.1. Review Syllabus/Assignments/Marking Frame  
2. Introduction to Project Planning & Theory of Change  
| 2    | March 8   | 2.1. Country Context Analysis  
| 3    | March 15  | Project Formulation/Design using Logic Model/LOG Frame as the tool for Managing for Results (MFR) | N/A                                                                           |
| 4    | March 22  | 4.1. Planning & Reporting Framework  
4.2. Performance Measurement System | 1. Review of Presentation of March 15  
**Submission of Mid Term Project Essay Assignment by midnight** |
| 5    | Match 29  | Project Formulation Group Workshop under professor’s supervision: Student Groups plan a project using the Logic Model. the LOG Frame under professor’s supervision | Review and understanding of all past discussions/presentations |
| 6    | April 5   | Oral Presentation of student-formulated projects in class (**Final Project Assignment Part 1**) |                                                                                |

### April 11 to 14 Examination Week

**April 14: Final Project Assignment Part 2: Take Home Essay Submission (electronically to professor)**

Professor’s presentations and explanations/elaborations are integral to the course and essential for students’ understanding of the concepts and processes behind the theory that guide project formulation/planning with the use of the LOG Frame Matrix. Equally important are the class-room workshops to help students apply the theory and formulate projects with the use of the tools.

Refer to Imas & Rist Road Map for clarification purposes, when in need.
**Course Sharing Websites**

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).

**Policy on Mobile Devices**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

**Group Work**

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course.

*Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.*

**Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a coordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to [http://www.carleton.ca PMC/](http://www.carleton.ca) for all PMC information.

**Religious Observance**

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors 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.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.
Pregnancy

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete *a letter of accommodation*. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/.

Important dates and deadlines:

Mid-term Written Individual Assignment Submission Date: March 22 Midnight electronically

Final Assignment in 2 parts (Group):
Part 1 Oral in-class Presentation.
Part 2 Written Take-Home Essay submission electronically

**ANNEX A**

**BIBLIOGRAPHY**

No text books are suggested. This Course is practice-based. Mainly power point presentations and class room-based workshops will be used as tools of teaching and learning. Students are urged to thoroughly review the power point presentations which will be uploaded in CU Learn.

Weekly reading lists and links to documents will also be uploaded.

Most students in this class have taken the Introduction to International Development Course. This course will often refer to development concepts/issues that are to be integrated into project conceptualization and planning process. These issues will be introduced in class. Yet, students unfamiliar with these issues will need to review some basic readings (which will be uploaded in CU Learn. for clear understanding of these concepts especially at the project identification stage.

To keep updated, all students are asked to review at least two latest UNDP Human Development Reports and the latest OECD/DAC World Development Report, both of which can be accessed
on line. For individual country information in various country categories look up latest CIA Fact Book and the latest series of World Bank’s and OECD’s annual country reports.

For the weeks (including group assignment) on Project Planning and Management for Results-Project Design/Planning/Implementation Management and Performance Measurement and project cycle, professor’s presentations are important but please also use for reference, if you so need: Linda G. Morra Imas & Ray C. Rist, The Road to Results, World Bank 2009.

ANNEX B

WHAT ALPHA GRADING SYSTEM REFLECTS FOR YOUR WRITTEN ASSIGNMENTS

- **A+**: Excellent innovative analysis, well structured, well written paper with no errors of language.
- **A**: Good analysis. Solid paper, well-structured and generally well written. Occasional error or two of language.
- **A-**: Generally good analysis. Well-structured for the most part. One or two defects of organization or somewhat more errors of language.
- **B+**: Some good analysis. Fairly well structured, but with several defects of organization and language.
- **B**: Middle of the road paper. Occasional examples of good analysis but with several problems of organization or language.
- **C+**: Evidence of some research and thought. Several problems with ideas, organization, and language. Just passable at the Honors level.
- **C**: Evidence of some work. Considerable problems at the level of analysis, organization and language.

Marking Framework

**How do I assess and mark your work?**

There are **six key criteria** I use: sources, analysis, argument, relevance, writing style, and presentation

<table>
<thead>
<tr>
<th></th>
<th>GOOD</th>
<th>POOR</th>
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<tbody>
<tr>
<td>Source</td>
<td>Evidence of reading/research</td>
<td>No evidence of reading/research</td>
</tr>
<tr>
<td>Analysis</td>
<td>Shows independent thought</td>
<td>Does not show independent thought</td>
</tr>
<tr>
<td></td>
<td>Analytical</td>
<td>Descriptive</td>
</tr>
<tr>
<td></td>
<td>Critically reflective</td>
<td>Uncritical</td>
</tr>
<tr>
<td>Argument</td>
<td>Well-structured and organized</td>
<td>Badly structured/badly organized</td>
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<tr>
<td></td>
<td>Conceptual clarity</td>
<td>Conceptual confusion</td>
</tr>
<tr>
<td></td>
<td>Logical and coherent</td>
<td>Illogical and incoherent</td>
</tr>
</tbody>
</table>

8
<table>
<thead>
<tr>
<th>Relevance</th>
<th>Shows theoretical and/or historical awareness</th>
<th>Shows no theoretical or historical awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused</td>
<td>Does as instructed(addresses all relevant issues)</td>
<td>Lacks focus</td>
</tr>
<tr>
<td></td>
<td>Does not do what is required/ignores issues</td>
<td></td>
</tr>
<tr>
<td>Writing style</td>
<td>Effective use of evidence/literature</td>
<td>Ineffective use of evidence/literature</td>
</tr>
<tr>
<td></td>
<td>Clear</td>
<td>Obscure</td>
</tr>
<tr>
<td></td>
<td>Good use of language</td>
<td>Poor use of language</td>
</tr>
<tr>
<td>Presentation</td>
<td>Right length</td>
<td>Too long/short</td>
</tr>
<tr>
<td></td>
<td>Good referencing and bibliography</td>
<td>Poor/inconsistent referencing and/or bibliography</td>
</tr>
</tbody>
</table>

These six criteria translate into a marking scheme that I use when grading work. It is also important to note that the final mark reflects an overall academic judgment and is not just a mechanical average of marks received in the various categories.

An alert: Marks are deducted for essays that are over length and poorly organized, have poor spelling and punctuations, when pages are unnumbered and where referencing is inadequate.