SPROTT
SCHOOL OF BUSINESS

MBA

International Development Projects Preparation and Formulation – 14964 - TOMS 5305 - A
Date: Wednesday 14:35-17:25 Dunton Tower Room 701
Instructor: Nipa Banerjee
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International Development Projects Preparation and Formulation
The course will focus 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:

Overall, the course will generate an understanding of **how to plan/formulate international development projects** <u>for results,</u> **based on the theory of Change.** Through discussions, workshops and research for assignments, the course will help students understand the concepts at the center of: planning and design of projects; project management and monitoring during implementation; and finally, evaluation for performance measurement.

The key areas of focus will be all aspects of international development projects cycle:
- **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 formulation of **risk mitigation strategies;**
- Development of a **monitoring and evaluation plan**, involving preparation of reporting frameworks, with the use of appropriate tools.

The steps above constitute the process of formulation of international development projects with the use of a Matrix- the Logical Framework Matrix (LFM). The use of this Matrix based on principles of Results Based Management (RBM) helps to plan projects, manage project

implementation and undertake periodic monitoring and final evaluation of development project results.

Learning Objectives:

To learn how to plan and manage international development projects for development results is the primary learning objective. They 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 and, thereby, meet the accountability requirements. Students will learn of the processes and tools to apply for this purpose.

This course helps students gain theoretical and practical knowledge in the use of Logical Framework Analysis/Approach- based on Results-Based Management principles (RBM)- at various stages of a Project cycle. They learn to plan projects, monitor and manage project implementation and guide project evaluation, using RBM. Upon completion of the course students have an in-depth understanding of the benefits of planning, managing, monitoring and evaluating for results.

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. Refer to Imas & Rist Road Map for clarification purposes, when in need: **Linda G. Morra Imas & Ray C. Rist, <u>The Road to Results,</u> World Bank 2009.**

Exam date:
No final written exam.
Final Project Assignment in 2 parts

Part 1: April 12- Group Oral Presentation and Part 2 April 24- 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)*

Attendance	6%
Contribution to Class Discussion	12% (2 points for each of the classes)
Mid Term Project	
Group Presentation on Country-specific Needs Analysis & Prioritization for Project Goal and Objective Identification:	
-individual presentation within group	18%
-group as a unit	9%
Final Assignment in 2 Parts	
Part 1: In-class Presentation (in Group) of a planned Project:	
-individual within group	20%
-group as a unit	10%
Part 2: Final Written Assignment (take-home group essay)	25% (final group mark will be based on peer evaluation)
TOTAL	**100%**

Mid-Term Project:

Group Class presentation: Country development needs analysis for program/project goal identification.

Students are to undertake country-specific research. 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

presented by students in class.
Written Guidelines for composition of the essay will be provided by the professor in CU learn
Presentation Date: March 29

COURSE SCHEDULE

1	March 8	1.1. Review Syllabus/Assignments/Marking Frame 1.2. Introduction to Project Planning & Theory of Change 1.3. Project Life Cycle	Review of: a) Course Outline in (CU Learn)
2	March 15	Discussion Period 2.1. Consultation on Country Development Needs Analysis for Group Presentation 3. Introducing Project Formulation/Design using Logic Model/LOG Frame as the tool for Managing for Results (MFR)	Review of: a)Presentations of March 8 in CU Learn; b)Example of a Country Report (in CU Learn) providing guidance for context analysis and needs analysis class presentation
3	March 22	Discussion Period 3. RBM contd. 4.1. Planning & Reporting Framework 4.2. Performance Measurement System	Review of: Professor's Presentations of March 15 (in CU learn)
4	March 29	Completion of any incomplete topic from past weeks. Group Presentation on Country-Specific Needs Analysis and Project Identification	1.Review of Presentation of March 22 (in CU learn) 2. Prepare Presentation
5	April 5	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 12	Oral Presentation of student-formulated projects in class **(Final Project Assignment Part 1**)	Prepare Presentation

April 17 to 21 Examination Week

April 24 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: **Linda G. Morra Imas & Ray C. Rist, The Road to Results, World Bank 2009.**

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

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case

basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

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://carleton.ca/studentaffairs/academic-integrity/.

Important academic year dates and deadlines:

Mar. 6   W2 classes begin.

April 7   *Deadline for academic withdrawal is the last day of classes for winter term.*

April 13	W2 classes end.
April 14	Statutory Holiday, University Closed.
April 17-21	W2 Exam and final project week.

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.

Some 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**

	GOOD	POOR
Source	Evidence of reading/research	No evidence of reading/research
Analysis	Shows independent thought	Does not show independent thought
	Analytical	Descriptive
	Critically reflective	Uncritical
Argument	Well-structured and organized	Badly structured/badly organized
	Conceptual clarity	Conceptual confusion
	Logical and coherent	Illogical and incoherent
	Shows theoretical and/or historical awareness	Shows no theoretical or historical awareness
Relevance	Focused	Lacks focus
	Does as instructed/addresses all relevant issues	Does not do what is required/ignores issues
Writing style	Effective use of evidence/literature	Ineffective use of evidence/literature
	Clear	Obscure
	Good use of language	Poor use of language
Presentation	Right length	Too long/short
	Good referencing and bibliography	Poor/inconsistent referencing and/or bibliography

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.