



Carleton
UNIVERSITY

SPROTT
SCHOOL OF BUSINESS

International Development Projects Preparation and Formulation TOMS 5305 - D

Date: Mondays- 18:05-20:55 hrs Dunton Tower Room 701

Instructor: Nipa Banerjee

Office: Room #: DT 701

Phone: 1-613-697-9814 (Mobile)

Email: Please use email: nipa.banerjee@uottawa.ca

Course Calendar Entry from 2019-2020 Graduate Calendar:

International Development Projects Preparation and Formulation

The course will focus on 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, Learning Objectives and Teaching Methods:

Overall, the course will generate an understanding of **how to plan/formulate international development projects for results, 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. Calls for Proposals and Procurement will be addressed briefly.

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 poses; 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. 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 projects and, thereby, meet the accountability requirements for expenditures.

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 and they should be proficient in project development.

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

This is a practice-oriented course prepared for students interested in practicing development management. The course is developed and will be delivered by a professor, with special expertise and several years of practice experience in international development management.

The theories and the necessary concepts and tools for program development, implementation and monitoring and evaluation will be introduced in class through slide presentations, followed by students using these tools, with structured guidance from the professor, in practice workshops. 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.

Textbook(s):

Professor's class 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 classroom workshops to help students apply the theory and formulate projects with the use of the tools. In-class practical exercises and workshops should also serve as useful tools of learning.

No text book need be purchased.

Note the following:

(a) Required readings- Links to mostly on-line articles and reports, relevant for each week, will be uploaded in CU Learn;

(b) 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;

(c) The Pdf document (attached below) will serve as a useful guide, along with the professor's presentations. This guide, released by Global Affairs Canada, can serve as your handbook. *It is a practical guide to international development project formulation, implementation and its management, and monitoring and evaluation.* The guide will compliment professor's class presentations and, after each of the classes students may refer to the relevant sections in this guide for clarification and prepare for discussion period for the next class. The guide (105 pages) will be helpful, as well, for preparing the final assignment in 2 parts.

 [GLOBAL AFFAIRS rbm-gar-guide-e.pdf](#)

(d) Review the Bibliography Section, inserted in this document as Annex A.

Drop Course Policy:

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

Grading Scheme: (See Annex B 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 two Parts	
Part 1: 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%
TOTAL	100%

Term Project:

Mid-Term- March 23.

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 the mid-term project will be provided by the professor in CU learn.

Final Exam Date:

Winter 2 Exams are scheduled for the week of April 13. **No in-class written examination is scheduled for this course. As stated above, the Final Assignment for this course will be in two parts:**

Part 1- Oral presentation of student group formulated projects- **April 6**

Part 2- Take-Home written essay submission on projects planned by students- **April 20**

Detailed guidelines for Parts 1 and 2 of final assignment will be provided in the CULearn and discussed in class.

Preparation and Participation:

Student **preparation** involves students' review of (a) the power point presentation(s) of the week before. The PPT for every class will be uploaded in CULearn the day after these are presented in class; (b) short articles recommended for each week in CULearn- this will help in easy understanding of new topics introduced in each class; (c) the Global Affairs Canada released guidelines when appropriate.

Participation implies students' engagement in debates and dialogues on various topics and issues related to the course- professors' elaborations and discussion points around the power point presentations, the readings and related viewpoints. A participatory process is meant to fuel critical thinking and thus it serves as a learning tool and also a marking tool (12% of the course marks is allocated to participation). To elicit views of students, a number of issues and questions will be set by the professor for each discussion period; and students will be asked to respond and comment on these. The questions/issues to be discussed will be fully course related.

Missed Assignments and Deferred Submissions:

Students unable to prepare and contribute to oral presentations- the midterm project and the

final project in two parts because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request deferrals. Permission may be granted when the request is supported by a medical certificate and/or appropriate document(s) to support the reason for the deferral request. Students granted deferral will have to prepare individual projects.

Course Schedule:

Week	Date	Topic/Agenda	Pre-class Prep
1	March 2	1. Review Course Outline, Assignments, Marking Frame 2. Introduction to Project Formulation/Planning- Central Concepts - Country Development Needs Analysis (Country Context Analysis) at the Base of Project Formulation	Review of: Course Outline in CU Learn and prepare any clarification questions on the course outline, assignments, marking frame.
2	March 9	<u>Discussion Period</u> How to formulate and design projects using Logic Model/LOG Frame as the tool for Managing for Results (MFR)	Student review of: a) Professor's presentation of March 2 in CU Learn; b) Quick scan of samples of Country Reports providing guidance for context analysis and needs analysis (uploaded in CULearn).
3	March 16	<u>Discussion Period</u> 1. RBM <u>contd.</u> 2. Theory of Change 3. Planning & Reporting Framework	Review of: Professor's Presentation of March 9 (in CU learn) and reading provided for this week in CULearn.
4	March 23	<u>Discussion Period</u> 1. Performance Measurement System 2. Group Presentations on Country-specific Needs Analysis and Project Identification	1. Review of Professor's Presentation of March 16 (in CU learn) 2. Each group prepares presentation for March 23.
5	March 30	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; preparation of questions for clarification of concepts critical for the final assignment in two parts.
6	April 6	Oral Presentation of student-formulated projects in class (Final Project Assignment Part 1)	Prepare Oral Presentation

ADDITIONAL INFORMATION

Course Sharing Websites

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 for calls, text messaging and emailing are NOT PERMITTED in this class. It is disruptive to the instructor and students. Students carrying such devices to class must ensure that they are turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to the class hours. Laptops are allowed for students to take notes, look up linked documents and google searches for concepts/issues related to the course content.

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, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor 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.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course DEF = Deferred

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; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, 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:

<https://carleton.ca/registrar/academic-integrity/>

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

For more details, visit the Equity Services website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and is survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas

Important Information:

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

Important dates and deadlines

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>

ANNEX A

BIBLIOGRAPHY

No text book is prescribed. This Course is practice-based. Power point presentations, based on practices in international development 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. As well, weekly reading lists with links to documents (related to content of each class) will be uploaded in CULearn.

Winter 2 Classes Mon. Mar 2 – Friday April 10

Deadline for Academic Withdrawl is the last day of classes for Winter Term

Winter 2 Exam Week Monday April 13 – Friday April 17

N.B. A pdf document, which provides guidelines for project formulation, implementation, management and monitoring/evaluation released by Global Affairs Canada is attached in this Course Outline (see Text Book Section pages 2-3 above).

Some students in this class have taken the course on Introduction to International Development. The latter course includes discussions on development concepts/issues that are also integral to project conceptualization and planning process. While these issues will be re-introduced in the TOMS 5305D course, students totally unfamiliar with these issues will need to review some basic readings (which will be uploaded in CULearn for clear understanding of the basic concepts, especially at the project identification stage). Students who took the introductory course will also benefit from re-reviews of these readings.

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 country-specific information, students should 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 assignments) 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, Linda G. Morra Imas & Ray C. Rist, The Road to Results, World Bank 2009 and the pdf document authored by Global Affairs Canada. The professor will be available on her mobile phone, email and pre-arranged meetings for answering questions from students and tutoring.**

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. But Several problems with ideas, organization, and language. Just passable at the Honors level.
- **C** Evidence of some work. But 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**. See below what each of these areas imply:

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