



**Menno Simons College**

*A Part of Canadian Mennonite University, Affiliated with the University of Winnipeg*

## **Syllabus: Program Evaluation in Development and Conflict Resolution, IDS/CRS-4922/3-001**

Term: Winter 2016-17 Class location: 2MS13 Class time: Tues/Thur 1-2:15pm

Course Website: <https://nexus.uwinnipeg.ca>

Instructor: Dr. Jerry Buckland Office: 2MS23 Office hours: Tues/Thurs 3-4pm

Email: via Nexus (see below) Telephone: 204-953-3859

Faculty Member Website: <http://www.mscollege.ca/about.php?s=faculty&id=515>

### **Calendar Course Description**

Program evaluation improves interventions by non-governmental organizations that seek to promote development, peace building and conflict resolution. Students discuss the formative evaluations required for program decision-making and the summative evaluations that are needed to determine the relevance, effectiveness, efficiency, sustainability and potential for replication of programs normally implemented by non-governmental organizations. Current debates in approaches to evaluation are also reviewed. Students acquire skills in: selecting relevant quantitative and qualitative indicators, approaches to obtain measures for the indicators selected, approaches to analyzing collected data, and presenting conclusions and recommendations. Prerequisite: IDS-1100 or CRS-1200 or permission of Instructor.

### **Course Objectives**

Expected course outcomes include:

- 1) Develop an understanding of the significance of the evaluation process for building sustainable programs that meet the needs of communities, local organizations and other key stakeholders.
- 2) Gain an understanding of the various steps and various types of evaluation.
- 3) Establish an understanding of, and practice with, the tools of formative and summative evaluations.
- 4) Gain program evaluation skills associated with framing evaluations, undertaking research, analyzing data, and presenting results.

### **Course Outline<sup>1</sup>**

This is an outline of the course topics, readings and schedule for the course. Due to time limitations, we may not be able to cover all of the topics. The dates for each reading are approximations and we may vary from them in the class. Note: The **bolded readings** are key readings and will be the source of class discussion; other readings are supplemental. Readings are from the following categories:

- ❖ **Required Textbook: Rossi, Peter H., Mark W. Lipsey, Howard E. Freeman. 2004. *Evaluation: A Systematic Approach*, 7<sup>th</sup> Edition, Thousand Oaks, US: Sage Publications (Below, this is referred to as Rossi et al.).**
- ❖ Web (indicated by URL)
- ❖ **Physical reserve at the UofW library (R):**

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<sup>1</sup> All important academic dates can be found here: <http://uwinnipeg.ca/academics/calendar/dates.html>. Exam schedules are not released until the beginning of the academic year in September. See the exam schedule here: <http://www.uwinnipeg.ca/exam-schedules/index.html>.



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- Dale, Reidar 2004. *Evaluating Development Programmes and Projects*, 2<sup>nd</sup> edition, New Delhi: Sage Publications.
  - Posavac, Emil J. 2011. *Program Evaluation: Methods and Case Studies*, 8<sup>th</sup> Edition, Toronto: Pearson Education.
  - Cracknell, Basil Edward 2000. *Evaluating Development Aid: Issues, Problems and Solutions*, New Delhi: Sage Publications, chp.1.
  - Cassen, Robert and Associates 1994. *Does Aid Work? Report to an Intergovernmental Task Force*, 2<sup>nd</sup> Edition, Oxford: Clarendon Press.
  - Jackson, E. and Y. Kassam (eds.). *Knowledge Shared: Participatory Evaluation in Development Cooperation*, West Hartford: Kumarian Press. [eBook]
  - Stoeker, Randy 2005. 'Evaluation,' chp.7 in Stoeker, Randy 2005. *Research Methods for Community Change: A Project-Based Approach*, Thousand Oaks, US: Sage Publications.
  - Weitekamp, Elmar G. M. and Hans-Jürgen Kerner 2003. *Restorative Justice in Context: International Practice and Directions*, Cullompton, UK: Willan.
- ❖ Additional readings are indicated with an asterisk and are available through an academic database (e.g., Econlit, PAIS) which are found on the UofW library website.

Date	COURSE OUTLINE: List of Topics & Readings
5 Jan	<b>1)Introduction</b>
10 Jan	<p><b>1a)Overview</b></p> <p><b>Rossi et al. chp.1.</b>            Bamberger <i>et al.</i> 2012. 'Overview,' chp.1.            Dale, Reidar 2004. 'General Conceptual and Analytical Framework' chp.1 &amp; 'Purposes of Evaluation,' chp.2 in <i>Evaluating Development Programmes and Projects</i>, 2<sup>nd</sup> edition, New Delhi: Sage Publications. (R)            Posavac 'Program Evaluation: An Overview,' chp.1 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R)            Posavac 'Planning an Evaluation,' chp.2 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R)            Stoeker, Randy 2005. 'Evaluation,' chp.7 in Stoeker, Randy 2005. <i>Research Methods for Community Change: A Project-Based Approach</i>, Thousand Oaks, US: Sage Publications. (R)</p> <p style="color: red;">Learning Task: Submit <a href="#">2-page</a> summary of Annex 3, United Nations Development Program 2009. 'Evaluation Terms of Reference Template and Quality Standards,' p.194-200, in Handbook on Planning, Monitoring and Evaluating for Development Results, New York: UNDP.</p>
12 Jan	<b>Annex 3, United Nations Development Program 2009. 'Evaluation Terms of Reference Template and Quality Standards,' p.194-200, in Handbook on Planning, Monitoring and Evaluating for Development Results, New York: UNDP.</b>
17 Jan	<b>1b)Program evaluation &amp; IDS</b>



Date	COURSE OUTLINE: List of Topics & Readings
	<p>Cracknell, Basil Edward 2000. 'A Brief History of Aid Evaluation,' part 1 in Cracknell, Basil Edward 2000. <i>Evaluating Development Aid: Issues, Problems and Solutions</i>, New Delhi: Sage Publications, chp.1. (R)</p> <p>Cassen, Robert and Associates 1994. <i>Does Aid Work? Report to an Intergovernmental Task Force</i>, 2<sup>nd</sup> Edition, Oxford: Clarendon Press. (R)</p> <p><b>1c)Program evaluation &amp; CRS</b></p> <p>Lederach, John Paul, Reina Neufeldt &amp; Hal Culbertson 2007. <i>Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit</i>, Notre Dame US: Joan B. Kroc Institute for International Peace Studies, available: <a href="http://kroc.nd.edu/sites/default/files/reflective_peacebuilding.pdf">http://kroc.nd.edu/sites/default/files/reflective_peacebuilding.pdf</a> (accessed 15 Sept. 2010).</p> <p>Learning Task: Submit, at the beginning of class, a <u>2-page</u> summary on ID or CR applications of evaluation.</p>
19 Jan	<p><b>2)Purposes &amp; Questions for Evaluations</b></p> <p>Rossi et al. chp.2 Rossi et al. chp.3</p> <p>Cracknell, Basil Edward 2000. <i>Evaluating Development Aid: Issues, Problems and Solutions</i>, New Delhi: Sage Publications, chp.3. (R)</p> <p>Dale, Reidar 2004. 'Evaluation Vs. Appraisal and Monitoring,' chp.3 in <i>Evaluating Development Programmes and Projects</i>, 2<sup>nd</sup> edition, New Delhi: Sage Publications. (R)</p> <p>Learning Task: Submit, at the beginning of class, a <u>2-page</u> summary of Rossi et al., chp.2's discussion of purpose (p.34-48) and types of evaluations (p.52-61).</p>
24 Jan	<p><b>3)Case Study: Asset Building, Matched Savings Schemes and the Learn-save Program Evaluation</b></p> <p>Sherradan, Michael 2005. 'Assets and Public Policy,' chp.1 in <i>Inclusion in the America Dream: Assets, Poverty, and Public Policy</i>, Oxford: Oxford University Press.</p> <p>Leckie, Norm Taylor Shek-Wai Hui, Doug Tattrie, Jennifer Robson and Jean-Pierre Voyer 2010. <i>Learn\$ave Individual Development Accounts Project</i>, Final Report: Highlights, Ottawa: Social Research and Demonstration Corporation, available: <a href="http://www.srdc.org/publications/learnSave-project--Learning-to-Save-Saving-to-Learn-Final-Report-of-the-learnave-Individual-Development-Accounts-Project-details.aspx">http://www.srdc.org/publications/learnSave-project--Learning-to-Save-Saving-to-Learn-Final-Report-of-the-learnave-Individual-Development-Accounts-Project-details.aspx</a>, accessed 19 Sept 2013.</p> <p><u>Small group meeting on AB evaluation</u></p>
26 Jan	<p><u>Class presentations on AB evaluation</u></p>



Date	COURSE OUTLINE: List of Topics & Readings
31 Jan	<p><b>4)Ethical Issues</b></p> <p>Rossi et al. chp.12, p.406-412</p> <p>Posavac 'Ethics in Program Evaluation,' chp.5 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R)</p> <p>Clark, Scott and John Cove 1998. 'Questions of Ethics in Participatory Evaluations: A View from Anthropology,' chapter 2 in Jackson, E. and Y. Kassam (eds.). <i>Knowledge Shared: Participatory Evaluation in Development Cooperation</i>, West Hartford: Kumarian Press. (R)</p> <p>United National Evaluation Group 2008. <i>UNEG Ethical Guidelines for Evaluation</i>, New York: UNEG, available: <a href="http://www.unevaluation.org/ethicalguidelines">http://www.unevaluation.org/ethicalguidelines</a> (accessed 30 Sept 2010).</p> <p><b>Learning Task: Submit, at the beginning of class, a 2-page summary of Posavac chp.5.</b></p>
2 Feb	<p><b><u>SUPER IMPORTANT CLASS: Discuss Evaluation Plan Assignment: Exemplar, Research Tools (Databases, RefWorks), Methodology (Use standard formula), Analysis Tools (Excel) Writing Tools (Headings, Navigation Pane, Table of Contents)</u></b></p> <p><b><u>Get approval from instructor for your evaluation idea</u></b></p>
7 Feb	<p><b>5)Participation &amp; Capacity building Evaluations</b></p> <p>a) Participation</p> <p>Freedman, J. 1998, 'Simplicities and Complexities of Participatory Evaluation,' chapter 1 in Jackson, E. and Y. Kassam (eds.). <i>Knowledge Shared: Participatory Evaluation in Development Cooperation</i>, West Hartford: Kumarian Press. (R)</p> <p>Mayoux, L. and R. Chambers 2005, "Reversing the Paradigm: Quantification, Participatory Methods and Pro-poor Impact Assessment," <i>Journal of International Development</i>, Vol.17, p.271-298, Available: <a href="http://www.iapad.org/publications/ppgis/Chambers-Mayoux.pdf">http://www.iapad.org/publications/ppgis/Chambers-Mayoux.pdf</a> , (accessed: 17 Sept 2013).</p> <p>Cummings, Harry 1997. 'The Role of Participation in the Evaluation and Implementation of Development Projects,' <i>Knowledge and Policy</i>, Vol.10(1/2), p.24-22.</p> <p>Hartungi, Rusdy. 2010. Evaluation of Sustainable Development Projects: Participatory Approach. <i>International Journal of Sustainable Development</i> 13, no. 4: 362-373.</p> <p>Dixon, Alan 2003. 'Practical Note,' <i>Development in Practice</i>, Vol.13(4), p.394-398.</p> <p>Marsden, David and Peter Oakley 1995. 'The Meaning and Evaluation of Social Development,' chp.1 in Marsden, David and Peter Oakley (eds.) 1995. <i>Evaluating Social Development Projects</i>, Oxford: Oxfam Publications.</p> <p>Sartorius, Rolf. 2000. Building local capacity for participatory monitoring and evaluation. In Edited by O. Feinstein and R. Picciotto. Foreword by James D. Wolfensohn; Washington, D.C.: World Bank.</p> <p>Leeuw, Frans. 2001. Participatory or bottom-up evaluations: Preventing global public goods from becoming club goods. In Edited by C. D. Gerrard, M. Ferroni and A.</p>



Date	COURSE OUTLINE: List of Topics & Readings
	<p>Mody. Washington, D.C.: World Bank.</p> <p>Learning Task: Submit <u>2-page</u> summary of one of the bolded readings above (Freedman, Gunderson et al., or Cummings).</p> <p><b>b)Evaluating Capacity-building &amp; Empowerment</b>  <b>Dale, Reidar 2004. 'Evaluating Capacity Building' chp.8 in Evaluating Development Programmes and Projects, 2<sup>nd</sup> edition, New Delhi: Sage Publications. (R)</b></p> <p>Cracknell, Basil Edward 2000. <i>Evaluating Development Aid: Issues, Problems and Solutions</i>, New Delhi: Sage Publications, 'Empowerment and the Stakeholder Approach,' chp.19. (R)</p>
<p><b>9 Feb</b> <b>14 Feb</b></p>	<p><b>6)Research Methods &amp; Analysis</b>  <b>Dale, Reidar 2004. 'General Study Designs,' chp.11 in Evaluating Development Programmes and Projects, 2<sup>nd</sup> edition, New Delhi: Sage Publications. (R)</b>  Dale, Reidar 2004. 'Methods of Inquiry,' chp.12 in <i>Evaluating Development Programmes and Projects, 2<sup>nd</sup> edition</i>, New Delhi: Sage Publications. (R)  Dale, Reidar 2004. 'Economic Tools of Assessment,' chp.13 in <i>Evaluating Development Programmes and Projects, 2<sup>nd</sup> edition</i>, New Delhi: Sage Publications. (R)  Posavac 'Qualitative Evaluation Methods,' chp.8 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies, 8<sup>th</sup> Edition</i>, Toronto: Pearson Education. (R)</p> <p>Learning Task: Submit <u>2-page</u> summary of Dale, chp.11.</p>
<p><b>16 Feb</b></p>	<p><b>7)Needs Assessment</b></p> <p>Rossi et al. chp.4</p>
<p><b>28 Feb</b> <b>2 Mar</b></p>	<p><u>Small group meetings to discuss group-based presentation to class</u></p> <p><b>8)Program Theory &amp; Evaluation</b>  <b>Rossi et al. chp.5</b>  Lederach, John Paul, Reina Neufeldt &amp; Hal Culbertson 2007. <i>Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit</i>, Notre Dame US: Joan B. Kroc Institute for International Peace Studies, available:  <a href="http://kroc.nd.edu/sites/default/files/reflective_peacebuilding.pdf">http://kroc.nd.edu/sites/default/files/reflective_peacebuilding.pdf</a> (accessed 15 Sept. 2010).  Posavac 'Developing and Using a Theory of the Program' chp.3 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies, 8<sup>th</sup> Edition</i>, Toronto: Pearson Education. (R).</p> <p>Learning Task: Write <u>2-page</u> summary of formative assessment of personal learning about evaluation.</p>



Date	COURSE OUTLINE: List of Topics & Readings
7 Mar 9 Mar	<p><b>Reading Week: 20-24 February</b></p> <p><b>9) Assessing &amp; Monitoring Process</b></p> <p><b>Rossi et al. chp.6 and 7</b> Posavac 'Monitoring the Implementation and Operation of Programs,' chp.7 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R) Posavac 'Outcome Evaluations with One Group,' chp.9 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R) Wiebe, Sandra and Jerry Buckland 2016. "Formative Outcome Evaluation of 'Having Difficult Conversations' Pilot Training Project," Winnipeg: Janet Schmidt &amp; Associates.</p> <p><b>Learning Task: Submit <u>2-page</u> summary of Wiebe and Buckland, above.</b></p>
14 Mar	<p><b><u>Group-based presentations to class on group's collective evaluations</u></b></p>
16 Mar 21 Mar	<p><b>12)More Case Studies</b></p> <p><b>Centre for Development Studies 2015. QUIP Report: Masumbankhunda, Malawi, Assessing Rural Transformations (ART) Project, Bath: University of Bath.</b></p> <p><b>Daly, Kathleen 2003. 'Making Variation a Virtue: Evaluating the Potential and Limits of Restorative Justice,' chp.2 in Weitekamp, Elmar G. M. and Hans-Jürgen Kerner 2003. <i>Restorative Justice in Context: International Practice and Directions</i>, Cullompton, UK: Willan. Available: <a href="http://www.griffith.edu.au/_data/assets/pdf_file/0003/50295/kdpaper16.pdf">http://www.griffith.edu.au/_data/assets/pdf_file/0003/50295/kdpaper16.pdf</a> (accessed 17 Sept 2013).</b></p> <p><b>Duvendack, Maren et al. 2011. 'What is the evidence of the impact of microfinance on the well-being of poor people?' available: <a href="http://www.dfid.gov.uk/R4D/Project/60748/Default.aspx">http://www.dfid.gov.uk/R4D/Project/60748/Default.aspx</a>, accessed 4 May 2012.</b></p> <p><b>Pretty, J. N. et al. (2006). 'Resource-Conserving Agriculture Increases Yields in Developing Countries,' <i>Environmental Science &amp; Technology</i>, Vol.40(4), p.1114-1119.</b></p> <p><b>Stewart, Ruth et al. (2012). 'Do Micro-credit, Micro-saving and Micro-leasing Serve as Effective Financial Inclusion Interventions' London: EPPI-Centre, Research Unit, Institute of Education, University of London.</b></p>
23 Mar 28 Mar	<p><b>13)Participatory Evaluation: Case Studies</b></p> <p><b>Garmendia, Eneko, Gonzalo Gamboa. 2012. Weighting Social Preferences in Participatory Multi-criteria Evaluations: A Case Study on Sustainable Natural Resource Management. <i>Ecological Economics</i> 84, no. 1 (12) : 110-120.</b></p> <p><b>Ariyabandu, 1997, 'Use of Formal and Informal Evaluation in Institutional Strengthening: The Case of a Village Hydro Project in Sri Lanka,' <i>Knowledge and Policy</i>, Vol.10(1/2), p. 97-108.</b></p>



Date	COURSE OUTLINE: List of Topics & Readings
	<p><b>13) Participatory Evaluation: Case Studies</b></p> <p><b>Cornwall, Andrea. 2014. Using Participatory Process Evaluation to Understand the Dynamics of Change in a Nutrition Education Programme. Sussex, UK: Institute of Development Studies.</b></p> <p>Miller, Candace M., Maxton Tsoka, and Kathryn Reichert. 2010. Targeting Cash to Malawi's Ultra-poor: A Mixed Methods Evaluation. <i>Development Policy Review</i> 28, no. 4 (07): 481-502.</p> <p>Bocher, Michael. 2006. Participatory Policy Evaluation as an Innovative Method to Improve Processes of Sustainable Rural Development. <i>Agricultural Economics Review</i> 7, no. 1: 49-62.</p> <p>Dobbs, Lynn, Craig Moore. 2002. Engaging Communities in Area-Based Regeneration: The Role of Participatory Evaluation. <i>Policy Studies</i> 23, no. 3-4 (September): 157-171.</p>
30 Mar	<p><b>14) Evaluating Program Efficiency &amp; Program Effects</b></p> <p><b>Rossi et al. chp.11</b></p> <p>Posavac 'Analyses of Costs and Outcomes,' chp.12 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R)</p>
4 Apr	<p><b>15) The 'Social Context' of Evaluations &amp; Communicating</b></p> <p><b>Rossi et al. chp.12</b></p> <p><b>Posavac 'Evaluation Reports: Interpreting and Communicating Findings,' chp.13 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R)</b></p> <p>Cracknell, Basil Edward 2000. <i>Evaluating Development Aid: Issues, Problems and Solutions</i>, New Delhi: Sage Publications, chp.10. (R)</p> <p>Cracknell, Basil Edward 2000. <i>Evaluating Development Aid: Issues, Problems and Solutions</i>, New Delhi: Sage Publications, 'The Role of Management Information Systems,' chp.12. (R)</p> <p>Dale, Reidar 2004. 'Management of Evaluations' chp.15 in <i>Evaluating Development Programmes and Projects</i>, 2<sup>nd</sup> edition, New Delhi: Sage Publications. (R)</p> <p>Posavac 'How to Encourage Utilization,' chp.14 in Posavac, Emil J. 2011. <i>Program Evaluation: Methods and Case Studies</i>, 8<sup>th</sup> Edition, Toronto: Pearson Education. (R)</p>



## Course Evaluation

Your final grade will be based on grades achieved in the following assignments:

<i>Assignment</i>	<i>Description</i>	<i>Percent age of Total Marks</i>	<i>Graded or Pass / Fail</i>	<i>Deadline</i>
<b>1) Learning Tasks</b>	Write report that includes summaries of readings. Students can propose alternatives for instructor's approval for things like external lectures, new evaluations, etc.  <u>Complete 4 learning tasks @ 4.25% each</u>	<b>17%</b>	Pass/fail: 0% or 100%	See course outline
<b>2) Analysis of a Learn-save Evaluation</b>	<p><b>a) Small group discussion</b> In small group during assigned class time share insights about the evaluation and create 5 minute presentation to class.</p> <p><b>b) Class presentation</b> With small group, present small group findings about evaluation to the class.</p> <p><b>c) Report</b> Individually, write summary of report (4 pages) that summarizes (1 pages) the Leckie et al report and then analyzes it (3 pages) considering how well aligned are the conclusions with the results and methods.</p> <p><b>Sub-total</b></p>	2%  5%  10%  <b>17%</b>	Pass/fail: 0% or 100%  Graded  Graded	24 Jan  26 Jan  26 Jan
<b>3) Evaluation Plan</b>	Write a 20-page evaluation plan. The evaluation plan is the first step of an evaluator in organizing an evaluation. Before you proceed ensure that you get approval from the instructor regarding your program. The assignment is broken into 3 pieces: introduction, methods, and implementation as follows, <ul style="list-style-type: none"> <li>1) Introduction: describe the 'who, what, when, where, &amp; why' of the program <u>and</u> the present the purpose, scope, objectives and questions of the evaluation (6-8 pages)</li> <li>2) Methodology: list and describe the methods that will be used to collect and analyze the data and discuss the type and extent of participation you envision for program participants (clients) (4-5 pages)</li> <li>3) Implementation: describe team, deliverables, timeframe, and budget (6-7 pages).</li> </ul> <p>Important reference: Annex 3, United Nations Development Program 2009. 'Evaluation Terms of Reference Template and Quality Standards,' p.194-200, in Handbook on Planning, Monitoring</p>			





<i>Assignment</i>	<i>Description</i>	<i>Percent age of Total Marks</i>	<i>Graded or Pass / Fail</i>	<i>Deadline</i>
	and Evaluating for Development Results, New York: UNDP.			
	Try the following tools,			
	<ul style="list-style-type: none"> <li>- Organizing documents by using outline feature in Word (or equivalent)</li> <li>- Organizing references by using Refworks (or equivalent)</li> <li>- Working together on a document by using the track changes feature in Word (or equivalent)</li> <li>- Working on budgets by using a spreadsheet calculator like Excel.</li> </ul>			
	<b>a. Approval of organization</b>	1%	Pass/fail: 0% or 100%	2 Feb
	<b>b. Small group meeting to plan presentation to class</b>	2%	Pass/fail: 0% or 100%	28 Feb
	<b>c. Presentation to class in groups</b>	8%	Graded	14 Mar
	<b>d. Report</b>	25%	Graded	14 Mar
	<b>Sub-total</b>	<b>36%</b>		
<b>4)Analysis of evaluation</b>	<b>a. Small group discussion</b>	2%	Pass/fail: 0% or 100%	30 Mar
<i>Based on either Duvendeck or Daly</i>	In small group during assigned class time share insights about the evaluation and create 5 minute presentation to class			
	<b>b. Class presentation</b>	8%	Graded	4 Apr
	With small group, present small group findings about evaluation to the class			
	<b>c. Report</b>	20%	Graded	4 Apr
	Individually, write 6 page report summarizing (2 page) and analyzing (4 pages) the formal evaluation considering such things as alignment of one or more of the following: purpose → methods → results → conclusions → recommendations.			
	<b>Sub-total</b>	<b>30%</b>		
<b>Total</b>		<b>100%</b>		

**Grade Assessment**

**Grading Scheme for the Course**



Mark	Grade	Description	Mark	Grade	Description
90-100	A+	Excellent	65-69	C+	Slightly above Average
85-89	A	“	60-64	C	Average
80-84	A-	“	50-59	D	Marginal
75-79	B+	Superior	49 & below	F	Failure
70-74	B	“			

### **Matrix of Grades & Writing Assignment Characteristics**

(e.g., Reports, Essays)

The matrix below presents a general picture of what is expected in written assignments across several factors –creativity, analysis, knowledge, organization, writing quality, and documentation– to achieve certain grades. It is a rough guide for grade determination.

An excellent (A) assignment would display:

- ✓ original thinking and a superior grasp of the subject matter
- ✓ a well-developed capacity for analysis, synthesis, and critical evaluation
- ✓ clear and appropriate description, with evidence of an extensive knowledge base
- ✓ the ability to organize information well, plus strong writing and/or speaking skills in English
- ✓ clear and thorough documentation of research sources making consistent use of an established academic format

	<i>Elements / Grade</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>F</i>
1	Succinct and well-written summary	Report	4/6	3/6	2/6	
2	Insightful and well-written analysis	clearly	elements	elements	elements	
3	Title ‘section’ (1/4 of first page)(as opposed to an entire page) with title, name, student #, etc.	contains all of these elements.	well done with good summary & analysis	well done with good summary	well done with good summary	
4	Include introduction that, -explains purpose of report -described the outline of the report					
5	Use ‘reader-friendly’ format: -example 1, Introduction, body, conclusion -example 2, Introduction, summary, analysis					
6	Use headings and sub-headings (1, 1a, 1ai, etc.)					

### **Written Assignment Format**

- All assignments must be typed, double-spaced using a consistent style format & *handed into the instructor in paper format*. See detailed descriptions of each assignment at the end of the syllabus.
- Use a consistent **system of citing** and referencing is an important part of writing an essay. You need



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to select an appropriate referencing system, e.g., Turabian, MLA, etc and use this for your citations and bibliography.

- Avoid the use of **excessive quotations** if you can re-phrase the idea (of course, referencing the source)
- **Do not plagiarise:** ensure that all points taken from other sources are properly referenced. This includes quotes (verbatim material) & general ideas. If you have any doubts about what plagiarism is, please contact the instructor

### ***Late policy***

Assignments handed in after the due date will automatically receive a penalty of 5 percent with an additional penalty of 1 percent per workday for each additional day. Extensions for assignments may be granted if there are serious, documented reasons. Extensions will only be granted if you talk with the instructor before the assignment due date.

### ***Appealing an assignment grade***

If you have any questions or concerns about an assignment or evaluation of an assignment Menno Simons College encourages you to first talk with your instructor about it. If you are not fully satisfied with the outcome you can then speak with the Associate Dean of MSC about the matter. If that does not resolve the issue for you the U of W has a formal process for appealing grades. Please note: if you choose to speak to the Associate Dean, you must do so no later than three weeks after final grades are posted. Formal grade appeals must be filed with Student Records within six weeks of final grades. Please consult the Academic Calendar for details.

### ***Academic policies***

Students are expected to know and follow the academic regulations and policies in the University of Winnipeg General Calendar. Go to the link

<http://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf> and be sure to read sections 3, 8 and 11 carefully. These cover conduct expected of students at the university, and explain forms of academic misconduct and its penalties. Procedures for student appeals are covered in sections 9 and 10, with helpful information also available at <http://uwinnipeg.ca/academic-advising/appeals.html>.

Students facing a charge of academic or non-academic misconduct may choose to contact the University of Winnipeg Students' Association (UWSA) where a student advocate will be available to answer any questions about the process, help with building a case, and ensuring students have access to support. For more information or to schedule an appointment, visit our website at [www.theuwsa.ca/academic-advocacy](http://www.theuwsa.ca/academic-advocacy) or call 204-786-9780.

### ***Laptop & cell phone***

- If you use a **laptop**, please sit in a location where other students will not be distracted by it. This could be at the back or the side of the room. If it is important for you to use a laptop and to sit in the front of the room please talk with the instructor.



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- A **cell phone** can be particularly distracting so please be considerate to your classmates and, at minimum turn the ringer off, and ideally, turn the phone completely off. If there is an urgent reason to have the phone running during class please speak to the instructor ahead of time.

### ***Classroom set-up***

Please help to form the tables into a semi-circle at the beginning of each class and to return the tables to their original location at the end of class.

### ***Withdrawal deadline***

The last day to withdraw without academic penalty is 1 March 2017. Please see me if you are thinking about withdrawing from the course.

### ***Services for students with disabilities***

Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or [accessibilityservices@uwinnipeg.ca](mailto:accessibilityservices@uwinnipeg.ca) to discuss appropriate options. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

### ***Scent-free environment***

We ask that you please be respectful of the needs of classmates and instructors/professors by avoiding the use of unnecessary scented products while attending lectures. Exposure to scented products can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities. Please consider using unscented necessary products and avoiding unnecessary products that are scented (e.g. perfume).

## **Additional Reading Material**

The materials listed below are important sources for this course. Some of them are included as readings in the course material. Many of these materials are available through the library, the library reserve, the course *Nexus*, or online.

### ***Books***

Casssen, Robert and Associates 1994. *Does Aid Work? Report to an Intergovernmental Task Force*, 2<sup>nd</sup> Edition, Oxford: Clarendon Press.

Cracknell, Basil Edward 2000. *Evaluating Development Aid: Issues, Problems and Solutions*, New Delhi: Sage Publications.

Dale, Reidar. 2004. *Evaluating Development Programmes and Projects*, 2<sup>nd</sup> edition, New Delhi: Sage Publications.

Jackson Edward T. and Yusuf Kassam (eds.). *Knowledge Shared: Participatory Evaluation in Development Cooperation*, West Hartford: Kumarian Press.

Wholey, Joseph, Harry P. Hatry & Kathryn E. Newcomer 2010. *Handbook of Practical Program Evaluation*, 3rd Edition, Toronto: John Wiley & Sons.



## **Manuals & Evaluations**

### General

Aubel, 1999, *Participation Program Evaluation Manual*, Second Edition, Maryland, US: Catholic Relief Services.

International Fund for Agricultural Development 2009. *Good Practices in Participatory Mapping*, Rome: IFAD.

Organization for Economic Cooperation and Development undated. 'Glossary of Key Terms in Evaluation and Results Based Management,' available:

<http://www.oecd.org/dataoecd/25/22/39249691.pdf>, accessed 4 May 2012.

Thomas, L. and C. Wasterneys 2000. *OP2000 Evaluation Book for Community Based Organizations*, School of Rural Planning and Development, University of Guelph, Guelph.

### IDS

Asian Development Bank 2007. *Guidelines for Preparing a Design and Monitoring Framework*, Manila: ADB.

Canadian International Development Agency undated. 'How to Perform Evaluations,' available: <http://www.acdi-cida.gc.ca/acdi-cida/acdi-cida.nsf/eng/EMA-218131657-PG4> (accessed 14 Sept. 2010), Hull, Canada: CIDA.

Canadian International Development Agency undated. 'Model Evaluation Terms of Reference,' Gatineau, Canada: CIDA, available: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview4/\\$file/Tor\\_sample\\_text.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview4/$file/Tor_sample_text.pdf) (accessed 30 Sept. 2010).

Canadian International Development Agency 2000. 'How to Perform Evaluations – Model TOR,' Gatineau, Canada: CIDA, available: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview4/\\$file/Tor.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview4/$file/Tor.pdf) (accessed 30 Sept. 2010).

Canadian International Development Agency 2004. 'How to Perform Evaluations – Model Evaluation Workplan,' Gatineau, Canada: CIDA, available: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performance%20Review%20Branch%202/\\$file/Model\\_Evaluation\\_Workplans.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performance%20Review%20Branch%202/$file/Model_Evaluation_Workplans.pdf) (accessed 30 Sept. 2010).

Canadian International Development Agency 2000. 'How to Perform Evaluations – Evaluation Workplans,' Gatineau, Canada: CIDA, available: [http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview3/\\$file/Eval\\_Workplans.pdf](http://www.acdi-cida.gc.ca/INET/IMAGES.NSF/vLUIImages/Performancereview3/$file/Eval_Workplans.pdf) (accessed 30 Sept. 2010).

Copstake, James, Susan Johnson & Katie Wright-Revollo 2008. 'Impact Assessment of Microfinance: Protocol for Collection and Analysis of Qualitative Data,' chp.3 in Holland, Jeremy & John Campbell (eds.) 2008. *Methods in Development Research: Combining Qualitative and Quantitative Approaches*, Rugby UK: Practical Action Publishing. (R)

Duvendack, Maren et al. 2011. 'What is the evidence of the impact of microfinance on the well-being of poor people?' available: <http://www.dfid.gov.uk/R4D/Project/60748/Default.aspx>, accessed 4 May 2012.

European Commission 2004. *Aid Delivery Methods: Volume 1 Project Cycle Management Guidelines*. Available: [http://ec.europa.eu/europeaid/multimedia/publications/publications/manuals-tools/t101\\_en.htm](http://ec.europa.eu/europeaid/multimedia/publications/publications/manuals-tools/t101_en.htm) (accessed 15 Sept. 2010).



- Food and Agriculture Organization of the UN 2008. *Tracking Results in Agriculture and Rural Development in Less-than-ideal Conditions: A Sourcebook for Indicators for Monitoring and Evaluation*, Rome: FAO.
- Food and Agriculture Organization of the UN 2001. *Project Cycle Management Technical Guide*. FAO Socio-Economic and Gender Analysis (SEAGA) Programme, available: [www.fao.org/sd/seaga/downloads/En/projecten.pdf](http://www.fao.org/sd/seaga/downloads/En/projecten.pdf) (accessed 15 Sept. 2010).
- Organization for Economic Co-operation and Development 2007. 'Annex 8. Sample Terms of Reference (TOR)' p.90-92, in *Guidance on Evaluating Conflict Prevention and Peacebuilding Activities*, Working draft for application period, Paris: OECD Development Assistance Committee, available: [http://www.oecd.org/secure/pdfDocument/0,2834,en\\_21571361\\_34047972\\_39774574\\_1\\_1\\_1\\_1,00.pdf](http://www.oecd.org/secure/pdfDocument/0,2834,en_21571361_34047972_39774574_1_1_1_1,00.pdf) (accessed 15 Sept. 2010).
- Rempel, Henry undated. *Manual for Calculating Internal Rates of Return for CIDA Agricultural Projects*, Winnipeg.
- Spreckly, Freer 2001. *Project Cycle Management Toolkit*, Herefordshire: Local Livelihoods.
- United Nations Development Program 2009. *Handbook on Planning, Monitoring and Evaluating for Development Results*, New York: UNDP.
- United National Evaluation Group 2008. *UNEG Ethical Guidelines for Evaluation*, New York: UNEG, available: <http://www.unevaluation.org/ethicalguidelines> (accessed 30 Sept 2010).
- World Bank 2006. *Conducting Quality Impact Evaluations Under Budget, Time and Data Constraints*, Poverty Analysis, Monitoring and Impact Evaluation Thematic Group, Washington: World Bank.
- World Vision 2007. *LEAP: Learning through Evaluation with Accountability and Planning*, 2<sup>nd</sup> edition, Washington: World Vision International, available: [http://www.transformational-development.org/Ministry/TransDev2.nsf/34874E1F560858F088256F1000603B96/\\$file/LEAP%20nd%20Edition%20-%20no%20highlights.pdf](http://www.transformational-development.org/Ministry/TransDev2.nsf/34874E1F560858F088256F1000603B96/$file/LEAP%20nd%20Edition%20-%20no%20highlights.pdf) (accessed 15 Sept. 2010).

## CRS

- Lederach, John Paul, Reina Neufeldt & Hal Culbertson 2007. *Reflective Peacebuilding: A Planning, Monitoring, and Learning Toolkit*, Notre Dame US: Joan B. Kroc Institute for International Peace Studies, available: [http://kroc.nd.edu/sites/default/files/reflective\\_peacebuilding.pdf](http://kroc.nd.edu/sites/default/files/reflective_peacebuilding.pdf) (accessed 15 Sept. 2010).
- Church, Cheyanne & Mark Rogers 2006. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*, Washington DC: Search for Common Ground, available: [http://www.sfcg.org/programmes/ilr/ilt\\_manualpage.html](http://www.sfcg.org/programmes/ilr/ilt_manualpage.html).
- Church, Cheyanne & Julie Shouldice 2003. *The Evaluation of Conflict Resolution Interventions: Part II: Emerging Practice and Theory*, Ulster: International Conflict Resolution, available: <http://www.incore.ulst.ac.uk/publications/pdf/THE%20FINAL%20VERSION%202.pdf> (accessed 15 Sept 2010).
- Organization for Economic Co-operation and Development 2007. *Guidance on Evaluating Conflict Prevention and Peacebuilding Activities*, Working draft for application period, Paris: OECD Development Assistance Committee, available: [http://www.oecd.org/secure/pdfDocument/0,2834,en\\_21571361\\_34047972\\_39774574\\_1\\_1\\_1\\_1,00.pdf](http://www.oecd.org/secure/pdfDocument/0,2834,en_21571361_34047972_39774574_1_1_1_1,00.pdf) (accessed 15 Sept. 2010).
- Sherman, Lawrence W., Heather Strang and Daniel J. Woods 2003. 'Captains of Restorative Justice: Experience, Legitimacy and Recidivism by Type of Offence,' chp.12 in Weitekamp, Elmar G. M. and Hans-Jürgen Kerner 2003. *Restorative Justice in Context: International Practice and Directions*, Cullompton, UK: Willan. (R)



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Umbreit, Mark S., William Bradshaw and Robert B. Coates 2003. 'Victims of Severe Violence in Dialogue with the Offender: Key Principles, Practices, Outcomes and Implications, chp.6 in Weitekamp, Elmar G. M. and Hans-Jürgen Kerner 2003. *Restorative Justice in Context: International Practice and Directions*, Cullompton, UK: Willan. (R)

### **Websites**

- International Organisation for Cooperation in Evaluation (undated). My M & E, available: <http://www.mymande.org/elearning> (accessed 10 Dec. 2013).
- Canadian Evaluation Society 2010. 'Program Evaluation Standards,' available: <http://www.evaluationcanada.ca/site.cgi?s=6&ss=10& lang=en> (accessed 15 Sept. 2010).
- Center for Development Innovation, Wageningen UR 2010. 'Participatory Planning Monitoring & Evaluation,' available: <http://portals.wi.wur.nl/ppme/content.php?Home> (accessed 13 Dec. 2010).
- Institute for Development Studies (Sussex) undated, 'Participatory Methodologies,' available: <http://www.ids.ac.uk/index.cfm?objectid=18831A9C-5056-8171-7BCE4749847A3E24> (accessed 23 Sept. 2010).
- One World Trust not dated. 'Accountability Tools for Social Research,' available: <http://www.oneworldtrust.org/apro/> (accessed 13 Dec. 2010).
- Organization for Economic Co-operation and Development undated. 'Evaluation of Development Programs,' Paris: OECD Development Assistance Committee, available: [http://www.oecd.org/department/0,3355,en\\_2649\\_34435\\_1\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/department/0,3355,en_2649_34435_1_1_1_1_1,00.html) (accessed 15 Sept. 2010).
- Restorative Justice Online. 'RJ Library,' available: <http://www.restorativejustice.org/research> (accessed 23 Sept 2010).

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This course is offered by Menno Simons College (MSC) in affiliation with the University of Winnipeg. MSC offers two programs at the University of Winnipeg: Conflict Resolution Studies and International Development Studies. MSC offers both majors and minors in these programs, as well as an honors program in International Development Studies. MSC is a college of the Canadian Mennonite University and is located at and affiliated with the University of Winnipeg. All courses offered by MSC are open to all University of Winnipeg students and are subject to University of Winnipeg Senate approval and policies. MSC endeavors to build an intentional learning community for students interested in issues of peace, non-violence and social justice. The MSC Practicum program, open to students majoring in CRS or IDS, provides an opportunity to learn from practice and to integrate theory with practice. MSC's Student Services team and the MSC Student Association host events such as the Social Justice Fair and Welcome Week. MSC also distributes a weekly e-Newsletter, which includes information about news, events, and job opportunities relating to conflict resolution, international development and social justice. For more information about MSC, events, the MSC Student Association or to sign up for the e-newsletter, please go to [mscollege.ca](http://mscollege.ca) or visit the MSC reception area at 520 Portage Avenue.