FRE 490
Impact Evaluation Analytics – Strategies for Sustainable Development
2022W

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Impact Evaluation Analytics	FRE 490	3 credits

Prerequisites/Corequisites

None.

CONTACTS

Course Instructor	Sean Holowaychuk - sean.holowaychuk@ubc.ca Office: MacMillan Building - **221** Office Hours: **1230-1330 Tu/Th** or by appointment, or Zoom Administration: Instructor contact via email through Canvas
Course TA	Name: Sara Savino Email: ssavino@mail.ubc.ca

COURSE DESCRIPTION

This course is designed to introduce students to the principles and applications of project Monitoring, Evaluation, & Learning (MEL). The world of international development faces many challenges, one of which is the failure of assistance interventions (aid projects and programmes). Students will develop a practical understanding of the logical processes by which projects are designed and implemented, including the need for external evaluation, ex post project delivery in order to assess the efficacy, outcomes, and sustainability of these

interventions. Lack of project success, more often than not, is a result of inadequate impact evaluation strategies. Students will learn skills to develop strong monitoring & evaluation plans in order to overcome these deficiencies. Capacity is built for the design and implementation of ex post project and program evaluation thereby:

- increasing the likelihood of lasting beneficial changes in development project outcomes;
- informing processes for better design of future project; and,
- offering informed recommendations for policy change to provide better enabling conditions for lasting growth and development.

Students will be provided with analytical tools that will increase their value as employment candidates for national and international donor agencies, consultancy companies, as well as non-government organizations (NGOs) operating in the development field.

Although the focus of this course is international development, the broad application of the instruments learned here are critical elements of successful project management - whether it is in the agriculture or resource sector, food services industry, environmental sciences, nutrition & healthcare, education, or banking and commerce related fields.

LEARNING OUTCOMES

Upon completion of this course students should be able to:

1. Independently and credibly evaluate a development project's or programme's relevance, efficiency, effectiveness, sustainability, gender equality & equity, and impacts, within and beyond the project's location;
2. Critically assess completed monitoring, evaluation, & learning (MEL) reports;
3. Identify indications of development continuity beyond the lifetime of assistance interventions;
4. Develop relevant and concise logical frameworks (Logframes);
5. Analyze and appraise the factors by which economic development advances by applying principles of development theory or Theory of Change (ToC).
6. Design shared learning processes to encourage beneficial changes in behaviour of the project implementers, improve the design of future projects, and promote policy reform that creates more enabling conditions for growth and development;
7. Develop research tools for data collection;
8. Communicate ideas professionally in both oral and written presentation formats;
9. Recognize the challenges of group dynamics, adapt, adjust, and practice to be strong team members; and
10. Apply the specifics learnt from various case studies to other projects.

COURSE FORMAT

In-Person Classroom Lectures

All course materials will be available at Canvas: http://www.canvas.ubc.ca. You are required to regularly login to your course page for FRE340. Your syllabus, course lecture slides, additional material, announcements, assignments, and grades are available online.

LEARNING MATERIALS

Required Readings

Selected chapters from these excellent works will be presented for study during this course. **You will not be expected to read the entire text**. I will provide copies of the chapters of the two books that are not available online, as well; these books will be on reserve in the library.

Additional contextual material will be posted on the Canvas website. A reading package containing MEL guidelines and fundamental aspects of the course toolkit will be available.

Cases from past, current or future projects will be provided online and in class. Students will be asked to read each case and be prepared to discuss each case in class.

Hall-Blanco, Abigail R. "Why Development Programmes Fail: William Easterly and the Political Economy of Intervention." Economic Affairs, vol. 36, no. 2, 2016, pp. 175-183.

Acemoglu, Daron, James A. Robinson, and Ebooks Corporation. 2013;2012;. *Why nations fail: The origins of power, prosperity, and poverty*. London: Profile. - Full text online through the UBC Library.

Easterly, William, and Ebooks Corporation. 2013;2014;. *The tyranny of experts: Economists, dictators, and the forgotten rights of the poor*. New York: Basic Books. - Full text online through the UBC Library.

Websites:
www.undp.org/content/undp/en/home/sustainable-development-goals.html
www.fao.org
World Bank - http://projects.worldbank.org/
United States Agency for International Development (USAID) - https://dec.usaid.gov/
Department for International Development (DfID) – Gov. U.K. - https://devtracker.dfid.gov.uk/
African Development Bank - https://www.afdb.org/en/

Other Course Materials

There is a course text that Chris and I have created that will become your companion for this entire term – The *Impact Evaluation Analytics Reader*. We will introduce the text on Day 1 and

we will expect students to become familiar with it before we begin studying the methodology during the second week.

The following readings are *not required*; however, they are excellent sources for information on project evaluation and impact evaluation standards:

Impact Evaluation in International Development: Theory, Methods and Practice - https://openknowledge.worldbank.org/handle/10986/37152

http://web.undp.org/evaluation/guidance.shtml#handbook

Additional contextual material will be posted on the Canvas website.

Cases from past projects will be provided online and in class.

LEARNING TOPICS

I. Introduction to International Development (Week 1)

Topic 1.1: What is development? - Introduction (W1 Day 1)

II. Introduction to Monitoring, Evaluation, & Learning for International Development (Week 2)

Topic 2.1: Course Orientation | Major Assignments –Discussion (W2 Day 1)
Topic 2.2: What is Monitoring, Evaluation, & Learning? (W2 Day 2)

III. Introduction to M&E Reporting (Week 3)

Topic 3.1: What is an M&E Report? (W3 Day 1)
Topic 3.2: Introduction to Major Assignment #1 – M&E Report Analysis (W3 Day 2)

IV. Needs Assessments & Problem Trees (Week 4)

Topic 4.1: Needs Assessment & Problem Trees (W4 Day 1)
Topic 4.2: Designing a Problem Tree (W4 Day 2)

V. Logical Frameworks (Week 5)

Topic 5.1: Logframe Analysis (W5 Day 1)
Topic 5.2: Logframe Analysis (W5 Day 2)

VI. Impact Evaluation Analytics (Week 6)

Quiz #1 – Covering all material up to here.
Topic 6.1: Impact Evaluation Analytics – Project Design (W6 Day 1)
Topic 6.2: Impact Evaluation Analytics – Project Implementation (W6 Day 2)

VII. IEAnalytics and M&E Report Analysis (Week 7)

Topic 7.1: M&E Analysis (W7 Day 1)
Topic 7.2: M&E Analysis (W7 Day 2)

VIII. <u>IEAnalytics and M&E Report Analysis</u> (Week 8)

Topic 8.1: M&E Analysis (W8 Day 1)
Topic 8.2: Major Project Presentation (W8 Day 2)

IX. <u>Why Development Programmes Fail</u> (Week 9)

Topic 9.1: Why Development Programmes Fail (W9 Day 1)
Quiz #2 – Covering all material up to here.
Topic 9.2: Appreciative Enquiry (W9 Day 2)

X. <u>Development Hypotheses / Theory-of-Change</u> (Week 10)

Topic 10.1: Development Hypothesis (W10 Day 1)

XI. <u>Impact Analysis</u> (Week 11)

Topic 11.1: What is Impact Analysis? (W11 Day 1)
Topic 11.2: What determines impact? (W11 Day 2)

XII. <u>Impact Analysis - Indices</u> (Week 12)

Topic 12.1: What make an good indicator? (W12 Day 1)
Topic 12.2: Building Indicators (W12 Day 2)

XIII. <u>Impact Analysis – Bias & Report Writing</u> (Week 13)

Topic 13.1: What is bias? (W13 Day 1)
Topic 13.2: Reporting (W13 Day 2)

XIV. <u>Impact Analysis Proposals</u> (Week 14)

Quiz #3 – Covering all material up to here.
Topic 14.1: In-Class Exercises (W14 Day 1)

ASSESSMENTS OF LEARNING

Assessments to student learning include the following components in this course. During the second week of classes students will have the opportunity to choose the weight of selected components of the rubric highlighted in green totaling 100%.

Components	Points/ Marks	Weight
Individual Work		
Individual Assignment #1.1: Discussion Groups (2)	10ea	8%
Individual Assignment #1.2: Quiz #1 – Approx. following Week 5	50	4%-8%
Individual Assignment #1.3: Quiz #2 – Approx. following Week 8	50	4%-8%
Individual Assignment #1.4: Quiz #3 – Last day of classes.	50	4%-8%
Session Participation (Not an attendance grade)	30	8%-15%

Group Work		
Phase I Team Assignment		
Team Assignment #2.1: What is Project M&E?	30	3%
Team Assignment #2.2: Problem Tree Construction	50	5%
Team Assignment #2.3: Logframe Construction	150	10%
Team Assignment #2.4: M&E Assessment Presentation	150	15%
Total Phase I Team Assignment		29-37%
Phase II Team Assignment		
Team Assignment #3.1: M&E Proposal Design	150	25%-35%

Student final letter grade will be given based on the following:

Letter Grade	Percentage
A+	90% - 100%
A	85% - 89%
A-	80% - 84%
B+	76% - 79%
B	72% - 75%
B-	68% - 71%
C+	64% - 67%
C	60% - 63%
C-	55% - 59%
D	50% - 54%
F (Fail)	0% - 49%

MEL Assessment/Presentation

The <u>first major project</u> will be an assessment of a development project's own monitoring and evaluation report. The critical review will be a group project and done as a presentation to the class using the tools for analysis studied in FRE490 (Details to follow on Canvas).

Proposal (Design) for an MEL Performance Assessment that Complies with IEA

The <u>second major project</u> will involve developing a proposal for a monitoring, evaluation, & learning performance assessment that is compliant with the Impact Evaluation Analytics framework.

Peer Multiplier

For all team/group assignments there will be a <u>confidential</u> peer multiplier ranging from <u>0.80 –</u> <u>1.05</u> to assess individual contribution to the group effort. Collaborative skills and a keen

understanding of group dynamics are essential to working in the field of international development.

Policies on Late Submissions and Re-grading

If you anticipate having difficulty meeting deadlines, please talk to me sooner rather than later. Within reason, I am more than open to discussing alternative deadlines. Unless negotiated with me or accompanied by official documentation from UBC or a health professional, late submissions will be penalized 5% (out of a mark of 100%) per day. Unexcused late submissions will only be accepted up to seven days (including holidays and weekends) after the due date. For obvious reasons, extensions cannot be granted for in-class activities.

I am very open to a discussion on re-grading; however, please note that the entire assignment will be re-graded.

Participation Expectations

This is not an attendance grade; it is a participation grade. Working with people and adding your voice will be an unavoidable component of profession life. Use this experience to work on your communication skills. Come to class having read the assigned papers, and be prepared to share your analysis with the cohort. Class participation is a key component of the student experience in FRE490. Problem-based learning relies on the shared learning experience. Throughout the course we will be completing exercises as a cohort and students are expected to contribute to discussions. I strongly encourage students to ask questions and to be a part of classroom discussions, as well as the discussion boards. All of the students have a unique global perspective on topics and many of you have experience in developing countries, which would be valuable to share with the class. There is more than one point-of-view on many topics, and there are many myths or misunderstandings that pervade the problems of economic development. The group projects always benefit from the insights and perspectives of another students' work. I want to encourage you, if you feel we have neglected important elements, to raise these points in class.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

Copyright

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