

**Development Project Design and Evaluation**  
**HOD 3610**  
**Syllabus**

Spring Semester 2008

TR 2:35-3:50

112 Payne

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**Course Description**

Development project design and evaluation represent a set of core skills and competencies required for all people who wish to work as professional in the field of community development. In that context, this course is designed to help students develop those skills for professional practice with an emphasis on grant proposal writing, evaluation plan development, and professional presentations. Theory around the nature of participation, the mechanics of social change, and the measurement of change will be discussed to provide context for and strengthen the application of the practical skills that form the core of the course.

**Course Goals**

By the end of this course, we expect you will be able to do the following:

- (1) Understand, at least on a surface level, some of the features of development projects across different fields and disciplines including public health, infrastructure development, economic development, peace and human rights, community organizing, environmental protection, etc which are initiated, funded, implemented, and evaluated by various actors (governments and government-supported agencies, international non-governmental organizations, grassroots organizations and national NGOs, and informal community groups);
- (2) Understand the nuances of participation in the context of development, and be able to apply that understanding when designing projects to promote development;
- (3) Design a development project and write a fundable-quality grant proposal around the design; and
- (4) Develop a comprehensive evaluation plan for a development project.

We are hoping that these skills will be more than theoretical; we aim to provide concrete examples whenever possible. In addition, students are encouraged to use practicum settings or other opportunities to apply the course content to existing needs in the community. We are also pursuing several opportunities for students to write real proposals for community agencies.

Possibilities include:

- (a) Woodland Community Land Trust
- (b) Clearfork Community Institute
- (c) Nashville Prevention Partnership / Dream Team Youth Coalition

An overarching goal for this course is to prepare students to be professionals in the development “industry” by enhancing their skills in project design, grant writing, and evaluation.

### **Course expectations**

This course is designed as a participative seminar and workshop in which student presentations will occupy a substantial portion of our time. There will be some lecture time, but it will be minimal. We hope to foster a spirit of collaboration and constructive criticism that will help us all grow and develop skills as development professionals. To that end, there are a set of expectations that need to be followed if this format is to be successful:

- (a) Attendance is mandatory. If a student misses class four times or more over the course of the semester, half of the attendance and participation grade will be automatically forfeit. If a student is unable to attend, he or she should communicate the reason for the absence well in advance of the start of class; in such cases, the absence may be excused and may not count to the three missed class limit. Absences justified after the fact will not be excused without appropriate documentation from the Office of the Assistant Dean for Student Affairs.
- (b) Active participation is expected.
  - i. In order to participate adequately, students must come to class prepared, having completed the assigned reading for the week. We expect that preparation for this course will require several hours of reading in any given week. Project work will be required in excess of this time.
  - ii. Participation will be assessed on several levels: active participation in class discussions, questions asked of presenters, good collaboration in group work, and participation in online forums.
- (c) On weeks that students present, they will be responsible for providing appropriate reading and background materials:
  - i. Where these materials are prepared by an external author (articles, chapters, websites), they should be provided no later than 96 hours in advance of the class session in which the material will be used.
  - ii. Where these materials are prepared by the students (grant proposals, logic models, etc), they should be provided no later than 48 hours in advance of the class session.
  - iii. Violations of these expectations will be penalized at the same rate as other late assignments.

Assignments submitted late will be penalized at a rate of 5 percent per day. Weekends do not count towards this penalty except in the case where materials need to be presented to the class in advance of a class session. If a student has difficulty meeting course deadlines, please contact an instructor well in advance of the due date to make arrangements.

Students are required to abide by the tenets of the Honor Code for all work in this course.

## Course Assignments

1. **Response paper on participation:** Each student will individually write a five page reflection paper, citing course texts and another information relevant to the paper in question, on the theme of participation. The paper will be evaluated primarily for the student's development of a nuanced view of what participation looks like in the context of development, the pros and cons of participation, and the nature of promoting and enhancing participation.
2. **Presentation on a domain/field of development programs:** In groups of two or three people, students will develop a presentation, to take up one entire class period (75 minutes), on one of the following broad fields of development. The presentation should highlight at least three development projects, based either domestically or internationally, that work at the level of grassroots communities or organizations, formal non-governmental organizations, and national governments or intergovernmental agencies (at least one project per level). As part of the requirements for the presentation, presenters will be responsible for selecting two readings (no more than 100 pages combined) for the class to read in preparation for the presentation. The presentation should touch on the following points:
  - What are some of the trends in the chosen field of development?
  - What are considered "best practices" in the field?
  - What did participation (in planning, implementation, and evaluation) look like in each of the projects?
  - What were some of the key activities?
  - How was success defined? How was success evaluated?
  - What are some of the key differences between the different kinds of projects (projects designed, implemented, or funded at different levels)? Similarities?
  - What are some of the strengths and weaknesses of such approaches?
  - A personal evaluation of the projects (what project would you fund or donate money to? Why?)

The following topics are all domains of development that would be appropriate for the presentation. Only one group of students will be allowed to present on any one theme. If students wish to choose another domain, that choice should be cleared with the instructors first.

- a. Water, sanitation
- b. Public health education, communicable diseases prevention/treatment
- c. Public safety, peace, human rights
- d. Infrastructure development (roads, electricity)
- e. Environmental protection
- f. Civic capacity building
- g. Entrepreneurship development
- h. Housing, refugees
- i. Education
- j. Food security
- k. Migration

3. **Logical framework / logic model:** Logframes and logic models are an incredibly important tool in the development and design of any kind of project. We will spend some time talking about social change and social intervention theory, and at least one session on how to develop a logic model, after which students will be required to write two logic models on their own. The first will be a practice model based on one of the projects presented in class (students may choose any project that was presented either by their own group or another, as long as a pre-existing logic model on the project is not included in the literature that informed the presentation). The instructors will provide feedback on this assignment to prepare students for the more important logframe or model that will form the basis of their grant proposal.
  
4. **Grant Proposal:** In teams of two to four people, students will design a development project and develop a grant proposal around the project. The proposal will follow the requirements of and be based around a template obtained from a real funding agency (to be provided). The proposal should include the following items:
  - a. Literature review on the need, region, and/or similar projects
  - b. Goals and objectives
  - c. Project Narrative (project activities and implementation)
  - d. Expected project outputs, results
  - e. Budget
  - f. Budget narrative and justification
  - g. Statement of grantee's capacity as an organization
  - h. Logical framework or logic model
  - i. Evaluation plan
    - i. Theoretical justification
    - ii. Evaluation activities
    - iii. Detailed evaluation measures and indicators
  - j. List of ten funders / funding programs to which the proposal could be submitted for consideration, including a justification for how the project fits in with the grantors' stated priorities
  - k. Sample two page letter to a potential grantor to persuade them to consider your full proposal
  
5. **Project Presentation:** Students will do a half-class session (35 minutes, including questions) presentation to a mock donor board to persuade them to fund the project they have outlined in the grant proposal. This presentation should summarize the information in the grant proposal into a polished, professional presentation--there are potentially millions of mock-dollars at stake! Before the presentation, draft copies of the following documents must be provided to the class via OAK: a detailed logic model, a brief (~two-page) narrative summary of the project, preliminary evaluation indicators if not included in the logic model, and a preliminary budget.

### Grading Breakdown

Attendance and Participation	15%
Response Paper	5%
Development Projects Presentation	20%

Logic Model		5%
Grant Proposal and Evaluation Plan		55%
Written Document	40%	
Presentation	15%	
<b>Total</b>		<b>100%</b>

### Reading

A reading list is attached. In addition to chapters or articles provided electronically, the following books should be purchased. The books have been selected to provide you with handbooks on project design that should remain relevant to your work after you leave Vanderbilt. Most books are available on reserve through Peabody library.

#### *Ethnography on Development*

Mosse, David. (2005). *Cultivating development: An ethnography of aid policy and practice*. London: Pluto Press. (\$17.88 on Amazon)

#### *Participation*

Hickey, Samuel & Mohan, Giles (eds). (2005). *Participation—From tyranny to transformation?: Exploring new approaches to participation in development*. London: Zed Books. (\$31.31 on Amazon)

#### *Grantwriting*

##### *Required*

Foundation Center. (2007). *The Foundation Center's guide to proposal writing* (fifth edition). Washington: The Foundation Center. (\$34.95 through [www.foundationcenter.org](http://www.foundationcenter.org), cheaper through used sellers on Amazon, esp. check hardcover editions which are cheaper than paperback used sometimes)

##### *Suggested / Optional*

Collins, Sarah. (2003). *The Foundation Center's guide to winning proposals*. Washington: The Foundation Center. (\$34.95 through [www.foundationcenter.org](http://www.foundationcenter.org), can be purchased for \$55.90 bundled together with the *Guide to proposal writing*)

➔ Contains many example proposals together with commentary from grantors

Coley, Soraya M. (2007). *Proposal writing: Effective grantsmanship*. Los Angeles: Sage. (\$36.95 on Amazon—available cheaper through other online sources)

➔ Much shorter and concise guide than the *Guide to proposal writing*

#### *Evaluation*

Valadez, Joseph & Bamberger, Michael. (1994). *Monitoring and evaluating social programs in developing countries*. Washington: The World Bank. (\$40 on Amazon)

Date	Topic	Readings	Deliverable
10 January	Introduction		
15 January	The Nature of Participation	<i>Cultivating Development</i> , Chapters 1, 2, 4 .	Send in discussion questions via e-mail by noon today  Sign up for Presentations
17 January	The Nature of Participation	<p><b>Required reading</b> <i>Participation—from tyranny to transformation</i>, chapters 1, 2, 3, (11).</p> <p><b>Recommended additional reading</b> Leurs, R. (1998). Current challenges facing participatory rural appraisal. In Blackburn, J. &amp; Holland, J. (eds.), <i>Who changes? Institutionalizing participation in development</i>, pp124-134. London: Intermediate Technology Publications.</p> <p>IDS Workshop. (1998). Reflections and recommendations on scaling-up and organizational change. In Blackburn, J. &amp; Holland, J. (eds.), <i>Who changes? Institutionalizing participation in development</i>, pp135-144. London: Intermediate Technology Publications</p> <p>IDS Workshop. (1998). Towards a learning organization—making development agencies more participatory from the inside. In Blackburn, J. &amp; Holland, J. (eds.), <i>Who changes? Institutionalizing participation in development</i>, pp145-152. London: Intermediate Technology Publications</p>	
22 January	The Nature of Participation—Power	<p><b>Required reading</b> <i>Participation—from tyranny to transformation</i>, chapters 4, 5, 6, 10.</p> <p><b>Recommended additional reading</b> Nelson, N. &amp; Wright, S. (1995). Participation and power. In Wright, S. &amp; Nelson, N. (eds.), <i>Power and participatory development: Theory and practice</i>, p1-18. London: Intermediate Technology Publications.</p> <p>Schrijvers, J. (1995). Participation and power: a transformative feminist research perspective. In Wright, S. &amp; Nelson, N. (eds.), <i>Power and participatory development: Theory and practice</i>, p19-29. London: Intermediate Technology Publications.</p> <p><b>Suggested additional reading</b></p>	

		Akilu, F. (1995). A multi-method approach to the study of homelessness. In Wright, S. & Nelson, N. (eds.), <i>Power and participatory development: Theory and practice</i> , p72-82. London: Intermediate Technology Publications.	
24 January	The Nature of Participation: Critics	<p><b>Required Reading</b>  <i>Participation—from tyranny to transformation</i>, chapters 7, 8, 13, 14.</p> <p><b>Recommended additional reading</b>  Kothari, U. (2001). Power, knowledge and social control in participatory development. In Cooke, B. &amp; Kothari, U (eds.), <i>Participation: The New Tyranny?</i> p139-152. New York: Palgrave.</p> <p>Mohan, G. (2001). Beyond participation: Strategies for deeper empowerment. In Cooke, B. &amp; Kothari, U (eds.), <i>Participation: The New Tyranny?</i> p153-167. New York: Palgrave.</p> <p><b>Suggested additional reading</b>  Cleaver, F. (2001). Institutions, agency and the limitations of participatory approaches to development. In Cooke, B. &amp; Kothari, U (eds.), <i>Participation: The New Tyranny?</i> p36-55. New York: Palgrave.</p> <p>Francis, P. (2001). Participatory development at the World Bank: the Primacy of Process. In Cooke, B. &amp; Kothari, U (eds.), <i>Participation: The New Tyranny?</i> p72-87. New York: Palgrave.</p> <p>Cooke, B. (2001). The social psychological limits of participation? In Cooke, B. &amp; Kothari, U (eds.), <i>Participation: The New Tyranny?</i> p102-121. New York: Palgrave.</p> <p>Henkel, H. &amp; Stirrat, R. (2001). Participation as spiritual duty; empowerment as secular subjection. In Cooke, B. &amp; Kothari, U (eds), <i>Participation: The New Tyranny?</i> p168-184. New York: Palgrave.</p>	<b>Reflection Paper on Participation due</b>
29 January	Theories of Social Change—	<p>Skim these documents available on OAK. Discussion questions are not required, but you are always welcome to ask about any aspect of the course.</p> <p>Cornwall, Andrea. (2005). <i>Critical stories of change: Love of the Heart: Tales</i></p>	<b>Reflection Paper on Participation due</b>

		<p><i>from Raizes Viva Brazil</i>. Brighton: IDS.</p> <p>Suggested: Guijt, Irene. (2007). <i>Assessing and learning for social change: A discussion paper</i>. <b>Look at chapter two only.</b></p>	
31 January	Theories of Social Change	<p><i>Theories of Development</i></p> <p>Everyone should read Chapter 1</p> <p>Chapter 2: Emanuel, Kris</p> <p>Chapter 3: Britta, Sarah</p> <p>Chapter 4: Dana, Eric</p> <p>Chapter 5: Luran, Emily</p> <p>Chapter 6: Angie, Erika</p> <p>Chapter 7: Josh</p>	Students will be responsible for providing summary (1 page plus informal oral presentation) on several theories of development
5 February	Migration—Eric Peace & Human Rights— Erika	Provided by presenters	Presentations—2 individuals
7 February	No class	Josh available during regularly scheduled time for appointments about presentation, or appointments can be made with Jim and Josh for other times	
12 February	Environment—Kris & Sarah	Provided by presenters	Presentation—1 group
14 February	Entrepreneurship Development—Emanuel Crime & Poverty—Britta	Provided by presenters	Presentations—2 individuals
19 February	Youth Development— Lauran & Dana	Provided by presenters	Presentation—1 group
21 February	Adult Education & Literacy—Angie Science Education—Emily	Provided by presenters	Presentations—2 individuals
26 February	Logic Models	<p>Simpson, Robert. (2007). Design for development: A review of emerging methodologies. <i>Design for Development</i>, 17(2), 220-230.</p> <p>Renger, Ralph &amp; Hurley, Carolyn. (2006). From theory to practice: Lessons learned in the application of the ATM approach to developing logic models. <i>Evaluation and Program Planning</i>, 29(2), 106-119.</p> <p>Nancholas, Sue. (1998). How to do (or not to do)...a logical framework. <i>Health Policy and Planning</i>, 13(2), 189-193.</p>	

		Skim either the Aspen Institute or Tear Fund workshop modules on logic modeling. [On OAK].	
28 February	Logic Models	Renger, Ralph. (2006). Consequences to federal programs when the logic modeling process is not followed with fidelity. <i>American Journal of Evaluation</i> , 27(4), 452-463.  Odame, Helen Hambly. (2001). <i>Engendering the logical framework</i> . International Service for National Agricultural Research.  Pasteur, Kath, Chambers, Robert, Pettit, Jethro, & Scott-Villires, Patta. (2001). Thinking about logical frameworks and sustainable livelihoods: A short critique and a possible way forward.	
4 March		Spring break; no class	
6 March		Spring break; no class	
11 March	Grant-writing Tips	<i>Guide to Proposal Writing</i> , Chapters 2,4,5	Final Logic Model
13 March	Budgeting Workshop	<i>Guide to Proposal Writing</i> , Chapter 7 Additional reading TBA	
18 March	Principles of Fundraising	<i>Guide to Proposal Writing</i> , Chapter 12 Reading on international fundraising TBA	
20 March	Principles of Evaluation: Monitoring and Process Evaluation	<i>Monitoring and evaluating social programs in developing countries</i> , chapters 2 & 4.  <b>Recommended additional reading</b> Mosse, David. (1998). Process-oriented approaches to development practice and social research. In Mosse, David, Farrington, John, & Rew, Alan (eds), <i>Development as process: Concepts and methods for working with complexity</i> , pp. 3-30. New York: Routledge.	
25 March	Principles of Evaluation: Outcome Evaluation	<i>Monitoring and evaluating social programs in developing countries</i> , chapters 7 & 8.	
27 March	Principles of Evaluation: Outcome Evaluation	<i>Monitoring and evaluating social programs in developing countries</i> , chapters 9, 10, & 11.	
1 April	Principles of Evaluation: Evaluating Sustainability	<i>Monitoring and evaluating social programs in developing countries</i> Chapter 8	
3 April	Principles of Evaluation:	Guijt, I. (2000). Methodological issues in participatory monitoring and	

	Participatory Evaluation	evaluation. In Estrella, M. (ed.), <i>Learning from change: Issues and experiences in participatory monitoring and evaluation</i> , pp201-216. London: Intermediate Technology Publications.  Additional 1 to 2 readings TBA	
8 April	No class	Meet with instructors about projects	
10 April	No class	Meet with instructors about projects	
15 April	Presentations	Proposal materials supplied by presenters Emanuel and Kris Eric Britta, Sarah, and Dana	Presentation—3 groups
17 April	Limitations of Development conceived as Projects and Programs	Readings TBA	
22 April	Presentations	Proposal materials supplied by presenters Angie and Lauren Erika Emily	Presentation—3 groups