POLS 30596 *International Development in Practice II: Advanced Topics*
Spring 2014   **(updated Feb 10, 2014)**

Location: Hesburgh Library 1000
Class: Tuesday and Thursday 9:30 – 10:45 a.m.
Office Hours: Tues 8:15 – 9:15 a.m. & 3:30-5 p.m. and Fridays 1:30-3:00 p.m.

Instructor: Steve Reifenberg
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This seminar builds on the knowledge and practical skills developed in POLS 30595, *International Development in Practice: What Works in Development*? Students will take an active role in designing the content of this new course and helping teach the class, as well as serving as consultants to an international development client.

This *Advanced Topics and Applications* course is highly interactive and requires active student participation in class discussions, as well as in multiple exercises and group projects. The students selected to participate in the class will help design the substantive content of the course.

In the collective efforts to design the course, we will focus on major development themes organized in three modules as identified by students in their application essays for the class:

> 1) *measurement and evaluation* of development projects (including analyzing best practices in fields such as health, education, and poverty alleviation, as well as the role of randomized control trails and other systematic evaluations of development impact),
>
> 2) *negotiation and the process of development* (including the role of leadership, politics, and negotiations around different approaches to development interventions), and
>
> 3) *implementation and strategy* (including strategies for going to scale with ideas that work, and re-conceptualizing international aid as accompaniment).

Each student will be part of a team (of four or five students) who will be responsible for planning one of the three modules, as well as leading an individual (one hour) class session.

In addition, throughout the semester, students will work with a real world "client" organization to address a development problem or opportunity identified by the client. This will build on work of the Development Advisory Teams, and go deeper both in terms of international development theory and practice related to the client project. As part of the class, interested students will have an opportunity to apply for financial support to travel and spend time (over spring break) working for their client organizations, through the generous support of Notre Dame donor interested in promoting innovative linkages between the classroom and real world practice. Students interested in taking advantage of this opportunity must consult with instructor and finalize their application plan by February 4, 2014.

Required course books: Books will be available at the ND Bookstore.

Karlan, Dean and Jacob Appel, *More Than Good Intentions: Improving the Ways the World's Poor Borrow, Save, Farm, Learn, and Stay Healthy,* Penguin Group, 2012, ISBN 0452297567

Ury, William. *Getting to Past No: Negotiating Your Way From Confrontation To Cooperation*, A Bantam Book, 1993, ISBN 0553371312

Farmer, Paul and Gustavo Gutierrez. *In the Company of the Poor: Conversations with Dr. Paul Farmer and Fr. Gustavo Gutierrez,* Orbis Books, 2013 ISBN 1626980500

Articles & chapters of books

- Ken Bain, *What the Best College Teachers Do,* Harvard University Press, 2004 Chapters 2 (pages 22-47) & Chapter 5 (98-134)
- L. Dee Fink, *A Self Directed Guide to Designing Course for Significant Learning,* in the book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* Jossey-Bass, 2003
- Ronald Heifetz, *Leadership Without Easy Answers, Harvard University Press*
- John Paul Lederech, *Preparing for Peace: Conflict Transformation Across Cultures,* Syracuse University Press, 1995, Chapters 4-7 (pages 36-70)
- Richard Light, *Making the Most of College*, Harvard University Press, 2001 Introduction (pages 1-12); Chapter 4: The Most Effective Classes (pages 45-69); Chapter 6: Faculty Who Make a Difference (pages 104-129)

Course Requirements and Grading:
1. Class participation (20%) Students will have a chance to give feedback on their peers as well as evaluate their own participation.
2. Quizzes, exercises, and short assignments (10%)
3. Evaluation for design and execution of each substantive module – group effort (15%)
4. Individual teaching presentation (15%)
5. Development Consulting Project (25%)
    o Individual background paper (4-5 pages)
    o Practice presentation to class, with feedback
    o Presentation of final work to client
    o Final written presentation
    o DAT blog: http://intldevelopmentinpractice.wordpress.com/
6. Final synthesis, TBD (15%)

Attendance Policy: This class is to prepare professionals interested in international development. You will often be part of a team working together on a common project. Just as if you were working as a professional, I expect you to attend every session and come prepared to participate. If you anticipate missing a class or are ill, I expect you to communicate with me (ideally before class) at sreifenb@nd.edu

Laptops and Cell Phones are not to be used in class, unless designated as part of a specific working session.

Office Hours: If these hours are not convenient, I will be happy to arrange an alternative time. Please email or talk with me after class for an appointment at another time.

Code of Honor: Today, as a precondition for admission to the University, all undergraduates pledge: *"As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty."* The website www.nd.edu/~hnrcode/docs/handbook.htm describes the principles, policies and procedures of the Academic Code of Honor.

Introductory Module: Course Design and Pedagogy
January 14, 16, 21, 23, 28, and 30

Tuesday, January 14
The Starting Point: Where Are We Going?

> *All that is gold does not glitter,*
> *Not all those who wander are lost.*
>
> J.R.R. Tolkhien

Readings (sent via email and on SAKAI):
Review course syllabus

Review the original one-page essays of each member of the class about his or her objectives for the class as well as a particular area in which each student is interested teaching.

- What's different about this course syllabus?
- What are the instructor's objectives for this class?
- What are my personal objectives for this class?

Thursday, January 16
Re-Imagining Course Design

> *The art of teaching is the art of assisting discovery.*
>
> Mark Van Doren

Reading (sent via email and on SAKAI):

L. Dee Fink, *A Self Directed Guide to Designing Course for Significant Learning,* in the book *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* Jossey-Bass, 2003

- Answer as many of the questions from the *Self Directed Guide* as you can before class.
- Are there useful frameworks and ideas in this article for course design?
- Are there insights will you try to take from the *Self Directed Guide* in designing your module? For the specific session you are planning to teach?

Tuesday, January 21
Mapping Your Development Advisory Team Project

> *Seek first to understand, then to be understood.*
>
> Stephen Covey

Reading:
William Ury, *Getting to Past No*, pages 3-51

- Why does Ury emphasize the importance of joint problem solving?
- What does it mean "to go to the balcony"
- What relevance does this concept have for you DAT client relationship?

Thursday, January 23
Outlining the Course Syllabus

> *To achieve great things, two things are needed: a plan, and not quite enough time.*
> Leonard Bernstein

Each of the three module teams will make an initial presentation on the objectives for their module and suggested class sessions.

Reading:
Richard Light, *Making the Most of College*, Harvard University Press, 2001 Introduction (pages 1-12); Chapter 6: Faculty Who Make a Difference (pages 104-129)

- Does Richard Light suggest ideas that are relevant to developing your module?
- For developing the individual session you will teach?

Tuesday, January 28
Effective Teaching

> *Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.*
> Loris Malaguzzi

Reading:
Richard Light, *Making the Most of College*, Harvard University Press, 2001, Chapter 4: The Most Effective Classes (pages 45-69)

Ken Bain, *What the Best College Teachers Do,* Harvard University Press, 2004 Chapters 2 (pages 22-47) & Chapter 5 (98-134)

- What do you anticipate will be most challenging about this process of designing a module and teaching a session?
- What are your thoughts for overcoming these challenges?

Thursday, January 30
Finalizing the course syllabus

> *"No one learns as much about a subject as one who is forced to teach it."*
> Peter Drucker

Each of the three module teams will share in writing and present the overall objectives for their module, the titles of specific class sessions, proposed readings, and related questions.

Module 1: Measurement and Evaluation in International Development*
(*all dates in bold are led by students)

Overall Learning Goals
By the end of our time together, each student will:
1. Be familiar with various frameworks for measurement and evaluation, and be comfortable developing and applying them in diverse practical settings.
2. Be able to navigate the complexities of an evaluation, including the various stakeholders, merits, deficiencies, opportunities, and challenges presented.
3. Have a cohesive understanding of how to translate evidence into strategic action.

Tuesday, February 4
Development Advisory Team – work in teams; discussions with instructor

Thursday Feb 6
Anna Kottkamp: Let's Start at the Very Beginning

> *"Would you tell me, please, which way I ought to go from here?"*
> *"That depends a good deal on where you want to get to."*
> *"I don't much care where…"*
> *"Then it doesn't matter which way you go."*
> *- Lewis Carroll, Alice in Wonderland*

Learning Goals
- To understand and be able to articulate the reasons for and against monitoring and evaluation.
- To understand the array of methodological choices associated with monitoring and evaluation.

Reading:
Mosenkis, J. (2013) "Cash or Cows." IPA Blog.

Selections from the JPAL website

Heifer International has finally "seen the light" about monitoring and evaluation. They have hired you to make recommendations about the creation of a comprehensive evaluation program for their organization. For headings 1-5 in the "JPAL Evaluation Overview" article (the Needs Assessment, Program Theory Assessment, Process Evaluation, Impact Evaluation, and Cost Analysis portions), think about 3-4 questions to ask and potential methods to answer these questions in order to develop a plan for monitoring and evaluation for Heifer International. It may help to think, "what are we trying to answer?" and "how will we answer this?" in coming up with your ideas for each section. Spend some time familiarizing yourself with Heifer International's website http://www.heifer.org/ to develop your recommendations.

Tuesday Feb 11
Mitch Kochanski: Randomized Control Trials: Methodology

"When the facts change, I change my mind. What do you do, sir?"
- John Maynard Keynes

Learning Goals
- Internalize a comprehensive framework for Randomized Control Trials
- Apply framework to design/analysis of a proposed/prior RCT

Readings:
"Random Harvest." *The Economist*. 14 December 2013
RCT Methodology Overview, adapted from povertyactionlab.org (to be emailed out)
- Why are RCT's the "gold standard" for impact evaluations?
- What are the often over-looked problems/shortcomings of RCT's?

Thursday Feb 13
No class – opportunity to meet with Development Advisory Team

Tuesday Feb 18
Ali Searle: From Science to Policy to Popularity: Navigating the world of evidence

Some people climb to the top of the ladder of success,
only to find that it is leaning against the wrong wall.
-Paul Sorenson

Learning Goals
- Address challenges, limitations and pitfalls in converting evaluation into effective action.
- Identify successful paths for bridging the gap between stakeholders, scientific research, policy makers, and the general public.

Reading:
Odell, Kathleen. *Measuring The Impact of Microfinance: Taking Another Look*, Grameen Foundation, 2010. (p. 1-31)

Kristof, Nicholas. *The Role of Microfinance*, The New York Times, 2009.

- What is the purpose of Odell's review?
- Examine the case study of microcredit in India. Is there evidence to suggest there are effective programs? Is there evidence to suggest otherwise?
- What are the strengths and weakness of academic research? of popular journalism?
- What makes some arguments more convincing than others? Are there ways to discern which are right?

Thursday Feb 20
Jenna Ahn: Accompaniment and RCTs

> *"If an effort is not laden with anxiety, it's probably not accompaniment, or*
> *it's just the beginning of the effort."*
> *- Paul Farmer*

Learning Goals
- To understand creative ways in which qualitative aspects of development (specifically accompaniment) can still be evaluated for impact using RCTs.
- To integrate and apply diverse stakeholder perspectives in designing and communicating effective M+E plans.

Reading:
Farmer, Paul and Gustavo Gutiérrez. *In the Company of the Poor: Conversations with Dr. Paul Farmer and Fr. Gustavo Gutiérrez,* Orbis Books, 2013 (pages 121-136)

Mohan A, Nassir H, Niazi A: *Does routine home visiting improve the return rate and outcome of DOTS patients who delay treatment?*
East Mediterranean Health Journal 2003, 9(4):702-708.

- What can we learn from the differences between PIH Rwanda and PIH Haiti? Why might accompaniment be difficult to monitor and evaluate? What does Farmer mean by "discernment"?
- What three significant correlations are made in the Mohan article? How do these factors reflect principles of accompaniment?

Module 2: Politics and Negotiations in International Development

International development is not just about specific interventions. The development interventions that "work" are the ones that have navigated the politics of international development through forming a system of relationships with key actors and negotiated their interests effectively throughout the process. In doing so, project managers engage in system building to recognize, strategize, and adapt the context to meet their goals.

Our Learning Goals:
1. Understand the concept of power-mapping and be able to identify the various levels of actors you will encounter in the international development field and their influence
2. Be able to frame your interests appropriately
3. Master the basics of a good negotiation and be able to put these ideas in practice

Tuesday, Feb 25
Deandra Cadet: Defining Process, System Building, and Actors

> *"We cannot succeed alone but together we can work for a world where all can thrive."*
> - Bill Gates

Learning Goals
- Create a definition of the process of development together
- Think critically, like a development professional, about the challenges one may face while implementing a development project

Readings:
View an excerpt from *The Good Fortune* directed by Landon Van Soest
http://film.economist.com/film/good-fortune

Read "Ten Commandments of Jim Grant's Leadership for Development" by Kul Gautam
http://www.kulgautam.org/2005/09/ten-commandments-of-jim-grants-leadership-for-development/

Thursday, Feb 27
Megan Olson: Power-Mapping and Actors

> *Choose your corner, pick away at it carefully, intensely and to the best of your ability and that way you might change the world.*
> - Charles Eames

Learning Goals
- Understand the concept of power mapping
- Be able to apply it to your DAT and future situations

Readings:
"Tools for Institutional, Political, and Social Analysis of Policy Reform: A Sourcebook for Practitioners" The World Bank. (Washington DC: 2010)

Create a power-map for your DAT using "Power Mapping: Step by Step" as a guide:
www.moveon.org/team/.../GuideTo**PowerMapping**.pdf

Tuesday, March 4
Ana Dionne-Lanier: Framing and Negotiation

> *"If I could only nudge the world a little bit, maybe that would be enough. But nudging isn't enough."*
> -Jacqueline Novogratz

<u>Learning Goals</u>
- How does effective framing and communication of your interests gain support?
- How can you find a common frame within your negotiation with the powers?
- Can we apply this in the politics of development?

<u>Readings:</u>
Read *Getting Past No* by William Ury, "Reframe" 76-104

Read excerpt from *Conflict Transformation* by John Paul Lederach and Michelle Maises "Practices for Transformational Strategies and Conclusion" pgs 10-11

Read short case study: The St. Lucian Parrot, excerpt for *The Switch,* pgs. 149-154
<u>Additional Resources:</u> http://www.mindtools.com/CommSkll/NegotiationSkills.htm

Thursday, March 6
Development Advisory Team (meetings with instructor)

(Spring break March 8-16)

Tuesday, March 18
Rethinking Approaches to Negotiations Training

Thursday, March 20
Invited speaker: Shannon Coyne, CARE (Thursday, March 20th)

Tuesday March 25
John Gibbons: Simulation Exercise

<u>Learning Goal</u>
- Exercise framing and negotiation skills in a class-wide simulation

<u>Readings:</u> Study simulation packets, funding organization biographies, and prepare a strategy with notes to take to the simulation if necessary.

Thursday, March 27
Jessica Peck: From the Boardroom to the Field: Engaging Participants

"A mediocre idea that generates enthusiasm will go further than a great idea that inspires no one."
– Mary Kay Ash
<u>Learning Goals</u>
- Better understand the complexities of "selling" a project to the intended recipients
- Synthesize the module and reflect on simulation outcomes

<u>Readings:</u>
Write a 1-1.5 page reflection about your simulation experience including challenges, successes, and lessons learned.

Poor Economics, Ch. 3

Module 3: Strategy and Implementation in International Development

Learning Goals:
1. Taking to Scale: We want to be ready to list, understand, and start to tackle critical concerns when taking a great idea to scale several years from now.
2. Effecting Appropriate Change: Given our own experiences and expertise, we will need to be able to zero in on what changes we are best positioned to effect, are most needed, and will be best received when working in development.

Tuesday, April 1
Stephen Zerfas: The 7 Principles of Scaling Up

> *"Small is beautiful, but big is necessary."*
> ― Fazle Hasan Abed, founder of BRAC

<u>Learning Goals</u>
What are the critical elements we need to keep in mind if, four years from now, an opportunity presents itself (and the needs arises) to enhance its scale? What are "bright stories" that offer a narrative incorporating these principles to enhance learning?

<u>Readings and Resources</u>
- "Scaling Up: The BRAC Experience" -Salehuddin Ahmed, Micaela French
- [WILL REPLACE] Smillie, Ian (Author). "A Chicken and Egg Problem." *Freedom from Want: The Remarkable Success Story of BRAC, the Global Grassroots Organizations That's Winning the Fight Against Poverty*. Sterling, VA, USA: Kumarian Press. 2009. Pp 91-101.

<u>Learning Activity(ies)</u>
- MECE examanation of DAT groups (individual prep and group examination)

<u>Questions</u>
- Are the 7 principles comprehensive? What might you add or change, if anything?
- Which principles do you think capture critical points in the chicken narrative?

Thursday, April 3
Erik Jensen: Paths to Scale: Community and Institution

"If you want to go fast, go alone. If you want to go far, go together."
— African proverb

Learning Goals
- To compare and contrast top-down vs bottom-up approaches to "scaling up"
- To understand the evolution of scaling up through NGO-driven policy innovation and Community-Driven Development (CDD)

Readings and Resources
- Binswanger-Mkhize, Hans. "Local and Community Driven Development Moving to Scale in Theory and Practice"
- Narayan, D. *Voices of the Poor* "Crying Out for Help" Chapter 10

Learning Activity(ies)
- Theory of Change Alignment (bottom up, top down, or both? why?)

Question
- What is the balance of the top-down versus bottom-up conversation? What are the pros and cons of each approach? How do the processes differ?
- How do the narratives distinguish between "expanding impact" and "becoming large" with top-down and bottom-up approaches?
- How can CDD initiatives motivate and empower the greatest number of communities to take ownership of their own development?

Tuesday, April 8
Camila Inarra: Accompaniment and Catholic Social Teaching

"If there is no friendship with them [the poor] and no sharing of the life of the poor, then there is no authentic commitment to liberation, because love exists only among equals."
— Gustavo Gutiérrez, A Theology of Liberation

Learning Goals
- To broaden the topic of accompaniment with Catholic Social Teaching
- To effectively explain the concept of accompaniment to others and to implement accompaniment in our class projects and in the future.
- To compare integral human development and accompaniment

Readings and Resources

- <u>In The Company of the Poor</u> Pages 15-25 & 95-121
- Interview with Gustavo Gutierrez (founder of liberation theology)
- http://www.crsprogramquality.org/publications/2009/2/23/a-users-guide-to-integral-human-development.html

<u>Learning Activities</u>
- Individually explain (a) universal definition of accompaniment and (b) accompaniment in specific DAT-related contexts.

<u>Questions</u>
- What are the best ways to implement accompaniment into our current DAT projects as well as our work in the future?
- How can we engage key players in our organization to think about and put into practice the principles of accompaniment?
- What are the differences between accompaniment and CRS's Integral Human Development? Are there situations in which one method would work better than the other?
- Is accompaniment a secular word or tied to liberation theology? How does this affect working with secular organizations?

Thursday April 10
Denise Umubyehi: Tailoring Change to On-the-Ground Needs

"Don't just tell me what to do, come and help me do it!"
― Indian Official

<u>Learning Goals</u>
- To emphasize the importance of focusing on the needs and assets of the recipient and how this is key to research development, policy creation, and implementation
- To provide lessons for bridging the cultural divide in project implementation

<u>Readings and Resources</u>
- http://www.avsi-usa.org/method.html
- https://poverty-action.org/sites/default/files/alliance_magaine_-_annie_duflo_and_caroline_fiennes.pdf
- "Are the Paris Principles Being Implemented?" - Paul Farmer and UN

<u>Questions</u>
- How do we ensure that projects are community/ recipient driven rather than donor driven?
- Who is the expert/ is there an expert when it comes to on the ground needs?
- How do we tailor research and investment to more effectively address what is really the most needed?

Tuesday April 15
No class during morning

Development Advisory Team Class Presentations
Evening session: 6 p.m.-9 p.m.

Thursday April 17
Leadership Without Easy Answers

Tuesday April 22
Megan Reineccius: Where do I fit?

" What you have from experience is worth more than gold. Any kind of possession can be lost, but your experience is yours forever. Keep it and find a way to use it."
― Somaly Mam, The Road of Lost Innocence

Learning Goals:
- Be able to communicate effectively the 'why' of what you want to do and convince others this is a plausible 'why'
- Identify short-term and long term goals for post graduation life and how these goals may or may not fulfill your 'Why'
- Identify skills/ tools you take away from this class and your Notre Dame education

Readings and Resources:
- "The golden circle"-How leaders inspire. Keeping one's beliefs in the center of one's work. (http://www.ted.com/playlists/140/how_leaders_inspire.html) ("Letting your life speak")
- Gates letter, Myth 1 and 2 http://annualletter.gatesfoundation.org/
  Extra Resource:
- http://www.ted.com/talks/katherine_fulton_you_are_the_future_of_philanthropy.html

Learning Activities:
- Draw your own golden circle and be ready to present to class
- Write a one to two page 'Rules for the road'

Questions:
- What are your rules for the road? How has this changed throughout this class? What new insight or tools have you added to your toolbox?
- Why do you do the things you do/ what is your purpose? How do you plan to go about fulfilling this purpose? What does this make you? (Think this way when approaching development with main value/belief in mind i.e. accompaniment)

- How to bring the lessons from class and past experiences into workplaces whether international/ development related or not? What development myths do you seek to dispel?

Concluding Module: Reflection and Synthesis

Thursday, April 24
Development Advisory Team final review

Tuesday, April 29
Final Session