



Syllabus

PROGRAM EVALUATION FOR COMMUNITY DEV & SOC CHANGE - 59519

Last update 07-10-2018

HU Credits: 3

Responsible Department: Glocal International Development

Academic year: 0

Semester: 1st Semester

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Nancy Strichman

Coordinator Email: nancy.jill.st@gmail.com

Coordinator Office Hours: Tuesdays

Teaching Staff:

Dr.

Course/Module description:

The course focuses on the practical use of strategic thinking and evaluation processes for nonprofits working in the field of international development. Readings, assignments and interactive class sessions will address the challenges of designing and implementing strategic planning and evaluation processes at an organizational level. The course will explore what types of approaches are currently used in an effort to measure the progress of topics on the international development agenda including: post-conflict reconstruction; gender mainstreaming; environmental sustainability and poverty reduction. Emphasis will be placed throughout on the use of organizational learning and evaluation practices that encourage the active participation of stakeholders and evaluation partners.

Course/Module aims:

Designed to help students gain introductory skills in strategic planning and evaluation processes.

Learning outcomes - On successful completion of this module, students should be able to:

- Become familiar with the use of strategic thinking processes for nonprofit organizations.*
- Determine how evaluation thinking and participatory evaluation approaches fit into organizational learning processes;*
- Critically assess the soundness of evaluation designs, data collection strategies and findings;*
- Understand the importance of effective engagement of stakeholders throughout the strategic planning and evaluation processes.*

Attendance requirements(%):

100% attendance and full participation required.

Teaching arrangement and method of instruction: Combination of discussion, short lectures and group activities.

Course/Module Content:

*Class 1. Introduction to Development Evaluation
Class 2. Focusing an Evaluation
Class 3. Theory of Change Class 4. Theory of Change: Part 2
Class 5. Implementing Evaluation
Class 6. Various Approaches to Development Evaluation
Class 7. Class Discussion on Evaluation of Peace Initiatives. Class 8. Data Collection Methods*

Class 9. Data Collection Part 2
Class 10. Data Collection Part 3
Class 11. Participatory Approaches
Class 12. Participatory Approaches: Part 2
Class 13. Data Analysis
Class 14. Sharing Results

Required Reading:

- Chapter 1, *Introducing Development Evaluation*. Morra Imas and Rist (2009). *The Road to Results: Designing and Conducting Effecting Development Evaluations*. The World Bank (p. 7- 41, with p. 19-26 optional)
- Second part of Chapter 2, *Understanding the Issues Driving Development Evaluation*. *The Road to Results: Designing and Conducting Effecting Development Evaluations*. (p. 71-93)
- Ted Talks video by David Damberger (co-founder of www.admittingfailure.com)
http://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure.html
- Chapter One, *So, how are we doing? Introducing Evaluative Processes to Your Organization*
Shatil Evaluation Guide (available in Hebrew, English or Arabic)
- Chapter 3 *Building a Results-Based Monitoring and Evaluation System*. *The Road to Results: Designing and Conducting Effecting Development Evaluations*. (p. 105-135)
- *Engaging Coaches and Athletes in Fostering Gender Equity: Findings from the Parivartan Program in Mumbai, India* □ New Delhi: ICRW & Futures Without Violence
<http://www.icrw.org/publications/engaging-coaches-and-athletes-fostering-gender-equity>
- Watch the short documentary on the Solar Cooker Project:
<http://www.solarcookerproject.org/>
- Chapter 4 *Understanding the Evaluation Context and the Program Theory of Change*. *The Road to Results: Designing and Conducting Effecting Development Evaluations*. (p. 141-173)
- Comic Relief's *Review of Theory of Change*
- Intrac Blog: *A Skeptical View of a Theory of Change*
<http://www.intrac.org/blog.php/27/theory-of-change-a-sceptical-view>
- Women Win's *Theory of Change*
<http://guide.womenwin.org/about/empowering-girls-through-sport>
- VSO's *explanation of its theory of change*
http://www.vso.org.uk/Images/theory-of-change-english_tcm79-29269.pdf
- Concern Universal's *Theory of Change*
http://www.concern-universal.org/files/cu_theory_of_change_diagram.pdf
- Ted Talks video by Melinda Gates (Bill and Melinda Gates Foundation)
http://www.ted.com/talks/melinda_french_gates_what_nonprofits_can_learn_from_coca_cola.html

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- Chapter 6 Developing Evaluation Questions and Starting the Design Matrix. *The Road to Results: Designing and Conducting Effecting Development Evaluations.* (p. 221-245)
 - *Lessons Learned on Measuring Impact Evaluation and Assessment of Poverty and Conflict Interventions.* Mercy Corps. (until page 27).
www.mercycorps.org/resources/understandingpovertyandconflict
 - Chapter 5 Considering the Evaluation Approach. *The Road to Results: Designing and Conducting Effecting Development Evaluations.* (p. 181-206)
 - *Meeting the Reproductive Health Needs of Youth Living with HIV in Tanzania: A qualitative study exploring the experiences and perceptions of young home based care clients, their caregivers, and care providers .* (2011) Pathfinder International. <http://www.pathfinder.org/publications-tools/pdfs/Meeting-the-Reproductive-Health-Needs-of-Youth-Living-with-HIV-in-Tanzania-A-qualitative-study-exploring-the-experiences-and-perceptions-of-young-home-based-care-clients-their-caregivers-and-care-providers.pdf> (up to about p. 20).
 - *Communities Confront HIV Stigma in Viet Nam: Participatory Interventions Reduce HIV Stigma in Two Provinces.* (2008) International Center for Research on Women (ICRW) and Institute for Social Development Studies (ISDS).
www.icrw.org/files/publications/Communities-Confront-HIV-Stigma-in-Vietnam.pdf (up to about p. 20).
 - Watch Ted Talks: Ernesto Sirotli: Want to help someone? Shut up and listen! http://www.ted.com/talks/ernesto_sirotli_want_to_help_someone_shut_up_and_listen.html
 - Chapter 8 Selecting and Constructing Data Collection Instruments. *The Road to Results: Designing and Conducting Effecting Development Evaluations.* (p. 289-349)

 - Chapter 9 Choosing the Sampling Strategy. Morra Imas and Rist (2009). *The Road to Results: Designing and Conducting Effecting Development Evaluations.* The World Bank (p. 355-367)
 - *Women and the city: Examining the gender impact of violence and urbanisation.* Action Aid <http://www.actionaid.org/publications/women-and-city-examining-gender-impact-violence-and-urbanisation>
 - * Read executive summary and case of Brazil (pages 1-25), and Methodology, (p. 75-79)
 - *The Urban Rehabilitation of Medinas. The World Bank experience in the Middle East and North Africa.* (2010) Urban Development Series. The World Bank
http://siteresources.worldbank.org/INTURBANDEVELOPMENT/Resources/336387-1169585750379/UDS9_Medina.pdf (* Read pages 1-10)
 - *Participatory Planning and Action. Eight Steps for Facilitators.* Higgins & Toness (2010)
<http://www.uupcc.org/communitydev/handbook.pdf>
 - *Read pages 13-31.
 - *Participatory Monitoring and Evaluation Field Experiences* (2005) India. NGO Programme Karnataka-Tamil Nadu
<http://www.intercooperation.ch/offers/download/ic-india/pme-1.pdf/view?searchtermparticipatory>
 - *Read specifically the examples of transect walks (p. 7-11), participatory mapping
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(p. 16-20) and time lines (29-32).

□ See video on Community Mapping for Indigenous People at
http://www.iapad.org/video_venda_en.htm

□ Useful Tools for Engaging Young People in Participatory Evaluation. Unicef.
Gawler, December 2005.

□ Chapter 10 Planning For and Conducting Data Analysis. The Road to Results:
Designing and Conducting Effecting Development Evaluations. (p. 373-404)

□ Chapter 13 Presenting Results. The Road to Results: Designing and Conducting
Effecting Development Evaluations. (p.467-491).

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 10 %

Project work 20 %

Assignments 10 %

Reports 40 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: