

MONITORING AND EVALUATION IN PEACE BUILDING AND DEVELOPMENT

GOVT-595-01

Spring 2018

***Day/Time:* Wednesday, 11:00am - 1:30pm**

***Location:* Car Barn 170**

***Instructor:* S. Ayse Kadayifci-Orellana**

***Office Hours:* Tuesdays 2pm –4pm**

***Office:* Car Barn 122**

***Contact Information:* sao32@georgetown.edu**

COURSE DESCRIPTION

Effective monitoring and evaluation are critical for designing successful development projects and conflict resolution interventions, as well as building sustainable peace and avoiding harm in the process. Yet assessing the effects of peace building interventions in volatile contexts can be a challenging endeavor. This course aims to provide an overview of the leading organizational, practical and theoretical approaches to the evaluation of conflict resolution initiatives. The course will approach monitoring and evaluation from a reflective perspective and will introduce theories of change, indicators, monitoring, evaluation design, and various tools for reflective practice. The course will focus on applied research; students will meet with leading practitioners, review evaluation frameworks from development, humanitarian and peace building agencies, and submit case studies of evaluation methodology and practice in the organization or project of their choice. At the end of the course students will have a better understanding of key elements of project design, monitoring, evaluation and challenges thereof.

Learning Objectives

This course will challenge and encourage students to:

- 1) Develop fluency in the basic conceptual vocabulary of project design, monitoring and evaluation in the contemporary conflict resolution field;
- 2) Apply course concepts to the evaluation of actual peacebuilding initiatives and sectors of the peacebuilding and conflict resolution field;
- 3) Become familiar with key debates and dilemmas of CR evaluation practice;
- 4) Build relationships of mutual respect and dialogue within the class.

Course Objectives:

1. To acquire tools for analysis, reflection and learning that add value to peacebuilding practice.
2. To understand the basic concepts and activities involved in monitoring and evaluating peacebuilding initiatives.

3. To develop skills in evaluative thinking.
4. To develop and practice skills that are important for monitoring and evaluating projects, such as indicator development and evaluation planning.

COURSE REQUIREMENTS AND EVALUATION

Class Participation 30 points: Your participation grade will be based on the quality of your attendance and quality of participation in class and online discussion blogs. Students are expected to attend all classes, be on time, and come to class prepared to discuss the central themes of the week and readings. If you are unable to attend the class you need to inform Dr. Kadayifci-Orellana. Missing more than 1 class session will impact your participation grade.

In regards to online discussions posts, students are expected to write at least one "two paragraph"-reflection/comment on a reading, class discussions for that week or alternatively on an evaluation report, or a movie/documentary etc. related to that week's readings/ themes and has to respond to at least one other students comment each week. Blog entries should be reflective and analytical and engage with the ideas of the themes of the week. The comments should be submitted 1 hour before the class each week. Responses to comments of the other students have to be submitted within next week.

In order to prepare for the class, students are expected to do all the required readings. Participation entails not only attendance, but also active self-expression in response to the course materials and active listening. Active listening is a communication skill which we develop as we learn to hear words, ideas, and opinions, and the emotions behind words, ideas, and opinions. We try to become a clear mirror for another person, reflecting back what we hear and comprehend. Using empathy as a tool of analysis, we seek not only to understand ideas, but also to understand people. For that reason, it is essential for students to be present and actively participate in class activities, exercises, and discussion. Your in-class participation needs to reflect readings and other course materials. Class assignments should be submitted on time. Late assessments will affect your grade.

Class Presentations 20 points: Student partners (1-2 students) will make brief (30 minute) presentations in class each week. Class Presentations **should not** include a summary of the readings for the class, but should apply the topic of the week to a practical real-life evaluation context. Students have the option to choose one of the Evaluation Reports provided for by Kadayifci-Orellana (available on Blackboard under Assignments). If students choose this option, they will critically analyze the report according to the class themes and readings and discuss how these themes were applied in the evaluation report. Students also have the option to lead a hands-on, in-class exercise relevant to class themes and readings. Others may choose to present a video or other relevant presentation that would provide a deeper understanding of the themes discussed, and their application in real-life situations. Creativity will be encouraged. Nevertheless, each class presentation should have clear learning objectives and should be designed to achieve these objectives effectively. **Each presenter** will write a brief **(6-8 pages)** identifying key themes of the week, and must critically engage with the readings, describe the presented project, exercise, or model, state its relevance to the theme of the week and learning objectives and how this presentation achieves the learning objectives. Students will be evaluated on their preparation and research, relevance and connecting the presentation to the week's topic, analysis, practical application of the topic, and effective use of time. Students are **strongly recommended** to discuss their plans ahead of time (at least a week in advance) with Dr. Kadayifci-Orellana.

Final Paper 50 points: Choose one of the two options:

a. Prepare an Evaluation Design: Prepare an evaluation design for a particular peace building/ conflict resolution/ development initiative undertaken by an organization, demonstrating mastery of the course material. Papers should be **20-25 pages** and must be supported by thorough research. Final papers should provide a contextual background and describe the project. Final papers should also clearly identify the goals and objectives of the intervention. The evaluation design should be as specific and practical as possible and take into consideration pre-evaluation, evaluation management and post-evaluation phases, since the assignment is designed for you to demonstrate your ability to design a monitoring and evaluation plan that can be utilized in real world settings. Evaluation design should also clearly identify theories of change involved in the process, specific methodologies used and why they were used. Your design should also take into consideration specific challenges you may face during the process, and should specify the organization evaluated and how the evaluation can be used afterwards. Personal access to the program or the ability to do research via available program documentation is important for the completion of this paper. The final paper will be submitted through the following stages.

Stages for final papers:

1. Submit a proposal by the 5th week of the course (5 points): Your Proposals should be one-two paragraph. Proposal should include the project you will be designing the evaluation project, organization, and why you have decided to do this project and how do you plan to go about the evaluation design
2. Provide an outline by the 7th week of the course (5 points): Outlines should include the key components of the evaluation design and a short description of them. Theories of change and logic frame. Also include a brief bibliography.
3. First drafts are due 10th week of the course. (5 points)
4. Final Papers due on May 9th (35 Points)

b. Volunteer with an Organization: In order gain hands-on experience for developing effective evaluation and monitoring skills you may choose to volunteer at a peace building/conflict resolution, or development organization to assist it with a particular monitoring/evaluation project. It is not necessary for you to participate throughout the whole evaluation phase but your final reports should state the name of the organization and its areas of operation, briefly describing the conflict and the evaluation design. Your report should clearly identify the goals and objectives of the evaluation effort and describe the considerations taken into account regarding pre-evaluation, evaluation management and post-evaluation phases. Your report should also identify theories of change involved in the process, specific methodologies used and why they were used. Your design should take into consideration specific challenges that may be faced during the process, your audience (who will use the evaluation) and how the evaluation can be used afterwards. The Final Paper for this assignment will be submitted through the following stages:

Stages of the Final Papers:

1. Identification and getting the approval of the organization: You will submit a one-page paper stating the organization, title of the project you will be working on and brief description of your responsibilities. This paper should be submitted no later than the 5th week of the course.
2. First Progress Report: This 3-5 (double-spaced) page report will include description, objectives and aims of the project you are working on, a more developed description of your responsibilities in general and what you have been doing so far. This paper should be submitted by the 7th week of the course.
3. First drafts are due by the 10th week of the course
4. Final Papers are due May 12th

GRADING

Student Grades: Each assignment will receive a numerical grade out of the total points possible. Student performances will be determined by adding the points received from each assignment.

1) Class Participation:	30
2) Class Presentations:	20
3) Proposal	5
4) Outline and theory of change	5
5) Completed draft	5
6) Final Paper:	35
Total:	100

The final grade for the course -- A numerical score will be equivalent to the following letter grades:

100-95: A
90-94: A-
85-89: B+
80-84: B

PEDAGOGICAL STYLE

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is **collaborative learning**, which favors a model in which there is more interaction in the class-room between students and teachers, students and teachers work cooperatively, and assignments involve cooperation and creative thinking. **By taking this course, you are already involved in the process of creative thoughtfulness.**

What is Collaborative Learning?

- Collaborative learning means that, in addition to the lectures and the requisite assignments, we will engage in active, ongoing and focused discussion.
- The process is based on the concept that we each -- equally -- hold experience-based knowledge that provides a solution (or stimulus) to another person's question.
- Rather than passive learning, you will be engaged in "doing," in thinking, creating, rejecting, and building.
- You will be required to analyze the ideas of others, to organize your own and to express them constructively.
- We each have our own learning styles and ways of expression. Becoming aware of these and using them wisely is part of the collaborative process.
- In the collaborative process, we not only listen and observe, but actively participate by contributing ideas, resources and follow-up action. We also adjust our perceived realities.
- Preparedness includes coming to class having read and thought through the assignments, ready to build on what has already been done in order to offer new solutions.
- Collaborative learning does not stop when you walk out of the classroom (nor begin when you enter). You are encouraged to continue your discussions and to work collaboratively out of class. **Your assignments, however, are individual.**
- **Collaborative Learning is neither** a free-for-all, nor talk for talk's sake. Collaborative Learning does not mean slacking off and hiding behind the work of others.

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by Georgetown University's Academic Integrity Code, which details specific violations of ethical conduct that relates to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. The provisions of the Code whether oral or written, govern all of your work in this class. Academic violations, particularly plagiarism, have increased in recent years, partly due to websites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

REQUIRED TEXTS

- (RPP) Mary Anderson and Lara Olson, *Confronting War: Critical Lessons for Peace Practitioners Reflecting on Peace Practice Projects* (Cambridge, MA: Collaborative Development Action, 2003). **Available free online:**
http://www.conflictsensitivity.org/sites/default/files/Confronting_War.pdf
- (SFCG) Cheyanne Church and Mark Rogers, *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs* (Washington, D.C.: Search for Common Ground, 2006). **Available free online:**
<http://www.sfcg.org/Documents/manualpart1.pdf> (pp.1-136)
<http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)
- (INCORE) Cheyanne Church and Julie Shouldice, *The Evaluation of Conflict Resolution Interventions: Framing the State of Play* (Derry/Londonderry: INCORE, 2002).
<http://www.incore.ulst.ac.uk/publications/research/incore%20A5final1.pdf>
- (Real World Evaluation) Bamberger, Jim Rugh, Linda Mabry, *RealWorld Evaluation: Working Under Budget, Time, Data and Political Constraints* (London: Sage, 2006).

Recommended Reading

- (PCIA Dialogue) Austin, Alex, Martina Fischer, and Oliver Wils (eds.), *Peace and Conflict Impact Assessment: Critical Views of Theory and Practice, The Berghof PCIA Handbook Debate* (Berghof Center for Constructive Conflict Management, 2004). **Available free online:**
http://www.berghof-handbook.net/documents/publications/dialogue1_pcia_complete.pdf
- Carver, Christopher, and Rolf Sartorius. *Monitoring, Evaluation and Learning for Fragile States and Peacebuilding Programs*. Social Impact/ Office of Transition Initiatives (OTI), 2005.

- Michael Quinn Patton *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use* Guilford Press 2011

NOTE: Course syllabus may be adjusted or changed if deemed necessary by the instructor.

USEFUL SITES

- <http://outcomemapping.ca/>
- http://transition.usaid.gov/policy/evalweb/evaluation_resources.html
- <http://dmeforpeace.org/>
- <https://www.usaid.gov/evaluation>

COURSE SCHEDULE

Week 1: January 17 Introduction: This week after meeting each other we will go over the course objectives, content, and reading. We will also establish course ground rules and discuss assignments.

Week 2: January 24 Why Evaluation and Monitoring are Important: Some of the questions we will address include: What is evaluation and monitoring; what is the difference between evaluation and monitoring; why are evaluation and monitoring important for fields such as development and peace building?

Required Readings:

- John Paul Lederach, Reina Neufeldt, and Hal Culbertson, *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit* (The Joan B. Kroc Institute for International Peace, University of Notre Dame, Indiana and Catholic Relief Services Southeast Asia, 2007): chapters 1,2, 3, 12, 11at http://crs.org/publications/showpdf.cfm?pdf_id=80
- *INCORE* (Church and Shouldice 2002), “Executive Summary,” pp. 3-5, Section 2, “Realities in the Field,” pp. 9-18. <http://www.incore.ulst.ac.uk/publications/research/incore%20A5final1.pdf>
- *RealWorld Evaluation*, Introduction, Chapters 1 and 2
- *RPP* (Anderson and Olson 2003), “Introduction,” pp. 7-10. http://www.cdainc.com/cdawww/pdf/book/confrontingwar_Pdf1.pdf
- SFCG Chapter 6 “Monitoring” <http://www.sfcg.org/Documents/manualpart1.pdf> (pp. 1-136) <http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)
- Cheyanne Scharbatke Church “Evaluating Peacebuilding: Not Yet All It Could Be” <http://www.incore.ulst.ac.uk/publications/research/incore%20A5final1.pdf>

Week 3: January 31 Defining “Success”: Some of the questions we will address this week include: what is effectiveness and success in peace building and development; how do we define “success;” who defines it.

Required Readings:

- *RPP*, Part I Introduction, Chapter 2, “Effectiveness Criteria for Peace Work,” pp. 10-19. http://www.cdainc.com/cdawww/pdf/book/confrontingwar_Pdf1.pdf
- Tamra Pearson d’Estree, Larissa A. Fast, Joshua N. Weiss, Monica S. Jakobsen, “Changing the Debate About ‘Success’ in Conflict Resolution Efforts,” in *Negotiation Journal* 17 (2): April 2001, 101-113.
- Susanna Campbell (2007) “What is Successful Peacebuilding?” CRS Report <http://www.susannacampbell.com/wp-content/uploads/2016/02/Campbell-FINAL-CRS-Report-2007.pdf>
- OECD Guidance on Conflict Aware Evaluation at <http://www.oecd.org/dac/evaluation/dcdndep/39774573.pdf>

Recommended:

- Marc Ross, "Good-Enough' Isn't So Bad: Success and Failure in Ethnic Conflict Management," *Peace and Conflict: Journal of Peace Psychology* 6: 2000, 27-47.

Week 4: February 7: Peace Writ-Large? Assessing Cumulative Impact

Required Readings:

- RPP Cumulative Impact Case Studies --Liberia-- (by region): <http://www.cdacollaborative.org/media/61069/The-Cumulative-Impacts-of-Peacebuilding-in-Liberia.pdf>
- Menkhaus, Ken Impact Assessment in Post-Conflict Peace Building: Challenges and Future Directions
- Valarie Vat Kamatsiko (2014) Pcia Theory in Field Practice: World Vision's Pursuit of Peace Impact and Programming Quality Across Sectors *Journal of Peacebuilding and Development* Vol 9 Issue 1
- Hoffman Peace and Conflict Impact Assessment Methodology Berghof Handbook
- Deepak Malhotra, and Sumanisiri Liyanage, "Peace Workshops in Protracted Conflicts: A Study of Long-Term Effects," *Journal of Conflict Resolution* 49, no. 6 (December 2004): 1-17

Week 5: February 14: Action Evaluation and Developmental Evaluation Models

Content: Studying the "Action Evaluation" participatory model as a response to the dilemmas of peacebuilding evaluation. We will also explore Development Evaluation Model and compare it with Action Evaluation Model and assess their strengths and limitations.

Due Assignment: Project Proposal

Required Readings:

- Jay Rothman, "Action-Evaluation and Conflict Resolution: in Theory and Practice," *Conflict Resolution Quarterly* 15, no. 2 (Winter 1997), 119-31.
- ARIA, *Action Evaluation: Cincinnati Police Community Relations Collaborative* http://www.beyondintractability.org/bi_affiliated_projects/principles-of-practice/chupp-3.pdf
- Marc Ross, "Action-Evaluation in the Theory and Practice of Conflict Resolution," *Peace and Conflict Studies* 8, no. 1 (May 2001), 1-16. <http://shss.nova.edu/pcs/journalsPDF/V8N1.pdf>
- A Practical Guide for Engaging Stakeholders in Developing Evaluation Questions <http://dmeformpeace.org/learn/practical-guide-engaging-stakeholders-developing-evaluation-questions-0>
- Jamie Gamble "A Developmental Evaluation Primer" <http://dmeformpeace.org/learn/developmental-evaluation-primer>

Recommended:

- Jay Rothman, "Action Evaluation: A Response to Mark Hoffman's Comments," (Berghof PCIA Dialogue, 2003): http://www.berghof-handbook.net/articles/pcia_rothman.pdf.

Week 6: February 21 Theories of Change and Evaluation Cycle

Content: We will explore the process of developing and conducting an evaluation process and process of developing and analyzing theories of change.

Required Readings:

- RealWorld Evaluation Chapter 10
- Ilana Shapiro "Extending the Framework of Inquiry: Theories of Change in Conflict Interventions www.berghof-handbook.net
- Defining Theories of Change Peacebuilding with Impact at <http://www.care.org/sites/default/files/documents/PSJ-2012-CARE-Defining-Theories-of-Change-document.pdf>
- Susan Allen Nan, "Theories of change and indicator development in Conflict management and mitigation," USAID: 2010, pp.1-6 & Appendix 1-9: http://pdf.usaid.gov/pdf_docs/Pnads460.pdf
- Reflective Peace Building (Lederach and Neufeld) http://crs.org/publications/showpdf.cfm?pdf_id=80
- SFCG Chapter 2 "Understanding Change" <http://www.sfcg.org/Documents/manualpart1.pdf> (pp. 1-136) <http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)

Week 7: February 28: Program Design, Indicators and Baseline

Content: This week we will focus on elements of evaluation design and investigate developing and implementing baseline for evaluation. We will also talk about how to develop indicators for evaluating success and effectiveness.

Due Assignment: Project Outline and Theories of Change

Required Readings:

- Realworld Evaluation Chapter 11 (pages 207-225)
- Reflective Peace Building Chapters 7, 8 and 9 http://crs.org/publications/showpdf.cfm?pdf_id=80
- SFCG, Chapter 3, 4, 5 and 9 <http://www.sfcg.org/Documents/manualpart1.pdf> (pp. 1-136) <http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)

Recommended:

- *Glossary of Key Terms in Evaluation and Results-Based Management*, Organization for Economic Cooperation and Development, 2010. <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

March 7: No Class – Spring Break**Week 8: March 15 Pre-Evaluation Phase: Planning and Preparing for the Evaluation**

Content: This week we will focus on the planning and preparation phases of evaluation and examine what are the key steps in this process.

Required Readings:

- SFCG Chapter 8 and 9 <http://www.sfcg.org/Documents/manualpart1.pdf> (pp. 1-136) <http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)
- RealWorld Evaluation Chapters 3, 4, 5, 6, 17

Week 9: March 21: Data Collection: Quantitative Approaches

Content: We will talk about how to put together data collection design and focus on how and when quantitative data collection methods such as surveys, questionnaires, etc. can be used to measure effectiveness.

Required Readings:

- SFCG Chapter 12, “Methods,” pp. 201-223. <http://www.sfcg.org/Documents/manualpart1.pdf> (pp. 1-136) <http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)
- Realworld Evaluation Chapters 11 (pages 225-243) and 12
- Ellen Taylor-Powell, “Questionnaire Design: Asking Questions with a Purpose,” (Madison: University of Wisconsin-Extension, 1998). <http://learningstore.uwex.edu/pdf/G3658-2.PDF>

Week 10: March 28: Data Collection: Longitudinal and Qualitative Approaches

Content: This week we will talk about longitudinal methods as well as qualitative data collection methods such as interviews, observation and focus groups in evaluation.

Due Assignment: Project Drafts**Ned Lazarus Guest speaker****Required Readings:**

- Realworld Evaluation Chapters 13 and 14
- USAID Technical note Focus Group https://usaidlearninglab.org/sites/default/files/resource/files/Focus_Group_Interviews_Tech_Note_FINAL_2013_1119.pdf
- Tobias Denskus, Challenging the international peacebuilding evaluation discourse with qualitative methodologies
- Malhotra and Liyanage Long-Term Effects of Peace Workshops in Protracted Conflicts in *Journal of Conflict Resolution* v.49 issue 6 2005

- Herbert C. Kelman, “Evaluating the Contributions of Interactive Problem-Solving to the Resolution of Ethnonational Conflicts,” in *Peace and Conflict* 14 (2008): 29-60.

Week 11: April 4 Data Analysis and Visualization:

Content: This week we will talk about how we can analyze the data collected and how best to visualize it for the consumers of the evaluation report.

Required Readings:

- Realworld Evaluation Chapters 7, 15, 16
- Ellen Taylor-Powell Marcus Renner Analyzing Qualitative Data at <http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf>
- Azzam et al., “Data Visualization and Evaluation”, *New Directions for Evaluation*, Vol 2013, issue 139, 7-32
- Matthew B. Miles. A. Michael Huberman Johnny Saldana *Qualitative Data Analysis A Methods Sourcebook* Chapters 11 and 12

Week 12: April 11 Post-Evaluation Phase: Improving Effectiveness an Ethics of Evaluation

Content: This week will focus on post evaluation phase, how to

Required Readings:

- Realworld Evaluation Chapters 8 and 9
- SFCG Chapters 10, and 11 <http://www.sfcg.org/Documents/manualpart1.pdf> (pp. 1-136) <http://www.sfcg.org/Documents/manualpart2.pdf> (pp. 137-228)
- Anderson, Mary B. 2001. “Enhancing local capacity for peace: do no harm” in L. Reychler and T. Paffenholz (Eds) *Peacebuilding: A Field Guide*. Boulder, CO: Lynne Rienner Publishers, pp.258-264.

Recommended:

- Renee Garfinkel, “What Works? Evaluating Interfaith Dialogue Programs,” United States Institute of Peace Special Report No. 123, July 2004. <http://www.usip.org/files/resources/sr123.pdf>

Week 13: April 18 Evaluating Evaluation

Content: This week we will reflect on the current state of the field of evaluation, it’s effectiveness and limitations in assessing success of intervention programs and talk about the future of the field.

Readings:

- RealWorld Evaluation Chapters 18 and 19
- Cheyanne Church, “Reflections on Peacebuilding Evaluation: From Infancy to Teenager,” *New Routes* 13, no. 3: 2008. Life and Peace Institute. http://www.life-peace.org/sajt/filer/pdf/New_Routes/NewRoutes83.pdf
- RPP, Chapters 6-7, Conclusion, pp. 44-59, 89. http://www.cdainc.com/cdawww/pdf/book/confrontingwar_Pdf1.pdf
- Blum, Andrew “Improving Peacebuilding Evaluation” USIP (June 2011) <http://www.usip.org/publications/improving-peacebuilding-evaluation>
- Meta Evaluation ALNAP Review of Humanitarian Action in 2004.pdf

Week 14: April 25: Class wrap-up and final thoughts

May 5th Final Papers Due