Design & Monitoring (DM) of Peacebuilding and Development
DHP P225M: Syllabus
August 11-22, 2014

This is a sample syllabus that is largely indicative of the course, but will be subject to change.

Instructor: Professor Scharbatke-Church (Cheyanne.Church@tufts.edu)
Course: Design & Monitoring of Peacebuilding and Development: DHP 225M
Office: Fares Center, Mugar 1st floor, Room 130
Classroom: Cabot 206
Study Groups: Crowe Room
Class Times: 9.00 – 12.00 (see table below for specifics)
TA/RA: Jonathan White (Jonathan.White@tufts.edu)

Course Overview

The course, Design & Monitoring of Peacebuilding and Development, will explore the early components of the program cycle, beginning with peacebuilding theories that underpin program design and ending with the development of high quality indicators for monitoring. The core concepts of DM will be applied primarily to international development and peacebuilding programming. This uniquely practical course should be taken by any student wishing to work in the development or peacebuilding field. This class is a prerequisite for the module Evaluation of Peacebuilding and Development for Practitioners and Donors which are both prereqs for the Advanced Evaluation module (DHP 225M).

Course Format

All students, regardless of section, will attend the same morning lecture(s) in Cabot 206. DHP 225M is made up of 13 classes (or lectures) of one hour and fifteen minutes per class, running from August 11 until August 22, 2014. To enable this intensive structure, the course will have a few days where there are two lectures; as per the lecture schedule table below. Attendance at class is required.

Classes will be held: 9.00 – 10.15 & 10.45 – 12.00. For days where there is only one lecture check schedule below to determine if it is a 9.00 or 10.45am start. Please see the special Day 1 schedule at the end of this section.

The lecture schedule is as follows:

<table>
<thead>
<tr>
<th>Lecture Number</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>Mon. Aug 11</td>
<td>10.30-11.45</td>
</tr>
<tr>
<td>Lecture 2 &amp; 3</td>
<td>Tue. Aug 12</td>
<td>9.00 – 12.00</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>Wed. Aug 13</td>
<td>9.00 – 10.15</td>
</tr>
<tr>
<td>Lecture 5 &amp; 6</td>
<td>Thurs. Aug 14</td>
<td>9.00 – 12.00</td>
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<tr>
<td>(Quiz #1 in 6)</td>
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Lecture 7  Fri. Aug 15  10.45-12.00

**Week 2**

| Lecture 8  (Assignment 1 Due @ 9am) | Mon. Aug 18 | 10.45-12.00 |
| Lecture 9 | Tues. Aug 19 | 9.00 – 10.15 |
| Lecture 10 & 11 | Wed. Aug 20 | 9.00 – 12.00 |
| Lecture 12  (Quiz #2) | Thurs. Aug 21 | 10.45-12.00 |
| Lecture 13 | Fri. Aug 22 | 9.00 – 10.15 |

**Study Group Discussions & Schedule**

Students will be assigned to one of four study groups. The study group discussions are intended to engage and explore concepts and entertain questions in a small group format with dedicated time from the Professor. The material covered will be student driven and will require some preparation on the part of students in order to make them a quality learning experience. A group focal point will be selected for each group to act as a coordinator and point of contact for incoming student’s questions about how to function in the school.

Each group will meet for 45 minutes every other day in the **Crowe Room**. The table below indicates which groups meet on each day. Discussions will start at 2.30 and 3.30. For example where it states ‘A & B’ under Study Group in the left column below, Group A will meet at 2.30 and Group B will meet at 3.30.

<table>
<thead>
<tr>
<th>Study Group</th>
<th>Date</th>
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<tbody>
<tr>
<td>A &amp; B &amp; C &amp; D</td>
<td>Mon. Aug 11 * special timing see below</td>
</tr>
<tr>
<td>A &amp; B</td>
<td>Tues. Aug 12</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>Wed Aug 13</td>
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<td>Wed Aug 20</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>Thurs Aug 21</td>
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**Day 1 (Monday, August 11) Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>10.30 - 11.45</td>
<td>Cabot 206</td>
</tr>
<tr>
<td>Study Groups</td>
<td>11.45 - 12.30</td>
<td>Hall of Flags</td>
</tr>
<tr>
<td>Welcome Lunch</td>
<td>12.30 – 1.30</td>
<td>Hall of Flags</td>
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*All students are invited to the Welcome lunch on the first day.* The welcome lunch is on Monday August 11th in the Mezzanine of the Hall of Flags at 12.30.

**Supported Learning Opportunities**
The application of design concepts is harder than grasping the meaning of the concept. Therefore, in addition to class and study group time there will be two out-of-class opportunities provided for students to get additional support.

1. Office Hours: Professor Scharbatke-Church will offer office hours in Room 130 as time permits. The specific times will be posted on her door and students can sign up on a first come, first serve basis. *Students are requested to be conscientious to others and remove themselves from the list if they no longer able to meet as hours tend to fill up.* After August 22nd, office hours will continue virtually on Skype. Sign-up instructions and expectations for virtual office hours can be found at: [http://doodle.com/xr8uy2fe2am9d72ab](http://doodle.com/xr8uy2fe2am9d72ab)

2. Trunk Discussion: There will be an online discussion forum hosted on the class Trunk site. This will help address questions about concepts discussed in class, quiz or worksheet questions, or general questions about assignments. Students can access the forum by signing into the class Trunk site, clicking on Forums on the left-hand side of the site, and either starting a new discussion or adding to an existing one. Questions will be answered on the Forum so that all students are able to access the information.

**Course Requirements**

**Reading & Preparation**

You are expected to *read* 3-5 texts on average per class: typically this amounts to between 50-75 pages. It is anticipated that students will be prepared for class in such a way that they can apply the material to the course discussion. Your participation in class is critical to your ultimate success in the course.

- **Worksheets (required, but not graded)**
  As part of class preparation a set of *worksheets* are found on the trunk site. These are not graded, but required to be completed and submitted. They are intended to give students an opportunity to apply the concepts discussed in class. Past students have reported that the worksheets provide invaluable reinforcement and practice applying the concepts covered in the course. *Students are encouraged to use the Trunk discussion, Study Groups or Office Hours to explore questions in further detail or clarify concepts.*

- **Participation (5%)**: This grade is based on quality and consistency; not to be confused with pure quantity of contributions during the class and study group discussions. It also factors in ability to engage professionally.

- **Quizzes (20%)**
  Two quizzes will be issued to test knowledge of core concepts and practice initial application.
  - Quizzes will be held in class time and are closed book, though scrap paper is allowed. Quizzes must be taken on the same day and time as the rest of the class; absence will result in a zero.

**Worksheets and Quiz Deadlines**

- Worksheet 1: Wednesday August 13th
Assignment 1 (15%)
While the quizzes and worksheets will review students’ knowledge of core concepts, this assignment will test student’s ability to apply those concepts.

Assignment Overview: Acting as an implementing project team, students will provide feedback on the strengths and weaknesses of the original design. Written for the newly arrived Head of Programming, this in-house memo will be no longer than 3 pages, 1.5 spaced. A detailed assignment briefing is available on Trunk.

This assignment will be completed in small teams put together by the Professor. Worth 15% of the course grade, teams will submit one hard copy to Professor Church’s office. The memo is due Monday, August 18th by 9.00am EST.

Final Assignment (60%)
While the quizzes and worksheets will review students’ knowledge of core concepts, the final assignment will test student’s ability to apply the concepts to real peacebuilding and development projects.

Assignment Overview: Acting as the same implementing project team, students will redesign the assigned project (same project as Assignment 1) including its monitoring plan to adhere to quality DM concepts. The newly developed theory of change narrative will be no more than 8 pages, 1.5 spaced. The newly summarized proposal framework, visual representation of the theory of change and monitoring plan will be provided in an additional appendix. Some teams in the past have found the free theory of change software to be helpful to visually present their graphic: http://www.theoryofchange.org/toco-software/#1. A detailed assignment briefing will be provided on Trunk.

Worth 70% of your grade, the complete assignment is due Wednesday September 3rd by 10.00am EST. It should be submitted in hard copy to the Receptionist in the Hall of Flags.

Peer Review: a confidential peer review of all team members will be submitted to the Receptionist in the Hall of Flags by September 4th at 10.00am EST utilizing the template circulated. The peer review will have an impact on your participation grade.

In accordance with federal and state law, Tufts University provides for reasonable accommodation to students with documented disabilities. If you believe you have a disability requiring an accommodation, please contact Nora Moser McMillan, Registrar and Manager of Student Academic Programs, Goddard 212, (617) 627-2405.


**Reading List**

Students should follow the syllabus closely as there are frequently instructions labelled as ‘Professor’s Note’ within the reading list to guide students in what or how to read.

The required material is available on the course Trunk site. All course materials can be downloaded from Trunk under the “Resources” section. If there is a problem with the Trunk site, students should alert the TA or pending the type of document find it on the Internet.

*Required readings* should be read closely and carefully. The readings that are highly recommended are quality contributions to the main idea, but could be reviewed more quickly. Optional readings are just that – optional pending your interest and time. Optional readings are not posted on Trunk; if students are interested and unable to find a reading please email the course TA.

Students are recommended to print Designing for Results (available free online) in full, particularly if they intend to take the other DME modules, as you will refer to it throughout the entirety of all three modules. Past classes have gotten group discounts from local copy shops.


**Recommended Peacebuilding and Conflict Pre-reading Material**

It is not anticipated that students will have done preparatory Design and Monitoring readings as the syllabus is systematically reviewed during the course. If, however, you are unfamiliar with conflict and/or peacebuilding concepts, you will benefit from gaining a basic familiarization with key ideas and terminology due to their niche particularity. There will be little time during the class to do additional reading so you are encouraged to tackle this before August 11. But please rest assured that the course and its concepts are applicable across the breadth of development assistance.

- Simon Fisher et al., *Working with Conflict: Skills & Strategies for Action* (London: Zed Books, 2000). This book is an excellent introduction to peacebuilding programming. Reading the full book is preferable but if time is limited focus on Chapters 1, 2, 3, 6 and 8.
Reading the full chapter is preferable, but if time is short please read pages 1-17. Please see the attached PDF entitled “Shirch_Chapter 1”.

- Beatrix Austin et al. [eds.], *Advancing Conflict Transformation: The Berghof Handbook II* (Opladen/Farmington Hills: Barbara Budrich Publishers, 2013). The entire book is available online, but the below chapters are particularly recommended. Please note that this book assumes the above Fisher et al material has been reviewed.

**Additional Useful Resources:**
- The Evaluation Center at University of Western Michigan [http://www.wmich.edu/evalctr/](http://www.wmich.edu/evalctr/)

**Readings by Class**

1. **Course Overview:** Mon., August 11
   - Learning Objective: students will have an understanding of the learning objectives, expectations, format and requirements of the course

   **Professor’s Note:** Prior to class, reflect on whether the Concept Note below reflects a well-designed program. Make notes on your rationale for why and why not and come prepared to discuss.

   - Modified by Scharbatke-Church, Concept Note, Establishing systems to ensure and manage peaceful political protest in Bahrain, 2012

2. **Visionary Aspirations:** Tues., August 12
   - Learning Objective: to ground the course in the macro rationale behind foreign assistance
**Professor’s Note:** A New Global Partnership is the required reading for this class, however if you are not familiar with the Millennium Development Goals do review the eight goals and their background.


**Optional:**


3. **At The Heart of the Matter:** Tues., August 12
   - Learning Objectives: Pinpointing the role and types of change in analysis, design, monitoring, evaluation and learning (ADME) and an introduction to the technical vocabulary

**Professor’s Note:** identify the ‘is’ from the ‘should’ project cycle. Bring the ‘should’ version to class in hard copy if you wish to take notes on the document as we discuss it.

- DME Project Cycle Depiction. Available as a handout on Trunk.
- Quality Program Cycle. Available as handout on Trunk.

**Highly Recommended:**


4. **Making Change Happen: The Main Point:** Wed., August 13
   - Learning Objective: understanding the multiple iterations a theory of change can take, setting a goal as the lynchpin to quality design and developing the subsequent change pathway

   - **Worksheet DUE: Worksheet #1: It's all about the change**

**Professor’s Note:** It is suggested that you read in the order provided below.


Scharbatke-Church, Program Design Guidance Notes for the International Centre for Transitional Justice, 2010: Read: pages 6-14 & 18-23

**Professor’s Note:** as you read this think about what it means for setting a goal

**Highly Recommended:**

**Professor’s Note:** this is not only highly entertaining; it speaks to the current status of the field.
• Alan Duncan, DFID Internal Memo 2012, Available at: http://www.telegraph.co.uk/news/politics/9349970/Alan-Duncan-issues-memo-at-DFID-banning-jargon-words-like-going-forward.html


5. Making Change Happen: The Devil is in the Details: Thurs., August 14
   ➢ Learning Objective: the ability to unpack assumptions, set appropriate dosage and engendering the theory of change

   ❖ Worksheet DUE: Worksheet #2: Fluency

Scharbatke-Church, Program Design Guidance Notes for the International Centre for Transitional Justice, 2010: Read: pages 15-17 & 23-28


Professor’s Note: reflect on how you would alter the 5 design questions to apply to programming other than social protection
   • ODI, How to design and implement gender-sensitive social protection programmes, 2010 Read the entire document and give particular attention to Pages 17-29. Available at: www.odi.org.uk/resources/docs/6262.pdf. Also available on Trunk


Highly Recommended:

Assumption Examples

Professor’s Note: The Evidence Aid site should be looked at after reading the above framework document. Poke around the site to identify if it would offer you evidence for program design. Why and why not?
   • Evidence Aid: http://www.evidenceaid.org/

Cartoonstock, Great Goal Example?

Optional:

More information may be found at www.theoryofchange.org.

Bloomfield D. Martina Fisher and Beatrix Schmelzle Eds, Social Change and Conflict Transformation, Berghof Handbook Dialogue Series, Chapters:

- Schmelzle B., and David Bloomfield, Introduction: Approaching Social Change, Read pages 5-7
- Mitchell C., Conflict, Social Change and Conflict Resolution, An Enquiry
- Shapiro I., Extending the Framework of Inquiry: Theories of Change in Conflict Interventions


6. **Theory of Change Practicum:** Thurs., August 14
   - Learning Objective: to develop student’s ability to apply design concepts.
   - Quiz #1: This quiz will focus on knowledge acquisition and cover all topics covered to date. It will consist of multiple choice and true/false questions.
   - Practicum: There is no new reading for the practicum, though you may find it useful to bring your copy of Designing for Results.

7. **TOC Complexity & Theory of Change Archetypes:** Fri., August 15
   - Learning Objective: students will understand the need for complexity inherent in change processes and gain familiarity with TOC archetypes from other fields

**Professor’s Note:** Read this chapter first as it serves as an introduction

Theories of Change and Indicator Development in Conflict Management and Mitigation. USAID, June 2010. Read pages 1-6 and Appendix A


Highly Recommended:


Hendry. “Understanding and creating whole organizational change through learning theory.” Human Relations; May 1996.

8. Marketing the Design: Mon., August 18
   ➢ Learning Objectives: familiarity with dominant proposal templates and ability to translate a theory of change


Optional:
**Professor’s Note:** if you are familiar with the basics of logical frameworks this is an excellent, though not the most accessible document, that provides more context and variation to the utilization of logical frameworks.


9. **The Forgotten ‘M’ – Monitoring:** Tues., August 19
   - Learning Objectives: understanding the role of monitoring, the ability to develop a framework with an emphasis on the various dimensions of tracking

   ❖ **Worksheet DUE: Worksheet #3: Marketing**

**Professor’s Note:** Read these documents in the order provided.


Scharbatke-Church, Monitoring Systems Handout, 2014


**Professor’s Note:** for those interested in monitoring of service delivery this chapter should be read carefully, otherwise it should be considered a quick read.


**Highly Recommended:**
**Professor’s Note:** This very short, accessible piece offers an example of context monitoring in conflict situations.


10. **How Well Do We Know Our Change?:** Wed., August 20
   - Learning Objectives: SMART indicator purpose and development; the contextual vs universal debate

Scharbatke-Church, Indicators: An Overview Handout


CRS, GAIN Indicators. **Read the Introduction, then pick 2 or 3 indicators that interest you and read the full section.**

**Professor’s Note:** Read, at minimum, one of the following. For students more interested in governance please reads the MSI document, while those interested in peacebuilding should review the Social Impact document below *(all of the following are on Trunk)*:


**Professor’s Note:** Read the following three articles at the same time and consider the pros and cons of universal indicators.


Highly Recommended:

Optional:

Laprise, A. *Programming for Results in Peacebuilding: Objectives ‘Tree’ and Performance Indicators.* Hull: Canadian International Development

**Professor’s Note:** This document offers more indicator examples for peacebuilding.

UNDP 2005, Governance Indicators: a User’s Guide
World Bank, Performance, Monitoring Indicators Handbook. Read pages 32-46


11. **Making Monitoring Real:** Wed., August 20

- Learning Objective: thinking beyond social science data collection; connection between monitoring and design and evaluation; understanding the main challenges to conducting quality monitoring and how to translate a great plan into a proposal template

- **Worksheet DUE by end of day: Worksheet #4: Great Managers Monitor!**

**Professor’s Note:** The following two pieces offer a taste of the various social science data collection tools and more recently developed collection means that can be considered in the development of a monitoring plan. Though both articles will need to be read closely in preparation for final assignment, if time is short for class, students can quickly review both to make sure they have an overview of data collection options.


**Professor’s Note:** The next two readings are segments of articles from the same journal volume and should be read at the same time.


Professor’s Note: read and respond to the questions in this one page mini-case and bring answers to class.
  • Lillie Ris, Housing Example, 2013

Highly Recommended

Professor’s Note: For an example on how monitoring data is to be utilized read the following pages from the European Sourcebook.
  • Sourcebook on Results based Management in the European Structural Funds, Read Pages 207 – 215. Available at: http://www.coprbm.eu/?q=node/630

Optional:


12. Downward Accountability: Thurs., August 21
  ➢ Learning Objective: clarity on meaning and options for implementation of downward accountability within DM

  ❖ Quiz #2: This quiz will focus on knowledge acquisition and application and will cover all topics covered since the start of the course. It will consist of multiple choice and true/false questions.


**Professor’s Note:** Read at least one of the follow two examples of downward accountability in action:

- Jacobs & Wilford, Listen First: a pilot system for managing downward accountability in NGOs, 2010


**Optional:**


13. **Internal & Upward Accountability & Closing:** Fri., August 22

   ➢ Learning Objective: how to develop and deliver quality reporting practices

**Professor’s Note:** Read the documents in the order listed here


**Professor’s Note:** reflect on how well the principles and guidance laid out in the above two documents is represented in this sample quarterly report. Come to class ready to discuss.

- Justice League Fiji Quarterly Report

**Professor’s Note:** Review the following sample reporting templates of USAID and DFID. Reflect upon: How confident are you that you understand what they are asking and would be able to respond?


**For Closing:** please come to class with the 3 most important things that you will take away from the course and the 1-3 outstanding points that you would like to learn more about.