SYLLABUS (subject to revisions/improvements)

Development Administration - LAS6938/AFS6905 (15069/10272, Fall 2020)

Wednesday from 8:30 – 11:30 am (Periods 2-4), Grinter 376 using hybrid approach

COURSE INSTRUCTOR

Dr. Glenn Galloway and other invited instructors
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OFFICE HOURS

I have an open door policy when in my office. My official office hours will be from 2 to 5 pm on Tuesday. Feel free to call or send me an email to coordinate a meeting at another time. Should the COVID-19 crisis persist, extra effort will be made to accommodate students' needs.

COURSE PURPOSE AND DESCRIPTION

This course is offered for students taking part in the Master of Sustainable Development Practice (MDP) Program and for other students who aspire to pursue a career related to sustainable development[1]. Professionals who become involved in development practice are often required to assume responsibilities and even provide leadership to processes for which they were not well prepared in their academic programs, for example, in the broad area of Development Administration. Development Administration per se is a recognized sub-field supported by a considerable body of scientific literature related primarily to public administration. However, most attention in this course will be focused on specific tools, processes and concepts linked to the praxis of Development Administration that MDP graduates should be familiar with before embarking on their careers.

The concepts of sustainable development have evolved over time and continue to evolve, and this course will make reference to this ongoing evolution, while stressing concepts and tools relevant to contemporary development initiatives. Since many concepts and approaches are subject to debate, an effort will be made to introduce different, often divergent, perspectives into the readings and discussions. The course will draw on the literature, on experiences of the instructor(s), and since a considerable number of students have had direct involvement in development initiatives, on their knowledge and experiences as well. Class sessions will include a combination of small group discussions and activities, full group discussions and PowerPoint presentations; other teaching methods may be introduced depending on need and the modality of each class session. At the end of the semester, *students will have been exposed to and gain experience with important concepts and tools related to Development Administration and to common problems and errors that affect the success and impact of development initiatives. In this way, participants in the course will be better prepared to address complex development challenges characterizing today's world*.

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[1] The term "sustainable development" is used broadly in this course, consistent with the breadth of goals and targets included in the Sustainable Development Goals (SDGs).

PRIMARY DELIVERABLE

The primary deliverable of this course involves the preparation of a proposal for a sustainable development initiative incorporating many of the concepts and tools treated in the course. In past years, some students have selected an initiative hypothetical in nature, while others have prepared a professional document (draft proposal) for an NGO or other type of entity. The main thrust of the initiative will be chosen by the student and approved by the course instructor. The student will be required to substantiate each section of the document with references to the literature and other sources of information. This paper should not exceed 25 pages.

Other assignments and deliverables are indicated below.

PARTICIPANT LEARNING OUTCOMES

By taking full advantage of this course, you will be able to:

1. Plan and carry out the preparation of a project proposal, responding to a call or request for proposals.
2. Develop a logframe and/or logic model as an important component of a project proposal.
3. Prepare a budget for a project using different approaches.
4. Integrate key concepts learned throughout the MDP program into a development initiative.
5. Contribute to the planning and implementation of a monitoring and evaluation (M&E) plan of a development initiative, and recognize the link between M&E and adaptive management.
6. Recognize the importance of multi-stakeholder engagement in development initiatives and understand efforts undertaken to bolster collaboration among diverse stakeholders.
7. Articulate the complexity of development initiatives.
8. Gain understanding into the operational planning of projects and into important considerations for their effective implementation. This will be a major focus of the course.
9. Improve your writing skills for preparing project proposals.
10. Peer review project proposals and recommend improvements to these documents.

IMPORTANT CONSIDERATIONS

1. **Faculty involvement**: When necessary and feasible, faculty members will be invited to share knowledge, experiences and insights relating to project planning and implementation. MDP graduates have also contributed to a number of sessions in past years.

2. **Structured, graduated deadlines for proposal preparation**: As indicated below, you will be required to develop and turn in sections of your draft proposal at different moments during the semester. This approach will be used to ensure that the bulk of the work is not put off until the end of the semester.

3. **Required readings:** Readings and other resources will be assigned throughout the semester on topics covered in the course. A discussion space will be utilized on Canvas to encourage dialogue and reflection on key readings. You will be expected to consult additional literature for the development of the primary deliverable of the course. All assigned readings will be posted on Canvas. A substantial number of additional references will be made available for consultation and for future reference.

COURSE POLICIES

Attendance is required. Class meetings are a vital part of this course. All students are expected to complete assignments and readings before class, to arrive on time for each class (either in person or via Zoom), and to participate actively in classroom learning. Unexplained absences will be reflected in the grade. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation.

Personal technology in the classroom. During regular class time students may not use personal technology devices (laptops, mobile email devices, smartphones, mobile phones, iPods, iPads, and similar technologies) in the case of in-person classes. The instructor will indicate when devices may be used for select class activities. Exceptions will be made in the case of students who use personal technology devices due to documented disabilities, or students who need to leave a phone on in anticipation of emergency calls. Should it be necessary to carry out classes remotely, as seems likely, stipulations indicated here will not apply.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student. **Counseling and Wellness Center:** http://www.counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies. **Sexual Assault Recovery Services (SARS)** Student Health Care Center, 392-1161. **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or http://www.police.ufl.edu/.

Academic Resources

E-learning technical suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml. **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.ufl.edu/. **Library Support**, http://cms.uflib.ufl.edu/ask. Various ways to receive assistance with respect to using the libraries or finding resources. **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. https://teachingcenter.ufl.edu/.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. https://writing.ufl.edu/writing-studio/.

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.

On-Line Students Complaints: http://www.distance.ufl.edu/student-complaint-process.

UF POLICIES

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://gatorevals.aa.ufl.edu/. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://gatorevals.aa.ufl.edu/.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class. Make sure you understand what plagiarism is and measures you must take to avoid placing you and your program at risk.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:
http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

NOTE: There may be changes to this syllabus depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events, such as the unfolding of the COVID-19 crisis.

ACTIVITIES, ASSIGNMENTS AND GRADING

Assignments contributing to grade	Maximum points earnable
10 essays following guidelines and questions posted on the CANVAS discussion board	20
8 responses to essays posted by colleagues on CANVAS discussion board	8
Enthusiastic participation in the classroom	7
Leadership in the introduction to one of the course sessions, individually or in conjunction with another student	5
Deliverable (D-1): Proposed topic of your proposal	
D-2: Section on contextual information for your proposal	2
D-3: Literature review on thematic area(s) central to your proposal	2
D-4: Section on stakeholders that will take part in your proposed project, including the primary implementing organization and partners. Develop and justify the impact pathway or impact pathways you envision.	2
D-5: Logframe or logic model for your proposal – deliverables 2 through 5 can be turned in by the same date	2
D-6: Section on how you would pursue multi-stakeholder collaboration in your initiative	2
D-7: Section on capacity building in your initiative	2
D-8: Section on how you would conduct the monitoring and evaluation (M&E) of your project	2
D-9: Budget for your project	2
D-10: Section on operational planning	2
D-11: Section on how M&E may lead to a readjustment of your program over time, linking this analysis to an adaptive management approach – deliverables 6 through 11 can be turned in on the same date	2
D-12: First draft of your proposal for peer review	
D-13: Peer reviewed proposals returned to authors	10
Concise presentation of your proposal to the class	10
D-14 (final deliverable): Definitive proposal and version with comments and track changes made by your peer reviewer	20
Deductions: For each deliverable not handed in on time, 2% will be deducted from your grade (for intermediate assignments, note hard, shaded deadlines – D5 and D11). Failure to attend/participate in class without notice will result in a 5% reduction in your final grade.	

Course grading

Grades will be assigned as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot %	96-100	92-95.9	88-91.9	84-87.9	80-83.9	76-79.9	72-75.9	68-71.9	64-67.9	60-63.9	56-56.9	<56

GUIDELINES AND ASSESSMENT CRITERIA FOR GRADED ASSIGNMENTS

10 brief essays written in response to questions posed on CANVAS discussion board

You are expected to write and post an essay on CANVAS discussion board at least 10 times during the semester. These short essays should be posted by the time indicated by the instructor on the day before class. You will earn 2 points for essays posted on time and by following the specific guidelines provided. The board will not be open the first or last week of the semester.

> **Required criteria for brief essays**:
> Be between 200 and 500 words in length
> Respond to assignments and topic for the week
> Include and engage one quote from the week's assigned readings
> Raise a question for discussion

> **Written reflections may also include**:
> Reactions to other postings
> Reference to personal experiences
> Links to relevant materials, videos, websites

8 responses written in conversation with brief essays posted by colleagues on CANVAS discussion board

At least eight times during the semester, you should respond to and dialogue with a brief essay posted by a colleague. Responses must be posted by the time indicated by the instructor on the day before class and should be between 150 and 300 words long. Students are encouraged to read all essays of fellow students.

Respectful and enthusiastic participation in and out of the classroom

The class will involve a great deal of interaction and discussion, and you will be rewarded for efforts to learn collaboratively with respect, enthusiasm and open minds. A basic requirement for such involvement is to arrive at each class meeting on time and well-prepared, whether in person or remotely.

Oral presentations and class discussions

During the semester, you will be required to give short presentations and participate in group and roundtable discussions. Indications will be provided to help you prepare for these presentations and discussions. Presentations will have to be concise and within the time allotted.

Leadership (individually or in conjunction with another student) in the introduction of a course topic

Provide leadership to the introduction of one of the course sessions, selecting a topic that particularly interests you. Either individually or with another student, introduce a topic utilizing suggested readings and other complementary sources of information. Most students organize a group exercise related to their chosen topic. Please discuss your ideas with the instructor, who will provide you with ideas and

guidance. New references and other sources identified by the students will enrich future editions of the course. Feel free to innovate and utilize your creativity. This task may require efficient use of Zoom, for example, for breakout sessions.

Concise presentation of your proposal

Give a concise presentation of your project proposal to the class. Guidelines will be provided to help you prepare this presentation.

Written deliverables

Deliverable (D-1): Proposed topic of your proposal

Proposed topic of your paper indicating the following: justification, country/geographical region where the project would be implemented and its scope (geographic and thematic). You can choose to collaborate with a local organization, as a growing number of students have done.

D-2: Section on contextual information for your proposal
Relevant contextual information (this will be a first approximation) for your project including aspects such as the primary implementing organization; important historical considerations; relevant demographic and socioeconomic information; gender considerations; principal environmental concerns and issues; key aspects related to markets and the commercialization of products; relevant policies and regulatory framework. The information included in this section will depend on the topic of your proposal, the aspects included here are examples.

D-3: Literature review on thematic area(s) central to your proposal
Explore the thematic area(s) that will be pursued in your project, by carrying out a concise review of available literature and other relevant sources of information, including an overview of prior programs when possible. List key strategic considerations for your initiative.

D-4: Section on stakeholders that will take part in your proposed project
In this section, provide information on the primary stakeholders that will participate in your proposed initiative, including more detailed information on the primary implementing organization and partners you hope will take an active role in the project. Develop and justify the impact pathway(s) you envision, providing a figure illustrating the pathway(s) and integrate this information into a contextual/conceptual framework of your program.

D-5: Logframe or logic model for your proposal
Prepare a preliminary logframe of your program (or logic model), applying the concepts discussed in class. Your logframe or logic model should be rooted in a theory of change of your planned initiative.

D-6: Section on how you would pursue multi-stakeholder collaboration in your initiative
In this section, explore how you would encourage multi-stakeholder collaboration in your initiative with the organizations discussed in D-4.

D-7: Section on capacity building in your initiative
Develop a section on capacity building in your initiative, considering capacity building strategies and capacity building needs at different levels within the initiative.

D-8: Section on how you would conduct the monitoring and evaluation (M&E) of your project
Develop a section on how you would conduct the monitoring and evaluation of your program, differentiating with examples, performance and impact indicators.

D-9: Budget for your project
Prepare a budget for your program structured into categories of expenditures. Also include, if necessary, estimated indirect costs and overheads. Provide a concise budget narrative explaining how the budget line items were derived. Also, consider including counterpart and partner organization contributions to the program, both cash and/or in-kind.

D-10: Section on operational planning
Prepare a short section on the process you envision for operational planning, including both the planning of operational activities and the monitoring plan. Indicate with an example how you would plan for time sensitive activities.

D-11: Section on how M&E may lead to a readjustment of your program over time
Prepare a brief example of how monitoring and evaluation may lead to a readjustment of your program over time. Then, tie this into a discussion on how you might pursue an adaptive management approach in your initiative.

D-12: First draft of your proposal for peer review
Turn over draft for peer review. In addition to the other sections already prepared, include in your final draft the following:
- A short section on how you would seek to bolster the sustainability of your initiative (not the project, per se, but the processes and outcomes being promoted). Also indicate how, moving forward, a multiplier effect of your initiative might be accomplished
- A few paragraphs on the communication strategy you would utilize in your initiative, considering diverse target audiences and the importance of disseminating the most important results and experiences of your program

D-13: Peer reviewed proposals returned to authors
Return the peer reviewed proposals with comments and revisions with track changes.

D-14: (final deliverable): Definitive proposal
Hand in the final version of your proposal with comments and corrections from your peer reviewer incorporated. You must also submit the version of the proposal with the comments and track changes made by your reviewer/s. In other words, you will hand in two files.

*Further information and instructions will be provided on the development of the paper/proposal early in the course. The timetable of deliverables for this assignment is found on the final page of the syllabus.

COURSE SCHEDULE FALL 2018

This schedule may be adjusted during the semester, depending on the availability of guest speakers, class interest in certain topics, and other unforeseen events, like those associated with the coronavirus pandemic. Updated versions will be posted on CANVAS and sent to students via email when significant changes have been made.

September 02: INTRODUCTORY SESSION

Session description: This session will introduce the course and provide an overview of its orientation and objectives. Prior to this session, students will be required to fill out an initial assessment on prior experiences in and familiarity with concepts related to *Development Administration.* During class, the instructor and students will share a brief overview of their experiences and professional aspirations related to this broad topic. It will be possible to discuss additional topics that might be integrated into the course, involving adjustments in the syllabus. Initial reflections on what a development practitioner can and should do to better prepare themselves for a professional opportunity will be discussed. Towards the latter part of class, the topic of project and program proposals will be introduced.

>   **Learning activities**: 1) Overview of course expectations and goals; 2) Shared understanding of personal experiences and professional aspirations; 3) Group discussions about how to prepare for a professional opportunity as a development practitioner

September 09: PROJECT AND PROGRAM PROPOSALS I (Andy will also contribute to this class)

Session description: This session will focus on the process of developing project proposals, a fundamental task for professionals involved in development administration. The session will discuss the role of projects and how they fit into an organization and its efforts to accomplish its mission. Attention will be devoted to the relationship between strategic, programmatic and operational planning, since persons involved in development administration will lead and take part in these distinct types of planning, and it is important to understand how they fit together. An overview of the proposal development process will be discussed, as well as common errors and pitfalls that often result in unfruitful efforts, poor quality proposals and financial problems during project/program implementation. This session will transition into and overlap with other sessions.

>   **Learning activities:** 1) Group discussion on questions and responses on CANVAS related to the readings; 2) Group exercise on the process to submit a proposal

>   **Assignments:** 1) Respond to questions on CANVAS; 2) Review PowerPoint; 3) D-1: Proposed topic of your proposal;

September 16: PROJECT AND PROGRAM PROPOSALS II: Logframes and logic models and other considerations

Session description: In this session, we will continue with the topic of project and program proposals. Attention will be placed on the importance of participatory approaches in program and project planning, stressing associated ethical considerations. Tools for encouraging the involvement of grassroots and community groups in planning will be discussed, as well as areas of caution to be aware of. A comparative look at logical frameworks (logframes), logic models and theory of change will be provided.

You will carry out a few group exercises to gain a better understanding of these important planning methodologies. Beyond methodological steps in logframe derivation, common criticisms of this approach will also be discussed. The development of timelines (activity calendars) and their importance will be introduced, as will examples of planning for time sensitive activities. If time allows, strategic considerations to take into account during proposal development will be highlighted, as will the importance of establishing the internal processes for planning, decision making and coordination within a project, including projects involving multiple stakeholders. Finally, reference will be made to other common components of project proposals and measures to take within an organization to enhance efficiency and effectiveness in proposal development.

> **Learning activities:** 1) Group discussion on questions and responses on CANVAS related to the readings; 2) Exercises with logical frameworks, logic models and the theory of change

> **Assignments:** 1) D-2: Section on contextual information for your proposal; 2) Readings and responses to questions; 3) Review PowerPoint

September 23: STRATEGIC PLANNING

Session description: This session will concentrate on the development of strategic plans. The importance of strategic plans will be discussed, as will common problems and errors made in their derivation and use. Examples of methodological approaches for the development of strategic plans will be provided, emphasizing the importance of utilizing key sources of information. Special attention will be placed on strategic planning with a cross disciplinary focus and with the involvement of multiple stakeholders. Risks associated with the development of strategic plans will be discussed, as will common problems that can occur once the strategic plan is developed.

> **Learning activities:** 1) Group discussion on questions and responses on CANVAS related to the readings; 2) Class exercise(s) on strategic planning

> **Assignments:** 1) D-3: Literature review on thematic area(s) central to your proposal; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in the class

September 30: MONITORING AND EVALUATION

Session description: This session will focus on approaches for monitoring and evaluation considering the importance of M&E and different processes related to these tasks within a project. The M&E of performance and outcome/impact indicators (and their identification) will be differentiated. Special attention will be focused on the topic of participatory monitoring and the systematization of experiences to bolster accountability. The cost of collecting, analyzing and utilizing information will be introduced, as will the implications of these costs for operational planning. A portion of the session will be devoted to tasks involved in preparing for an external evaluation. Finally, the underlying question of whether an organization is a "learning organization" and what this term might imply will be discussed.

> **Learning activities:** 1) Group discussion on questions and responses on CANVAS related to the readings on M&E; 2) Class exercise(s) on M&E

> **Assignments:** 1) D-4: Section on stakeholders and impact pathway(s); 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in the class

October 07: Part 1. THE ROLE AND FUNCTIONING OF MULTI-STAKEHOLDER PLATFORMS

Session description: The recognition of the importance of addressing development challenges in an interdisciplinary and comprehensive way implies the need for fostering collaboration among diverse stakeholders, as does the scaling up of promising initiatives. This session will direct attention to different types of partnerships, networks and alliances for collective action, drawing on practical examples where this approach has been or is being pursued. Operational cooperation creates special challenges for development administrators and examples of this type of collaboration will be discussed.

> **Learning activities:** 1) Group discussion on questions and responses on CANVAS; 2) Group discussion on multi-stakeholder platforms, citing examples in the development field
>
> **Assignments:** 1) Readings and responses to questions; 2) Review PowerPoint; 3) Student leadership in the class

October 07: Part 2. CAPACITY BUILDING AND TECHNICAL ASSISTANCE

Session description: A major component of development projects and programs relates to capacity building and technical assistance. The session will begin addressing the question, what is capacity? To be effective, a number of issues need to be taken into account when planning a training and technical assistance program. This session will stress the importance of developing a capacity building strategy, with an emphasis on initiatives that involve multiple stakeholders and that embrace the interdisciplinary nature of sustainable development. Criticisms of capacity building programs will also be discussed. Attention will be focused on the importance of capitalizing on local knowledge and priorities. Drawing on the literature, a systemic approach to capacity building will be introduced. This approach provides a clearer understanding of why some capacity building efforts have limited potential for meaningful success/impact over time. Attention will also be focused on the challenges of determining the impact of capacity building and the achievement of a multiplier effect over time.

> **Learning activities:** 1) Group discussion on questions and responses on CANVAS; 2) Group exercise on developing and implementing a capacity building program
>
> **Assignments:** 1) D-5: Logframe or logic model for your proposal; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in the class

October 14: BUDGETING AND MANAGEMENT OF FINANCES

Session description: Competent, responsible management of project and program finances is an essential element of development administration. In this session, attention will be focused on a number of themes related to this topic including budget preparation, tracking of project finances, financial reports, accounting for in-kind contributions, planning and accounting for joint activities and audits. The important issue of project overheads will be introduced, as will mechanisms to compensate for low overheads paid by many donor organizations, including the capture of indirect costs. Purchasing and contracting will also be discussed in a brief fashion, as will the topic of corruption, a serious risk that must be considered in development administration.

Learning activities: 1) Group discussion on questions and response on CANVAS; 2) Group exercise on the development of a budget for a project

Assignments: 1) D-8: Section on how you would conduct the monitoring and evaluation (M&E) of your project; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in the class

October 21: PROJECT MOBILIZATION AND IMPLEMENTATION (we will draw on Andy's experience)

Session description: This session will be devoted to the topic of project mobilization and project implementation. The initiation of a project is an intense and critically important phase in project implementation. Attention will be placed on common tasks that must be carried out during this crucial period. The session will also concentrate on the process of developing operating plans, linking the derivation of operating plans to project documents and the sections that are typically included in a good operating plan.

Learning activities: 1) Group discussion on questions and responses on CANVAS; 2) Group exercise on preparing for project implementation

Assignments: 1) D-6: Section on how you would pursue multi-stakeholder collaboration in your initiative; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in class

October 28: GOVERNANCE, DECENTRALIZATION AND EMPOWERMENT

Session description: In many countries, efforts to improve the effectiveness of development initiatives have involved the decentralization of functions normally carried out by the central government. Decentralization implies the delegation of authority to entities like regional and municipal governments. Other processes that involve the delegation of authority include deconcentration, non-market privatization and privatization. The differences among these different mechanisms will be explained. This session will examine these processes, the rationale behind decisions to pursue them and the challenges they represent for development administration. The concept of subsidiarity will be introduced as will methodologies for stakeholder and power analysis. Attention will also be placed on the concept of empowerment and its crucial importance to development.

Learning activities: 1) Group discussion on questions and responses on CANVAS; 2) Group discussion on governance arrangements observed during summer field practicums

Assignments: 1) D-7: Section on capacity building in your initiative; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in the class

November 04: ADAPTIVE MANAGEMENT: MANAGING CHANGE AND ENCOURAGING INNOVATION AND LEARNING – may switch with complexity / systems thinking

Session description: This session will provide an introduction to adaptive management, including a brief historical overview of how it emerged. Attention will be focused on conditions that make adaptive management a compelling approach. The overall process of adaptive management will be explained,

drawing on practical examples. Debates about the use of this approach will be discussed, as well as aspects that have limited its use/success. Linkages to the session on M&E will be made, since the generation, analysis and utilization of information are essential to adaptive management. The important issue of scale in adaptive management will also be discussed.

Learning activities: 1) Group discussion on questions and responses on CANVAS; 2) Group exercise on adaptive management or systems thinking
Assignments: 1) D-9: Budget for your project; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in class

November 11 (Veteran's Day)

November 18: DEVELOPMENT ADMINISTRATION FROM THE PERSPECTIVE OF COMPLEXITY THEORY – (will invite Mark Brown)

Session description: Although this session will initiate with a brief introduction to Complexity Theory, an in-depth analysis of this area of study will not be its primary purpose. Instead, processes of sustainable development will be viewed through a lens derived from selected principles of complexity theory. Attention will be directed to such topics as feedback processes, the nonlinearity of interactions among conditions that influence development, the importance of context (including history) and relationships among diverse stakeholders. The implications of this overall analysis to development administration will be discussed. "Systems Thinking" may actually be the primary topic of this class, in which case complexity will be covered through the readings.

Learning activities: 1) Group discussion on questions and responses on CANVAS; 2) Group exercise on complexity and development or on systems thinking

Assignments: 1) D-10: Section on operational planning; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in class

November 20: Assignment: Turn over draft proposal for peer review (will lack a couple sections)

November 25: Thanksgiving holiday

Assignment: Before Thanksgiving return peer-reviewed proposal.

December 02: PART I. DOCUMENTATION AND COMMUNICATION IN A DEVELOPMENT INITIATIVE. PART II. INTEGRATION INTO AN ORGANIZATION

Session description: This session will be devoted primarily to the topic of communication and a hodgepodge of other topics, including the hiring and evaluation of personnel. Attention will be focused on the important process of integration into an organization, which inevitably involves issues of attitude and cultural sensitivity.

Learning activities: 1) Group discussion on questions and responses on CANVAS; 2) Group exercise on integration into an organization

Assignments: 1) D-11: Section on how M&E may lead to a readjustment of your program over time, linking this analysis to the adaptive management approach; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in class

December 09: Student presentations

Learning activities: 1) Oral presentations of your proposals; 3) Critical listening to your fellow students' presentations

Assignments: 1) D-11: Short section on how M&E may lead to a readjustment of your program over time, linking this analysis to the adaptive management approach; 2) Readings and responses to questions; 3) Review PowerPoint; 4) Student leadership in class

Note: If time permits (not likely), an **overall synthesis of important concepts** and tools introduced in the course will be discussed in a group fashion to better envision linkages among them and to clarify pending issues.

December 09: Final assignment: D-14 (final deliverable): Hand in definitive proposal and the version with comments and track changes made by your peer reviewer

CLASS READINGS AND REFERENCES FOR FUTURE CONSULTATION (I may substitute some readings as the semester progresses)

Week 1 (September 02): Introductory session

Required readings: Students are expected to read through the course syllabus and come with a printed copy to the first class session. See additional article options below on factors that favor project success.

References (These are provided as useful sources of information throughout the course)

DFID. 2003. Tools for development. 142 p. (Explains how the tools/skills are utilized in different stages of the program/project cycle. Good sections on different tools including techniques and examples.)

World Bank. 2010. Strategic community investment: A good practice handbook for companies doing business in emerging markets. IFC Advisory Series, 182 p. (Good source on community-company relationships. Discusses/illustrates different tools utilized in creating/implementing community-company collaborative arrangements, with examples. Includes critical look at different tools and methods with good sources.

Short, practical documents on project management (read through)

PM4DEV. 2007. Introduction to project management. 19 p.

PM4DEV. The project management cycle. 4 p.

Readings on factors that favor success of international development projects (read at least one of these articles)

Khang, D.B., Moe, T.L. 2008. Project Management Journal, Vol. 39, No. 1, 72–84 (Available online). To access full articles you will need to register for this site. The article cited here discusses the attributes of international development projects that make them complex and difficult to evaluate. It suggests evaluating each phase in the project cycle to assess overall project success.

Kwak, Y.H. 2002. Critical success factors in international development project management. CIB 10th International Symposium Construction Innovation & Global Competitiveness, 7 p. (Perhaps more gauged to construction, but the broad nature of the success factors is insightful and worth reading)

Zoomers, A. 2006. Three decades of rural development projects in Asia, Latin America, and Africa. United Nations University, World Institute for Development Economics Research. 27 p.

Weeks 2 (September 09): Proposals and planning I

Required readings:
CORAF/WECARD. 2010. CORAF/WECARD Competitive Funding Operating Manual: How to apply for funding. [(West and Central African Council for Agricultural Research and Development). Scan first 43 pages for a good discussion on developing a logical framework (Logframe)]. I may substitute out this reference.

Rauch, T. 2009. The new rurality: Its implications for a new, pro-poor agricultural water strategy. Rome. International Fund for Agricultural Development (IFAD). Available on the web: http://www.ifad.org/english/water/innowat/strategic/New_rurality_web.pdf (Illustrates importance of understanding change that is occurring in many dimensions and at different scales. Of course, these changes are occurring in widely different contexts around the world)

Touwen, A. 2001. Handbook for project: Development management and fundraising. Convener IFUW Special Committee on Project Development, 56 p. (Focus on first 21 pages, up to section on Project Implementation)

Rose Consulting. No date. Proposal preparation checklist. http://www.nfib.com/Portals/0/PDF/AllUsers/benefits/webinars/contracting-checklist-nfib.pdf (Illustrative example of a list of tasks for preparing and submitting a proposal. A checklist like this one can greatly enhance the probability of preparing a high-quality proposal on time.)

Week 03 (September 16): Proposals and planning II

Required readings:

Cornwall, A., Pratt, G. 2011. The use and abuse of participatory rural appraisal: reflections from practice. Agric. Hum. Values 28: 263-272. (Critical analysis of the practice of PRA, including concerns for quality. I want you to continue reading about PRA and the debates surrounding its use.)

Clark, H., Anderson, A.A. 2004. Theories of change and logic models: Telling them apart. Presentation at American Evaluation Association. 24 p. PowerPoint.

Keystone. 2008. Developing a theory of change: A framework for accountability and learning. A Keystone Guide. 24 p. (Concise overview of TOC)

SIDA. 2005. The use and abuse of the logical framework approach. 34 p. (Good discussion on challenges and difficulties on implementing participatory approaches to develop logframes)

UNESCO. 2013. Culture: Key to sustainable development. The Hangzhou Declaration: Placing Culture at the Heart of Sustainable Development Policies. 6 p.

Note: The Center for Theory of Change (www.theoryofchange.org) has a lot of resources and examples of the application of the Theory of Change.

Additional suggested readings and references for weeks 2 and 3 (these documents are included here as future sources of information or in case you are particularly interested in or need to better understand a specific topic. As you develop your proposals, these documents can be very useful sources to take into account.)

Asia Forest Network. 2002. Participatory rural appraisal for community forest management: Tools and techniques. 31 p. (Practical examples of the use of many tools and methodologies and the presentation of results)

CARE. Sf. Community-based adaptation: Project implementation plan checklist.

Chambers, R. 1994. The origins and practice of participatory rural appraisal. 1994. World Development, Vol. 22, No. 7, pp. 953-969. (Classic document on the development of PRA and its conceptual underpinnings. I believe many of you have already read this article.)

Chambers, R. 1994. Participatory rural appraisal (PRA): Analysis of experience. 1994. World Development, Vol. 22, No. 9, pp. 1253-1268. (Companion document of the previous document, with a focus on an analysis of experience. If you have read the other document, review this one instead.)

Chambers, R. 1985. Normal professionalism, new paradigms and development. Brighton. Paper for the Seminar on Poverty, Development and Food: Towards the 21st Century, in honor of the 75th Birthday of Professor H.W.Singer, 37 p.

Cooperrider, D.L., Whitney, D. 1998. A positive revolution in change: Appreciative Inquiry. 36 p. (This is the classic paper on Appreciative Inquiry. Can be found here: http://www.tapin.in/Documents/2/Appreciative%20Inquiry%20-%20Positive%20Revolution%20in%20Change.pdf)

DFID. 2011. Guidance on using the revised logical framework. A DFID practice paper: How to note. 34 p. (Useful "how to" document on the derivation of logframes and changes in terminology)

Flora, C.B., Flora, J.L., Fey, S. 2004. Rural Communities: Legacy + change. Second Edition. Westview Press. 372 p. See first chapter entitled "The Rural Landscape" (Good discussion on how the "rural landscape" is changing and its complexity. The chapter places a strong focus on community capitals.)

Flora, C., Flora, J. Fey, S. Emery, M. 2006. Community capitals framework. English Language Learners Symposium. 2 p. (Brief introduction to the Community Capitals Framework, some of you may have already reviewed)

Israel, G.D. 2001. Using logic models for program development. University of Florida Extension, Institute of Food and Agricultural Sciences, 6 p.

Scoones, I. 1998. Sustainable rural livelihoods: A framework for analysis. IDS Working Paper 72. (Classic document on sustainable rural livelihoods. If you are familiar with SRL, you will not need to read this document)

SIDA. 2006. Logical framework approach – with an appreciative approach. SIDA Civil Society Center, 28 p. (See annexes for good ideas on using appreciate inquiry approach in conjunction with the logical framework)

Stein, D., & Valters, C. (2012). Understanding 'theory of change' in international development: A review of existing knowledge.The Asia Foundation and The Justice And Security Research Programme. Available at http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/UNDERSTANDINGTHEORYOFChangeSteinValtersPN.pdf (from Max)

Valters, C. 2015. Theories of change: Time for a radical approach to learning in development. ODI, 21 p. (Provocative paper that we may return to when we discuss complexity)

Note: *There are numerous documents to consult on the web describing and applying the community capitals and the sustainable livelihoods framework.*

Stoian, D. et al. 2012. Value chain development for rural poverty reduction: A reality check and a warning. Practical Action Publishing. Vol 23, No. 1. 54-69. (Analytical article on the VCD approach, emphasizing the importance of assets for successful engagement).

Week 4 (September 23): Strategic planning

Bryson, John M. "A Strategic Planning Process for Public and Non-Profit Organizations." *Long Range Planning* 21.1 (1988): 73-81.
http://www.theaidsinstitute.org/sites/default/files/attachments/Strategic%20Planning%20Article.pdf
(Bryson also published a 578 page book with a 4th edition in 2011. It can be accessed here: Bryson Strategic Planning Book - 2011

McKay, E.G. 2001. Strategic planning: A ten step guide. Compiled by the World Bank.

McNamara, C. 1997-2008. Strategic planning (in nonprofit or for-profit organizations (Adapted from the Field Guide to Nonprofit Strategic Planning and Facilitation. Describes different approaches to SP).

Additional suggested readings and references for week 4

Barry, B.W. 1997. *Strategic Planning Workbook for Nonprofit Organizations*. Saint Paul, MN: Amherst H. Wilder Foundation, 128 p. This is a good source on strategic planning for future reference.

McNamara, C. *Field Guide to Nonprofit Strategic Planning and Facilitation*. Minneapolis, MN: Authenticity Consulting, 2007. Reference to book.
http://www.authenticityconsulting.com/pubs/SP_gdes/SP_pubs.htm

Smart Talk. 2011. Strategic planning. (Short piece on website: http://www.sergaygroup.com/Smart-Talk/Strategic-Planning-Process.html)

Wikipedia on Strategic planning:
http://en.wikipedia.org/wiki/Strategic_planning (includes good references)

Week 5 (September 30): Monitoring and evaluation

FAO. Participatory monitoring. (Practical, didactic document on this topic)
http://www.fao.org/docrep/x5307e/x5307e05.htm

Innes, J.E., Booher, D.E. 2000. Indicators for sustainable communities: A strategy building on complexity theory and distributed intelligence. Planning Theory & Practice, Vol. 1, No. 2, 173-186. (This article illustrates how the participatory identification of indicators is richly educational for participants in the process)

Guijt, I. (ed.) 2007. Negotiated learning: Collaborative monitoring in forest resources management. Resources for the Future, Wash. D.C., USA. (The author revisits the topic and reports on experiences and lessons learned in Chapter 13: 137-154)

Partners in Health. 2011. Using monitoring and evaluation for action. 38 p. (Unit 12 of a larger publication; provides good overview of M&E in the health sector, including the need for capacity development to carry out M&E)

Will have source on SDG indicators, prior to this class.

Additional suggested readings and references for week 5

Evans, K., Guariguata, M. 2008. Participatory monitoring in tropical forest management: A review of tools, concepts and lessons learned. CIFOR, 49 p. (good review with strong emphasis on tropical forest management)

Guijt, I. 1999. Participatory monitoring and evaluation for natural resource management. DFID (Natural Resources Insitute), 22 p. (classic document on participatory monitoring. This was assigned in the Spring 2019 course on Design and Methods of SDP)

IFAD. 2002. A guide for project M&E. (A comprehensive, practical guide available online. (This document has a lot of useful information on project management, as well as M&E)

Kates, R.W., Parris, T.M., Leiserowitz, A.A. 2005. What is sustainable development? Goals, indicators, values and practice. Environment: Science and Policy for Sustainable Development, Vol. 47 (3): 8-21. (Good discussion on sustainable development, including a look at indicators for tracking progress towards this goal)

PM4DEV. 2008. Project quality management. 22 p.

2009. Project monitoring and evaluation. There is no management without monitoring.
http://www.slideshare.net/srengasamy/project-monitoring-evaluation-s-presentation
(This is a PowerPoint with a lot of text on some slides, but it presents some good information in a practical way, so I wanted to post it here as a reference.)

Quinn Patton, M. 2008. Utilization-Focused Evaluation. See chapter 7 - *Focusing on outcomes: Beyond the goals clarification game. 231-269.*

Look over MDF Tool: Indicators, 10 p. (Practical discussion of types of indicators and how they relate to different parts of the logframe) – may move up

Week 6 (October 07): Part 1. Multi-stakeholder platforms and processes

Hemmati, M., Rogers, F. 2015. Multi-stakeholder engagement and communication for sustainability: Beyond sweet-talk and blanket criticism – towards successful implementation. CATALYSD: Sustainability-Communications. 25 p.

UNDP. 2006. Multi-stakeholder engagement processes: A UNDP capacity development resource. Conference Paper #7, Working draft, 29 p. (explores the issue of quality of participation of participants in multi-stakeholder processes, made possible when organizational capacities are adequate. Among other topics, the paper discusses planning, and enabling environment for multi-stakeholder processes and M&E)

Warner, J. 2005. Multi-stakeholder platforms: Integrating society in water resource management. Ambiente & Sociedade – Vol. VIII No. 2 jul/dez.2005, 21 p. (an informative, critical analysis of multi-stakeholder platforms and underlying assumptions)

Additional suggested readings and references for week 6

Bäckstrand, K. 2006. Multi-stakeholder partnerships for sustainable development: rethinking legitimacy, accountability and effectiveness. European Environment 16, 290-306. (Explores links between multi-stakeholder partnerships, governance, legitimacy, accountability and the potential diffusion of government authority. Relevant in the framework of the forthcoming SDGs)

Hemmati, M. Multi-stakeholder processes http://www.minuhemmati.net/msp.html
M. Hemmati devotes her professional career to tasks related to the design, implementation and M&E of multi-stakeholder processes. This is her website.

Global Knowledge Partnership. 2003. Multi-stakeholder partnerships Issue Paper. 68 p. (explores the advantages and mechanisms of multi-stakeholder partnerships in the ICT sector)

MSP (Multi-Stakeholder Processes and Social Learning) Resource Portal. Wageningen. http://portals.wi.wur.nl/msp/index.php?page=1199 (This website provides thoughtful information on the rationale behind MSP – look under Topics – and has resources, tools & methods and case studies)

Vallejo, N., Hauselmann, P. 2004. Governance and multi-stakeholder processes. IISD, 28 p. (introductory discussion of importance of international multi-stakeholder processes from a governance perspective, then provides three well-known examples)

Woolcock, M., Narayan, D. 2000. Social Capital: Implications for Development Theory, Research, and Policy. The International Bank for Reconstruction and Development/The World Bank, pp. 225-49. Excellent article discussing conceptual underpinnings of how social capital strengthened through "networking" can potentially contribute to development processes

Note: The International Model Forest Network is an important example of multi-stakeholder governance processes to manage sustainable landscapes. Visit
http://www.imfn.net/userfiles/IMFN_Book_Eng_web.pdf

Week 06 (October 07): Part 2. Capacity building and technical assistance

Eade, D. 2007. Capacity building: who builds whose capacity? Development in Practice, Vol. 17, Numbers 4-5, pp. 630-639. (Critical, provocative paper on capacity building written by someone with considerable development experience)

Potter, C., Brough, R. 2004. Systematic capacity building: a hierarchy of needs. Oxford University Press, Health Policy and Planning 19(5): 336-345. (A thought provoking look at capacity building based on work in the Indian health sector, indicating that underlying "capacities" that are key to success are often overlooked in capacity building programs)

UNDP. 2009. Capacity development: A UNDP primer. UNDP. 64 p. (Informative overview of how capacity building has evolved, leading to a greater emphasis on empowerment of local actors and less dependence on the traditional top-down transfer of knowledge)

Additional suggested readings and references for week 06

Catholic Relief Services (CRS). 2008. Getting started with Nutrition and HIV: A CRS training of trainers (TOT) Manual. 435 pp. (Good example of a comprehensive training manual, with slides, exercises and spaces for facilitator notes)

Fanany, E., Fanany, R., Kenny, S. 2009. The meaning of capacity building in Indonesia. Oxford University Press, Community Development Journal, Vol. 46, No. 1, pp. 89-103. (Interesting paper that points out that the term "capacity building" is often poorly understood)

Galloway, G. 2007. Capacity-building of managers in multi-use landscapes: recent experiences of CATIE in sustainable forestry management. UNESCO World Heritage Reports 21, Chapter 12: 97-104. (Discusses the development of a capacity-building strategy in Central America)

Wikipedia: Constructivism (learning theory)
http://en.wikipedia.org/wiki/Constructivism_(learning_theory) (Good references on learning theory)

Week 07 (October 14): Budgeting and management of finances

The following set of practical documents (and others) are available on the Project Management for Development Organizations (PM4DEV) website: http://www.pm4dev.com/   You will have to register to have access to the documents. You can also register for online courses.

PM4DEV. 2008. Project budget management. 22 p.

PM4DEV. 2011. The project budget. In: Project Management for Development Organizations. 6 p.

Touwen, A. 2001. Handbook for project: Development management and fundraising. Convener IFUW Special Committee on Project Development, 56 p. (good practical source with section on fundraising and the generation of local resources, a highly important topic. Scan and read sections that interest you)

Rosensweig, F. 2012. The role of indirect costs in organizational capacity building. USAID, Health Systems 20/20. 4 p.

I will be seeking out additional references on this topic.

Week 08 (October 21): Project mobilization and implementation

CARE. 2010. The basics of project implementation: A guide for project managers. 64 p. (Discussion of the annual work plan (AWP) begins on page 10. This section also presents information on the preparation and management of the project budget).

PM4DEV. 2007. The project management processes. 18 p.

Touwen, A. 2001. Handbook for project: Development management and fundraising. Convener IFUW Special Committee on Project Development, 56 p. (good practical source, focus on section on implementation beginning (pages 18-23)

Additional suggested readings and references for week 08

Lucas, B., Thomson, J. 2012. ACFID Introduction to project management. Learning 4 development, 58 p.

FAO. 2001. Project cycle management technical guide. Socio-Economic and Gender Analysis Programme (SEAGA), 104 p. (good overview of project cycle with useful illustrations of the utilization of different tools and outputs)

Orfano, F. 2013. Backward goal setting and project management. Bright Hub PM (a useful one pager on backward mapping; http://www.brighthubpm.com/project-planning/52528-backward-goal-setting-and-project-management/)

Note: Theory of Change involves the application of backward mapping techniques.

Week 09 (October 28): Governance, decentralization and empowerment -- delegation of authority

Miller, V., VeneKlasen, L., Reilly, R., Clark, C. 2006. Making change happen: Power: Concepts for revisioning power for justice, equality and peace. Just Associates. 24 p. (A comprehensive introduction to power and how it relates to development work and our daily lives)

Oxfam. Quick guide to power analysis. 2 p. (Very concise guide to power analysis, applying concepts outlined by Miller et al. 2006)

PHRplus. 2002. Insights for implementers: Decentralization and health system reform. Partners for Health Reformplus. 12 p. (Concise document on decentralization in the health sector)

Ribot, J. 2004. Waiting for democracy: The politics of choice in natural resource decentralization. World Resources Institute. 140 p. (This is an excellent publication on natural resource decentralization by one of the preeminent thinkers in this area. Although I would recommend reviewing most of the document to page 85, I would place special attention on the first 24 pages and the recommendations).

UNDP. 1996. Good governance – and sustainable human development. 13 p. (This UNDP policy document provides a concise overview of important concepts and principles)

Will refer to indicators of SDG 16 relating to governance.

Additional suggested readings and references for Week 09

Bartle, P. 2007. Community Empowerment Collective. Web Site hosted through the Community Development Society (CDS) by the Seattle Community Network. (Quite interesting website on processes that favor community empowerment: http://cec.vcn.bc.ca/cmp/collect.htm)

Brown, D. et al. 2002. Forestry as an entry point for governance reform. ODI Forestry Briefing. 6 p. (Good overview of why issues of governance have gained prominence in the forestry sector)

FAO. 2006. Decentralization and sustainable agriculture and rural development. Sustainable Agriculture and Rural Development. 4 p. (Brief review of concepts of decentralization, related to sustainable agriculture and rural development)

Fiorino, D.J. 1997. Strategies for regulatory reform. Policy Studies Journal, Vol. 25, No. 2: 249-265. (This paper illustrates the importance of decentralizing the policy making process, contrasting forward mapping (top down, command and control approaches) to backward mapping (decentralized policies and planning – easy to access online). http://onlinelibrary.wiley.com/doi/10.1111/j.1541-0072.1997.tb00019.x/pdf

Just Associates. 2006. Making change happen 2: Citizen engagement and global economic power. Institute of Development Studies, Knowledge Initiative ActionAid International. 20 p. (This is a companion publication to the one prepared by Miller & Veneklasen in the required list above)

Mills, A et al. 1990. Health system decentralization: Concepts, issues and country experience. World Health Organization. 146 p. (Often cited book on this topic. Place special attention on Part I and Part III – Lessons from experience). For a more recent overview see PHRplus 2002.

Organization for Economic Cooperation and Development, Development Assistance Committee, Synthesis of Lessons Learned of Donor Practices in Fighting Corruption (OECD: 2003), 60 p. (This is a comprehensive overview of measures taken to identify and reduce corruption, some related to governance, others to project or program management)

World Resources Institute. Updated in 2008. Publications on representation and equity. (Excellent list of publications (with links) on topics such as decentralization, equity, representation and participation)

Week 10 (November 04): Adaptive management

Allen, C.R., Gunderson, L.H. 2011. Pathology and failure in the design and implementation of adaptive management. Nebraska Cooperative Fish and Wildlife Research Unit, University of Nebraska. 7 p. (Analytical look at shortcomings that can limit success of adaptive management)

McLain, R.J.; Lee, R.G. 1996. Adaptive management: promises and pitfalls. Environmental Management. 20(4): 437–448. http://www.springerlink.com/content/x865740tv4519718/fulltext.pdf (early, critical look at adaptive management; stresses the importance of institutional arrangements and social interaction for effective adaptive management)

Pahl-Wostl, C. 2007. Transitions towards adaptive management of water facing climate and global change. Water Resource Manage 21:49-62. (good article stressing the importance of mechanisms for social learning – see table one contrasting current water management regimes stressing control and a regime using adaptive management)

Salafsky, N.; Margoluis, R.; Redford, K. 2001. Adaptive management: a tool for conservation practitioners. Washington, DC: Biodiversity Support Program, World Wildlife Fund, Inc. 53 p. (good introduction and overview of adaptive management)

Additional suggested readings and references for week 10

Allana, A. Navigating complexity: Adaptive management at the Northern Karamoja growth, health and governance program. Engineers Without Borders and MercyCorps. 22 p. (Daniel and Nick carried out their field practicums in this region with MercyCorps)

Armitage, D.R. et al. 2008. Adaptive co-management for social-ecological complexity. Frontiers in Ecology and the Environment. 9 p. (This paper focuses on adaptive management involving vertically and horizontally linked multi-stakeholder platforms. Interesting focus on governance and learning. Integrates information from session on multi-stakeholder platforms, adaptive management and complexity)

Capra, F. 2001. The hidden connections: A science for sustainable living. 29 p. (explores the importance of an organization's capacity to innovate and learn, including leadership implications)

Conservation Measures Partnership. 2013. Open standards for the practice of conservation. 51 p. (good document linking planning, implementation, M&E and adaptive management – primarily, a "How to" document)

Porzecanski, I., Saunders, L.V., Brown, M.T. 2012. Adaptive management fitness of watersheds. Ecology and Society 17 (3): 15 p. (introduces Index of Management Condition (IMC) indicating among other aspects the importance of context and scale influencing the feasibility of an AM approach)

Ruitenbeek, J.; Cartier, C. 2001. The invisible wand: Adaptive co-management as an emergent strategy in complex bio-economic systems. CIFOR Occasional Paper No. 34. 47 p. (This document is for the reader who would like to explore a challenging, analytical look at this topic)

Stankey, G.H.; Clark, R.N.; Bormann, B.T. 2005. Adaptive management of natural resources: Theory, concepts, and management institutions. USDA Forest Service General Technical Report PNW-GTR-654. 73 p. (excellent bibliography, good reference)

Stringer, L.C. et al. 2006. Unpacking "participation" in the adaptive management of social-ecological systems: a critical review. Ecology and Society 11(2): 39. (discusses the importance of participation in AM using three case studies; the article provides examples of different types of participation)

Walters, C.J. 1986. Adaptive management of renewable resources. New York: Macmillan. 374 p. (classic text on the topic)

Week 11 (November 18): Development administration from the perspective of complexity theory (potential emphasis on Systems Thinking)

Ramalingam, B., Jones, H. 2008. Exploring the science of complexity: Ideas and implications for development and humanitarian efforts. ODI Working Paper 285, 77 p.

Warner, M. 2001. Complex problems…negotiated solutions: The practical applications of chaos and complexity theory to community-based natural resource management. ODI Working Paper 146, 26 p. (Application of concepts of complexity theory to community-based natural resource manamgement)

Will add reading on systems thinking

Additional suggested readings and references for week 11

Ambrosio-Albalá. 2010. The new territorial paradigm of rural development: Theoretical foundations from systems and institutional theories. IOB Discussion Paper/2010.02, 68 p. (This paper ties a lot of important topics together: territorial approaches, governance, interdisciplinary approaches and complexity theory)

Armitage, D.R. et al. 2008. Adaptive co-management for social-ecological complexity. Frontiers in Ecology and the Environment. 9 p.

Galloway, G. 2000. El desarrollo forestal desde la perspectiva de la ciencia de complejidad. Revista Forestal Centroamericana. Foro 6-12. (For the reader comfortable with Spanish)

Hummelbrunner, R. and Jones, H. (2013) 'A Guide for Planning and Strategy Development in the Face of Complexity'. Background Note. London: ODI.

Nooteboom, S. 2007. Impact assessment procedures for sustainable development: A complexity theory perspective. Environmental Impact Assessment Review 27: 645-665. (This is a scholarly look at impact assessment of sustainable development from the perspective of complexity theory. It is challenging and insightful)

Week 12 (December 02): Part I: Documentation and communication in a development initiative. Part II: Integration into an organization (short readings will be assigned – main focus student presentations)

Communication

Cabañero-Verzosa, C. 2003. Strategic Communication for Development Projects: A Toolkit for Task Team Leaders. 184 p. (devoted primarily to health initiatives, with widely applicable concepts and methodologies to consider, concentrate on information through Chapter 2)

Tweneboa-Kodua et al. 2008. Writing a communication strategy for development programmes: A guideline for programme managers and communication officers. UNICEF. 72 p. (Focus primarily on the first 30 pages)

Additional suggested readings and references

ODI. Sf. How to write a communications strategy (2 page overview)

Tufte, T., Mefalopulos, P. 2009. Participatory communication: A practical guide. World Bank Working Paper No. 170: 62 p.

Integration into an organization

Berry, M. 2010. The importance of a good attitude on the job. Livestrong.com
http://www.livestrong.com/article/180053-importance-of-good-attitude-at-work/

Crawfordconnect. 2003. Integrating into the organization: Hitting the ground running, or jumping over potholes. 3 p. (Includes practical advice for integrating into an organization)

Northup, T. Webpage consulted on November 18, 2011. Attitude is everything.

http://www.sciencedirect.com/science/article/pii/S0263786304000997 (This article delves into the important issue of trust and how it influences project and professional effectiveness. Emphasis is placed on the important role of the project leader to create a "climate" that fosters trust, communication and collaboration – good references on what constitutes project success)

Summary of intermediate deliverables to develop principal assignment of Development Administration

Assignment/Deliverable	Date
D-1: Proposed topic of your proposal	September 09 (sooner if possible)
D-2: Contextual information (this will be a first approximation) for your project proposal	September 16
D-3: Literature review on thematic area(s) central to your proposal	September 23
D-4: Section on stakeholders and impact pathway(s)	September 30
D-5: Logframe or logic model for your program	**October 07 (hard deadline)**
D-8: Section on how you would conduct the monitoring and evaluation of your program	October 14
D-6: Section on how you would pursue multi-stakeholder collaboration in your initiative	October 21
D-7: Section on capacity building in your initiative	October 28
D-9: Budget for your program with categories of expenditures, and, if necessary, indirect costs and overheads. Provide a concise budget narrative.	November 04
D-10: Section on operational planning	November 18
D-11: Section on how M&E may lead to a readjustment of your program over time, tying this discussion to adaptive management.	December 02
D-12: Turn over draft for peer review: • A short section on how you would seek to bolster the sustainability of your initiative (not the project, per se, but the processes and outcomes being promoted). Also indicate how a multiplier effect of your initiative might be accomplished • Few paragraphs on the communication strategy you would utilize in your initiative, considering diverse target audiences and the importance of disseminating the most important results and experiences of your program	November 20
D-13: Return peer reviewed proposals to authors	November 24
Final deliverable (D-14): Definitive proposal and version with comments from peer reviewer	December 09