

CONF 660: Conflict Assessment and Program Evaluation

Institute for Conflict Analysis and Resolution
George Mason University

Class Time	10:00am – 4:00pm Sat. 1/22, Sat. 1/29, Sat. 2/5, Sat. and Sun. 2/19—2/20, Sat. 3/6	
Location	Arlington Campus – Founders Hall 001: Room 318 002: Room 468 Online at: courses.gmu.edu	
Instructors:	SECTION 001 Mara Schoeny, Ph.D. 703 993-9191 (ICAR) mschoeny@gmu.edu	SECTION 002 Susan Allen Nan, Ph.D. (703) 993-3653 (ICAR) snan@gmu.edu

Office Hours: TBA and by appointment

Introduction

Prerequisites or co-requisites: CONF 501 or 502, and acceptance in the graduate certificate program or graduate program in Conflict Analysis and Resolution, or permission of instructor.

The course examines the monitoring and evaluation of conflict resolution programs and initiatives and will teach evaluation strategies relevant for work in conflict or post-conflict contexts. Course readings will emphasize conflict assessment and evaluation methods for conflict resolution initiatives generally and specifically as these topics relate to the certificate programs, including: community planning and collaborative initiatives; conflict prevention, reconstruction and stabilization; intrastate and international conflict resolution and peacebuilding; and evaluating the use of specific conflict resolution skills and processes.

Practical difficulties and things to consider for evaluation will include: balancing multiple purposes of evaluation; defining success; power and empowerment; funding; confidentiality; impartiality; ethics; cultural issues; conflict sensitivity; and working in conflict environments. Students will develop an appreciation and understanding of the emergent approaches for evaluating conflict interventions. Students will complete an evaluation design for a conflict intervention initiative as the major course requirement.

Objectives and Core Competencies

The course will focus on the following objectives:

- ❖ *To provide an overview of the role and importance of program evaluation and the variety of approaches and tools available.*
- ❖ *To provide an overview of the phases and steps in designing and implementing a monitoring and evaluation plan.*
- ❖ *To explore the constraints, challenges and other considerations an evaluator working in conflict environments might face, and how these influence the design and implementation of assessments and evaluations.*

By the end of the course, students will be expected to have the following core competencies:

- *Know how to select appropriate approaches and tools for monitoring and evaluation given the goals of the evaluation and constraints and challenges to design and implementation.*
- *Know how to explain their reasons for their evaluation design choices*
- *Know how to design a monitoring and evaluation plan that links theories of change to intervention goals, objectives, design and implementation.*
- *Know how to design specific data collection methods, measures, and indicators for use in monitoring and evaluation.*
- *Know how to conduct an evaluation, write an evaluation report and encourage utilization of findings.*

Course Expectations

1. *Consistent attendance.* Barring exceptional circumstances, you are expected to attend all weekends for the full time scheduled.
2. *Effective preparation.* Class discussions and activities depend on your preparation. With the exception of the first class, reading-related online quizzes must be completed 24 hours prior to all class meetings.
3. *Appropriate participation.* Engage actively in the course in whichever of the formats you are most comfortable with: large group discussions, small group discussions, class exercises, on-line homework assignments between classes, etc.
4. *Course completion.* In keeping with departmental policy, incomplete grades will be given only in cases of personal or immediate family illness.

Course Requirements

Students are responsible for completing individual and group assignments on time. You will be penalized the equivalent of a full letter grade for each day the assignment is late. Some class assignments and readings will be on the course homepage or sent via e-mail. Students are responsible for checking GMU email and keeping up-to-date with these.

1. **Preparation (5%)** Students are expected to demonstrate content comprehension by completing brief online quizzes due 24 hours before class. There is no quiz prior to the first class. The quizzes are designed to help faculty determine what concepts and content need additional work. After the class, students will have the opportunity to retake the quiz.
2. **Active Participation (15%)** Students are expected to actively participate in class and online. Given the intense schedule of this course, absences will be excused only in exceptional circumstances (for example, death in family and medical emergencies). Unexcused absences will negatively affect participation grades. An alternate assignment may be required for any excused absences (to be negotiated with the instructor).

Ten percent will be assigned to the Evaluation Plan Critique exercise in the final weeks of the course. Further details will be provided in class. Students will work individually and in a group to review and analyze an evaluation plan.

3. **Theories of Change and Process Tracing (20%)** Consider the program proposal example posted (online). Identify the theories of change that inform the intervention proposed. Trace

the processes of change from intervention to output, outcome, and impact. Write a 4-5 page summary of the core theory or theories of change and the core process tracing relevant to the proposal. Include a logframe or other chart format that allow a graphic depiction of the processes. Include a brief reflection on your own critique of these ToC and process assumptions. **Due: (before 3rd weekend) Thursday, Feb. 3 (midnight).**

4. **Group Bibliographic Essay and Presentation (25%)** The class will be divided into groups of 4-5 students (TBD in class the second weekend after clarification of individual intervention evaluation plan subjects). The group assignment requires investigating, analyzing and organizing existing resources for evaluation in specific conflict arenas (such as interfaith dialogue, public participation processes or in-house ADR programs). Each group will present their results and provide an online resource guide available to all class members. The bibliographic essay is a narrative discussion and review of the literature, issues, indicators, evaluation approaches, organizations and resources relevant to your particular program type, presented to help orient those new to the subject. The presentation will be a maximum of 20 minutes, including 5 minutes for discussion and Q&A. Further details to be provided in class. **Due: Weekend Four-- Saturday, February 19**
5. **Final Paper (35%)** The final paper is an evaluation design demonstrating mastery of the course material. All papers should be 13-15 pages and be well supported and documented. The evaluation proposal should be as specific and practical as possible since the assignment is designed for you to demonstrate your ability to design a monitoring and evaluation plan that can be utilized in real world settings.

Design focus and approval: identify one intervention or initiative for which you will prepare an evaluation design. Students should have personal access to the program or be able to do research via available program documentation. In a page, describe what intervention you propose to evaluate and to select a primary purpose for the evaluation you will plan. **Due: (before 2nd weekend)-- Thursday, January 27th (midnight)**

Evaluation Design: consider the conflict resolution intervention you choose to work with for the semester. Very briefly describe the conflict and the assessment that the intervention was designed to impact. Identify the goals and objectives of the intervention, as well as the theories of change and process tracing relevant to your evaluation. Identify a core purpose for the evaluation.

Now, design a monitoring and evaluation plan to achieve the evaluation's purpose, such as measuring progress towards achieving the initiative/program's goals and objectives. Identify the type of evaluation you have selected and discuss the alternative approaches considered. Also include the purpose of the evaluation, hypothesis (if any), intended audience, specific data collection and analysis plan, including samples of data collection instruments, and how the results of the evaluation will be distributed and utilized. The paper should be written in a format consistent with typical evaluation plans/reports (minus the results and conclusions section assuming there isn't time/access to conduct an actual evaluation). Your design should reference and utilize insights from course readings and your own research about similar evaluation efforts. Further details to be provided in class. **Due: (after 6th class) Sunday, March 13th (midnight)**

Doctoral student requirements: In accordance with ICAR policy, doctoral students enrolled in CONF 660 will be required to complete additional course assignments. Please see your instructor for guidelines tailored to your doctoral course of study.

University Resources and Assistance

Writing Center: The Writing Center provides tutors and online services to help you develop ideas and revise papers at no charge. It can sometimes accommodate walk-ins, but generally it is best to call for an appointment. **Location:** ARL 334C (in the main SPP suite; call for office hours) **Contact:** (703) 993-4491 <http://writingcenter.gmu.edu>

Disability Resource Center: The Disability Resource Center assists students with learning or physical conditions affecting learning. Students with learning differences that require special conditions for exams or other writing assignments should provide documentation provided by the Disability Resource Center. Please see one of the instructors the first week of classes.

Location: SUB I, Room 222. **Contact:** 703-993-2474 www.gmu.edu/student/drc/

Honor Code and Plagiarism: All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at <http://academicintegrity.gmu.edu> All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor. You should review requirements regarding use and citation of sources prior to submitting your final work.

ICAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. ICAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.

Readings

Required Text (available at the GMU Arlington Bookstore or from online booksellers)

Bamberger et al. *RealWorld Evaluation*. Sage Publications, 2006.

Required Books/Articles/Manuals (Available On-line)

Church, Cheyanne and Mark Rogers. *Designing for Results: Integrating Monitoring & Evaluation in Conflict Transformation Programmes*. Washington, DC: Search for Common Ground, 2005. http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Elliot, Michael, Pearson d'Estree, Tamra, and Kaufman. "Evaluation as a Tool for Reflection," *Beyond Intractability*. Ed. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder, Colorado, USA. September 2003. http://www2.beyondintractability.org/m/Evaluation_Reflection.jsp

Lederach, John Paul, et al., *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit*. The Joan B. Kroc Institute for International Peace, University of Notre Dame, Indiana and Catholic Relief Services Southeast Asia, 2007. http://crs.org/publications/showpdf.cfm?pdf_id=80 (and on course homepage)

Search for Common Ground. "Evaluation Guidelines." July 2006. http://www.sfcg.org/sfcg/sfcg_evaluations.html

Required Additional Reading—Available on course homepage

D'Estree, Tamra Pearson, Larissa Fast, Joshua Weiss, and Monica Jakobsen. (2001) "Changing the Debate about 'Success' in Conflict Resolution Efforts." *Negotiation Journal*, vol. 17., no. 2. pp. 101-113.

Gasper, Des (2001) 'Logical Frameworks: Problems and Potentials. The Logical Framework Approach: A Critical Assessment' (a general critique of logframes used in a variety of settings.) <http://winelands.sun.ac.za/2001/Papers/Gasper,%20Des.htm>

Patton, Michael Quinn, *Utilization Focused Evaluation, 4th Ed*. Thousand Oaks: Sage Publications, 2008. (selected chapters)

Patton, Michael Quinn, *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. Guilford Press, 2010. Chapter 2

Ross, Marc Howard. (2000) "'Good-Enough' Isn't So Bad: Thinking about success and failure in ethnic conflict management" *Peace and conflict: Journal of peace psychology* 6(1). pp. 27-47.

Case examples: conflict resolution program proposals and evaluation designs for in-class and online assignments

CLASS PLANS AND ASSIGNMENTS

Weekend 1

Saturday: January 22nd, 10 am-4 pm

Introductions

- Class members
- Introduction to the Course, Syllabus Overview

Overview

History and purpose of evaluation

Types of evaluation and evaluation roles

Monitoring and Evaluation (M&E) for Conflict Interventions

- Evaluation cycle and stages
- Assessment/analysis, design & implementation, monitoring & evaluation

Conflict Assessment

Evaluation Exercise: developing criteria, measures

Required Reading for Weekend One:

Bamberger et al. *RealWorld Evaluation*. Chapter 1

Church and Rogers. *Designing for Results*, Chapters 1, 7

http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Elliot, Pearson d'Estree, and Kaufman. "Evaluation as a Tool for Reflection," *Beyond Intractability*. http://www2.beyondintractability.org/m/Evaluation_Reflection.jsp

Lederach, John Paul, et al., *Reflective Peacebuilding: A Planning, Monitoring and Learning Toolkit*. http://crs.org/publications/showpdf.cfm?pdf_id=80

Due: (between Weekends 1 & 2)

1. Evaluation Project Selection
Due: Thursday, January 27th (midnight)
2. Complete Content Comprehension Quiz on readings for Weekends 1 and 2.
Due: Friday morning 9 am, January 28

Evaluation Cycle and Logic Models

- Connecting evaluation to intervention design & program planning
- Theories of change

Applications

- Case Studies
- Discuss chosen semester project topics
- Sign up/Select Group for Group Presentation in Weekend 4

Required Reading for Weekend Two:

Bamberger et al. *RealWorld Evaluation*. Chapter 2

Church and Rogers. *Designing for Results*: Chapter 2, 3, 4

http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Gasper. "Logical Frameworks: Problems and Potentials..."

<http://winelands.sun.ac.za/2001/Papers/Gasper,%20Des.htm>

Patton, *Utilization Focused Evaluation*, Chapter 10 (available on course homepage)

Due: (between Weekends 2 & 3)

1. Assignment: Theories of Change and Process Tracing.
Due: Thursday, February 3 (midnight)
2. Content Comprehension Quiz on readings for Weekend 3.
Due: Friday morning 9 am, February 4

Theories of Change and Process Tracing Reports

- Paper debrief

Overview of Evaluation Models

Evaluation Planning

- Steps in planning an evaluation
- Case Study examples

Panel of Guest Speakers

Required Readings for Weekend Three:

Bamberger et al. *RealWorld Evaluation*. Chapters 3, 4, 5, 16.

Church and Rogers. *Designing for Results*. Ch. 5, 8.

http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Due: (between Weekends 3 & 4)

1. Complete group project research and preparation for Assignment 4 due February 19 in class.
2. Complete Content Comprehension Quiz on readings for Weekend 4.
Due: Friday morning 9 am February 18

Saturday

Group Presentations

Evaluation Obstacles

- Time, budget, data

Sunday

Selecting M&E Criteria and Setting Standards

- Developing indicators
- Defining success

Methods and Measures

- Collecting data
- Developing measures
- Writing questions for interviews, surveys
- Conducting focus groups

Required Readings for Weekend Four

Bamberger et al. *RealWorld Evaluation*. Chapters 7, 14.

Church and Rogers. *Designing for Results*. Ch. 9 and 12.

http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

D’Estree, Fast, Weiss, and Jakobsen. “Changing the Debate about ‘Success’ in Conflict Resolution Efforts.” pp. 101-113.

Due: (between Weekends 4 & 5)

1. Online Discussion and exercise: opens Feb. 20 and closes March 3. Evaluation Plan Critique—details provided in class.
2. Complete Content Comprehension Quiz on readings for Weekend 5.
Due: Friday morning 9 am March 4

Evaluation Obstacles Part II: Political Influences, Conflict Effects

- Power and empowerment
- Ethics
- Conflict context

Evaluation plan drafts: Peer reviewCourse Wrap-Up

- Picture
- Evaluations

Required Readings for Weekend Five:

Bamberger et al. *RealWorld Evaluation*. Chapters 6, 8 and review 16.

Church, Cheyanne and Mark Rogers. *Designing for Results: Integrating Monitoring & Evaluation in Conflict Transformation Programmes*. Ch. 10 and 11.

http://www.sfcg.org/programmes/ilr/ilt_manualpage.html

Ross, Marc Howard. (2000) "'Good-Enough' Isn't So Bad: Thinking about success and failure in ethnic conflict management" *Peace and conflict: Journal of peace psychology* 6(1), 27-47.

Patton, *Developmental Evaluation*, Chapter 2 (available on course homepage)

Due: before Weekend 5

1. Complete Content Comprehension Quiz on readings for Weekend 5.
Due: Friday morning 9 am, March 4

Due: after Weekend 5

**** FINAL Paper (Assignment 5). March 13th, midnight****

Supplemental Resources

Sample Logframes:

Search for Common Ground Sample Logframe Matrix. (CONF 660 homepage)

Council of Europe/European Union: YouthFrame II: Framework Partnership Agreement in the field of Youth 2007-2009

<http://www.jp.coe.int/CEAD/JP/Default.asp?PrintVersion=True&SpecificObjectiveID=5108&SA=1&SE=0>

EDPRS Five-year Plan – Justice, Reconciliation, Law and Order Logframe

http://www.minijust.gov.rw/IMG/doc/Strategie_Ministry_of_Justice_COMPLETE_DOC.doc

Articles on Logframes

Cummings - Canadian Journal of Development Studies, (University of Ottawa) Special Issue, Vol. XVIII. 1997, Results Based Performance Reviews and Evaluations, edited by H. Cummings. Ashton, pp 587-596 and Sawadogo & Dunlop, pp 597-612.

Gaspar, Des (2000) ‘Evaluating the “Logical framework approach”’: towards learning-oriented development evaluation’, Public Administration and Development 20: 17–28.

WFP Report on Workshop in India 2000 - Project Cycle Management & LogFRAME Approach

http://www.wfp.org.in/events/workshops/logframe/logframe_report.htm

Sample Terms of Reference:

Search for Common Ground Sample TOR available at:

http://evaluation.francophonie.org/IMG/doc/Evaluators__GTFRFP_Final_3Dec08.doc

Evaluation Guides & Checklists:

Resource Guide on Evaluation

<http://www.sfcg.org/programmes/ilr/resevaluation.doc>

Resource Guide for Monitoring

<http://www.sfcg.org/programmes/ilr/monitoring1.doc>

Evaluation Checklists, from the Evaluation Center (WMU)

<http://www.wmich.edu/evalctr/checklists>