

Community Driven Development, Data & Discovery

NYU Abu Dhabi

Course number: CDAD-UH 1036J

Cross-listed with Political Science and Social Research and Public Policy

This course serves as a data and discovery core course and also fulfills E and Q requirements.

January 2019
Abu Dhabi and Philippines

THIS DRAFT 6 January 2019

Professor: Elisabeth King
Email: e.king@nyu.edu

Office Hours: TBA, typically directly after class

Trip Supervisor: Lily Gjidiya

Instructor: Jeffrey Marshall

Course credits: 4
No prerequisites required

COURSE DESCRIPTION

Who should lead development efforts in the poorest parts of the world? Can local communities do a better job at identifying and meeting their development needs than the international community? How can data help us answer these questions? In contrast to top-down efforts that have long dominated international development, donors and governments now invest heavily in Community Driven Development (CDD) in an effort to empower communities to improve livelihoods, governance and social cohesion. Centered around a field study in the Philippines, where Professor King has been part of a randomized control trial of a CDD initiative, this course examines (1) the theory and goals behind CDD, (2) the experience of implementing, studying, and living CDD, and (3) the data that helps us determine if and how the approach works. Students will visit with CDD donors, policy-makers, practitioners, researchers, and participating communities. Working with primary quantitative and qualitative data, students will learn from the challenging processes of research design, data collection, and analysis and move forward their abilities to ask and answer tough and pressing global questions.

LEARNING OUTCOMES

By the end of the course, students should be able to:

- Identify different approaches to development and the assumptions underlying them
- Explain the premise and goals of community driven development
- Create a theory of change for a policy intervention or program
- Describe different approaches to research design and data collection in international development, including field experiments/randomized control trials
- Analyze what constitutes evidence and the pros and cons of different types of data
- Through guest speakers and field visits, experience and reflect upon some of the real-world challenges confronted by practitioners and researchers focused on CDD and international development more broadly
- Work with quantitative or qualitative data
- Demonstrate analytical thinking, reading, writing, and speaking skills
- Critically evaluate community driven development, the role of the international community, and how we work with data to inform policy decisions
- Evaluate if and how academic work in the field can illuminate pressing issues of international development.

TEACHING AND LEARNING METHODOLOGIES

This is a discussion-based seminar. While there will be a few mini-lectures, the classroom-based sessions will be primarily seminar style. Participation does not simply mean “talking in class”. It means being present, on time, prepared, and engaged. Please prepare for each session by carefully reading and thinking about the assigned readings.

Much of our learning will also be experiential. When we travel to the Philippines, we will learn from interactions with people involved in planning, implementing, evaluating and experiencing community-driven development. While in Abu Dhabi, we will also engage in a number of hands-on activities that will have students work with policy documents and data.

The class assignments, listed below, mirror the learning objectives and these teaching and learning methodologies.

COURSE MATERIALS

We will use NYU Classes as a framework for the course. In addition to readings, resources include videos, policy documents and data with which we will work hands-on. All resources will be available via the site or provided in class. Given the real-world and real-time subject matter we are studying, brief additional readings may be added a short notice. Guest speakers may also wish to add preparatory material in advance of their sessions. We may, occasionally, need to switch the order of classes to accommodate real-world opportunities and guest speaker availability in Abu Dhabi and during our travel to Philippines. Flexibility is a hallmark of work in international development and evaluation.

REQUIREMENTS

These are four types of requirements for this course. All written assignments will be submitted via NYU Classes.

Requirement	Contribution to Final Grade	Due Date
I. Attendance and participation in discussions	15%	Throughout class
II. Mini-assignments		
a) Crafting a Theory of Change for CDD	10%	Wednesday January 9 th in class
b) Guest Speaker Response	10%	Sunday January 20 th by noon
c) Field Notes	10%	
III. Data Analysis		
a) Question for analysis	5%	Monday January 21 st by 5pm
b) Group Presentation	25%	Wednesday January 23 rd in class
IV. Final assignment: Blog posting	25%	Thursday January 24 th by midnight
	100%	

COURSE REQUIREMENTS AND EVALUATION

The specific requirements for the course are as follows:

I. PARTICIPATION (15%):

Attendance and participation in discussions (15%): *Attendance* includes coming to every class on time, commenting on readings, and active listening while in class. The course requires the participation of all class members; lateness or absence disrupts the course plan. In addition, you are expected to come to class *prepared to discuss and critique all of the required readings*. Note the key argument of each article or chapter and the main points that support the argument. Highlight key terms or concepts. It is also helpful when reading analytically to consider the similarities and differences between the authors' positions as well as the way the pieces inform and respond to each other. Sometimes, not all students will read the same readings, meaning that you will be particularly responsible for explaining arguments to your classmates. You will be expected to offer informed insights into the session's theme during each class meeting. Whenever we are meeting with guests, you should *come prepared with a list of at least three questions*. Asking good questions is a key element of academic inquiry and professional life. Practicing this technique and honing your skills as questioners is a critical aspect of improving your academic work and professional skills. Participation also means *working as a team* and being respectful of the strength and variety of backgrounds you each bring to this unique shared experience.

II. MINI-ASSIGNMENTS (10% each for a total of 30%)

There are three “mini-assignments” to be completed during the course. They serve as a way to digest our new experiences and learning in Philippines, to help build research skills crucial to working in international development, to begin to unpack your real-world observations as they compare to academic studies, and to prepare for your data analysis and final assignment.

a) Crafting a Theory of Change for CDD

In groups, you will review policy documents for various CDD projects from around the world. Building on a mini-lecture on Theories of Change (ToC), each group will create a visual representation of how CDD is meant to work, including mini-steps that lead to long-term goals and the connections between programming and aspired outcomes.

b) Guest Speaker Response

Choose one of the guest speakers we meet in the Philippines. Please write a 2-page (double-spaced, 12 point font, Times New Roman) response that summarizes the content of the talk (1 page) and considers if and how it relates to one or more assigned readings from the course (1 page). Your paper must include a thesis statement of the type “This paper will argue that...”. It should also include a works cited. Think of this response as informing your final assignment.

c) Field Notes

In the form of field notes, write about one measurement or data collection challenge that you learn about, as it relates to KALAH-CIDSS. The notes should be 1.5-2 pages (formatting as above). As per the advice below, while your fieldnotes can and should be written to yourself, and may be personal, they should also be understandable to me, an outside reader. Think of your field notes as informing your final assignment.

Under most circumstances, a researcher writes fieldnotes immediate for herself as a future reader. This absence of an actual reader allows the researcher to write in relaxed and shifting styles...In this sense, fieldnotes should be written ‘loosely’ and flowingly...In practice, however, the researcher-writer might have in mind actual readers other than herself. Student researchers, in particular, ordinarily submit their fieldnotes to an instructor and write notes for that reader...Here, field researchers might self-consciously write with actual readers in mind, producing accounts explicitly oriented to these others’ knowledge and concerns. One common effect of writing with such readers in mind is to include more details of background and context to make fieldnotes more accessible” (Emerson et al. 1995, p.92).

Examples might include: how we measured poverty; the roll-out of a CDD-like program in control and treatment communities part-way through the randomized controlled trial evaluation; gaining access to communities, etc.

III) DATA ANALYSIS

Research Question (5%): Working in small groups, select a question about the effectiveness of KALAH-CIDSS that can be answered with the quantitative or qualitative data we collected as part of the evaluation. Submit your question alongside a one page, double-spaced, explanation (one per group) of why it is an important question (1/3 to 1/2) and your ideas of how you might analyze the data in order to answer it (1/2 to 2/3). Feedback will be provided to inform your continued work on your question.

Group Presentation (25%): Prepare a 15-20 minute presentation that presents your question, its importance, your data analysis methods, and your findings. Explain how your answer helps push forward our knowledge about CDD.

IV) FINAL ASSIGNMENT: BLOG POSTING (25%)

Community-Driven Development is a hotly debated approach to endeavoring to improve lives in the poorest parts of the world. For the final assignment, students will read this blog posting [<https://oxfamblogs.org/fp2p/a-bombshell-evaluation-of-community-driven-development/>] by Duncan Green, strategic advisor to Oxfam Great Britain and author of *From Poverty to Power*. You should also read the responses to this posting, including the response by Scott Guggenheim, currently senior advisor to Afghan president Ashraf Ghani and former lead social scientist for East Asia and Pacific at the World Bank, where he lead Indonesia's CDD program. Green ends the posting with these words:

“Without knowing much about it, I'd always vaguely thought that CDD must be a Good Thing. On the basis of this paper, I probably have to revise that opinion, but what do any CDD experts reading this post think?”

Write a response of 500 to 1,000 words based on your learning and experience in this course. Your blog posting should include a clear argument and a series of supporting points, referring to readings, field experiences and observations, and/or primary data analysis.

POLICY ON LATE ASSIGNMENTS

You are expected to hand in your assignments on time. Since each assignment and class builds on the previous ones, this is a crucial part of our ability to reach our course objectives. Barring serious illness or family emergency (both require documentation), ***late papers will be reduced by 1/3 of a grade for each 24-hour period*** for which they are turned in after the deadline. For example, a paper turned in one day late with a grade of B would be marked down to a B-. This is a strict policy. Exceptions are granted only in extreme circumstances and require written documentation. Examples of exceptional circumstances include a learning disability (documented by NYU in the form of a written letter from the Center for Students with Disabilities) or hospitalization. Changing topics for an assignment; poor time management; and procrastination *do not count as exceptional circumstances*.

ACADEMIC INTEGRITY

Academic integrity is essential to the success of our class. All assignments must adhere to standards of academic ethics. Please read NYU AD academic integrity policies here: <https://students.nyuad.nyu.edu/campus-life/student-policies/nyuad-student-conduct-policies/academic-integrity/>. You violate the principle of academic integrity by turning in work that does not reflect your own ideas or includes text that is not your own; when you submit the same work for two different courses without prior permission from the instructor; when you receive help on a take-home examination when you are expected to work independently; when

you cheat on exams, and when you plagiarize material. Any student who submits work that constitutes plagiarism will be subject to disciplinary sanctions.

I will ask you to submit your papers to Turnitin.com. See: <http://www.nyu.edu/about/news-publications/publications/connect-information-technology/2011/01/21/turnitin-verifying-academic-originality.html>

If you have any questions or doubts about plagiarism or academic integrity, please ask me.

COURSE SCHEDULE AND REQUIRED READINGS

Part I: Community-Driven Development in Theory and Practice

Monday January 7th

Session 1: Course Introduction. What is “Development? Top Down vs. Bottom Up Development

Sachs, Jeffrey. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books, 2005, pp. 5-25 (Chapter 1) + pp. 364-368. (I have also scanned and included Chapter 2 in case you are interested, but it is not mandatory reading).

Sen, Amartya. *Development as freedom*. New York: Anchor Books, 1999. 3-11 (Introduction)

Easterly, William. *White Man’s Burden: Why the West’s Efforts to Aid the Rest Have Done So Much Ill and So Little Good*. New York: Penguin, 2007, pp. 1-34 (Chapter 1).

Narayan, Deepa; Patel, Raj; Schafft, Kai; Rademacher, Anne; Koch-Schulte, Sarah; Naraya, Deepa Patel, Raj Schafft, Kai Rademacher, Anne Koch-Schulte, Sarah. 2000. *Voices of the poor: can anyone hear us ? (English)*. New York : Oxford University Press.

<http://documents.worldbank.org/curated/en/131441468779067441/Voices-of-the-poor-can-anyone-hear-us>

Read: forward (p. ix-x); introduction (p. 3-7) + Chapter 7 (pp.264-282)

Tuesday January 8th

Session 2: What is Community Driven Development? Theories of Change

Mansuri, Ghazala & Vijayendra Rao 2004. Community-Based and –Driven Development: A Critical Review. World Bank Policy Research Paper pp 1-10.

Stein, Danielle & Craig Valters. 2012. *Understanding Theory of Change in International Development*. London: The Asia Foundation.

In class activities:

- *Begin mini-assignment A*
- *Visit from the Philippines’ Embassy to Abu Dhabi*, Second Secretary and Consul Rowena R. Pangilinan-Daquipil (11am-12pm)

Wednesday January 9th

Session 3: What is an Impact Evaluation? What is a randomized experiment? What do we know about effectiveness of CDD?

Karlan, Dean and Jacob Appel. 2011. *More Than Good Intentions: How a New Economics is Helping to Solve Global Poverty*. New York: Dutton, pp.1-38.

Please also read **one of the following**, to be assigned Tuesday January 8th. Come prepared with the main argument and supporting points of your reading, ready to discuss.

King, Elisabeth and Cyrus Samii. 2014. “Fast-Track Institution Building in Conflict-Affected Countries? Insights from Recent Field Experiments.” *World Development* 64: 740-754.

OR

Mansuri, Ghazala, & Vijendraya Rao. 2012. *Localizing development: Does participation really work?* Washington, DC: The World Bank. (pp.1-14)

OR

Wong, Susan. 2012. What have been the impacts of World Bank community-driven development programs? CDD impact evaluation review and operational & research implications. Washington, DC: The World Bank. (pp. iv-viii + skim 15-36)

OR

White, Howard, Radhika Menon and Hugh Waddington. 2018. *Community-driven development: does it build social cohesion or infrastructure? A mixed-method evidence synthesis*. New Delhi: 3ie

Thursday January 10th

Session 4: KALAHI-CIDSS & Designing the Randomized Control Trial of KC

Serrano, May. 2013. “Owning a Bright Future: The Millennium Promise” in *The Philippine Star*, February 10.

Beatty, Amanda, Ariel BenYishay, Edith Felix, Elisabeth King, Allan Lalisan, Aniceto Orbeta, Menno Pradhan, Sukhmani Sethi. *Impact Evaluation of Kalahi CIDSS: Baseline Report*. Washington DC and New Haven: Millennium Challenge Corporation and Innovations for Poverty Action. **Read up to page 28 carefully; skim rest**. Available at: <https://data.mcc.gov/evaluations/index.php/catalog/59>

Beatty, Amanda, Ariel BenYishay, Elisabeth King, Aniceto Orbeta, Menno Pradhan Pre-analysis plan. *KALAHI-CIDSS Impact Evaluation, Third-Round Data Analysis: Pre-Analysis Plan*. Washington DC and New Haven: Millennium Challenge Corporation. Registered with the American Economic Association’s RCT registry for randomized controlled trials. **Skim**. Available at: <https://data.mcc.gov/evaluations/index.php/catalog/59>

Note: It is okay if you do not understand every word or concept of the pre-analysis plan and baseline report. Use these readings as an opportunity to seize the general idea of a pre-analysis plan and baseline study and, then, some of the key components of each document.

In class activity:

- Tagalog Workshop (11am-12pm)

[Friday January 11th – NO CLASS]

[Saturday January 12th – NO CLASS]

PART 2: Studying CDD in the Philippines: Producing Data and Discovery
--

Sunday January 13th – travel to Philippines

Monday January 14th-Friday January 18th – Philippines...Mabuhay!

Readings include:

- Endline survey
- Lim, Christina and Clarence Pascual. 2012. *Analytical and Field Report: Qualitative Baseline Study of the KALAHYAN-CIDSS project*, pp. i-vi.
- Emerson, Robert M., Rachel I. Fretz, Linda L. Shaw. 1995. *Writing Ethnographic Fieldnotes. Chapter 2: In the Field: Participating, Observing, and Jotting Notes*. Chicago: University of Chicago. pp. 21-43 (additionally, pp. 89-109 are recommended, but not required).
- Karlan, Dean and Jacob Appel. 2016. *Failing in the Field: What We Can Learn When Field Research Goes Wrong*. Princeton: Princeton University Press, pp. 51-61 (Survey and Measurement Execution Problems) + pp. 138-146 (Checklist for Avoiding Failures).
- Cleaver, Frances. "Paradoxes of participation: Questioning participatory approaches to development." *Journal of International Development* 11(1999): 597-612.
http://courses.washington.edu/pbaf531/Cleaver_ParadoxesParticipation.pdf

[Saturday January 19th – travel and No Class]

[Sunday January 20th – No class]

PART 3: Working with CDD Data -- What have we learned?

Monday January 21st – Developing a research question and analytical plan
Hands on: quantitative and/or qualitative data analysis

Reading TBD

In class activity: group work quantitative supported by NYU AD Data Center

Tuesday January 22nd – Data Analysis and Presentation Skills
Hands on: quantitative and/or qualitative data analysis

Reading TBD

In class activity: group work quantitative supported by NYU AD Data Center

Wednesday January 23rd – Group presentations

Thursday January 24th – What did we learn?

Beatty, Amanda, Ariel BenYishay, Elisabeth King, Aniceto Orbeta, Menno Pradhan. *Kalaha-CIDSS Impact Evaluation: Third Round Report*: Washington DC: Millennium Challenge Corporation, excerpts