



AccessEd & Commonwealth
Scholarship Training

Writing for development

Applying development
principles as a researcher and
academic

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AccessEd

@_AccessEd
#AccessEdTraining



Welcome to today's workshop



Zoom Housekeeping:

- Please ensure you are **muted** if you are not speaking to the group
 - We will pause for questions as we go
 - If you are having connectivity issues, please try turning off your camera during the presentation; these can be turned on during discussion sections
 - If you have any technical issues please privately message Sharmin in the chat for her help
 - If you have any questions as we go, please use the chat function
 - For breakout groups, we encourage use of your camera if possible please!
-

AccessEd: Who are we?



- AccessEd is a non-profit organisation committed to supporting postgraduate researchers in their professional development and university access programmes to increase social impact globally.
- AccessEd has expertise working with international students and social enterprises, as well as delivering courses in transferable skills for the 21st century. AccessEd bridges the gap from education to the professional and public sectors.



Introduction to your trainer

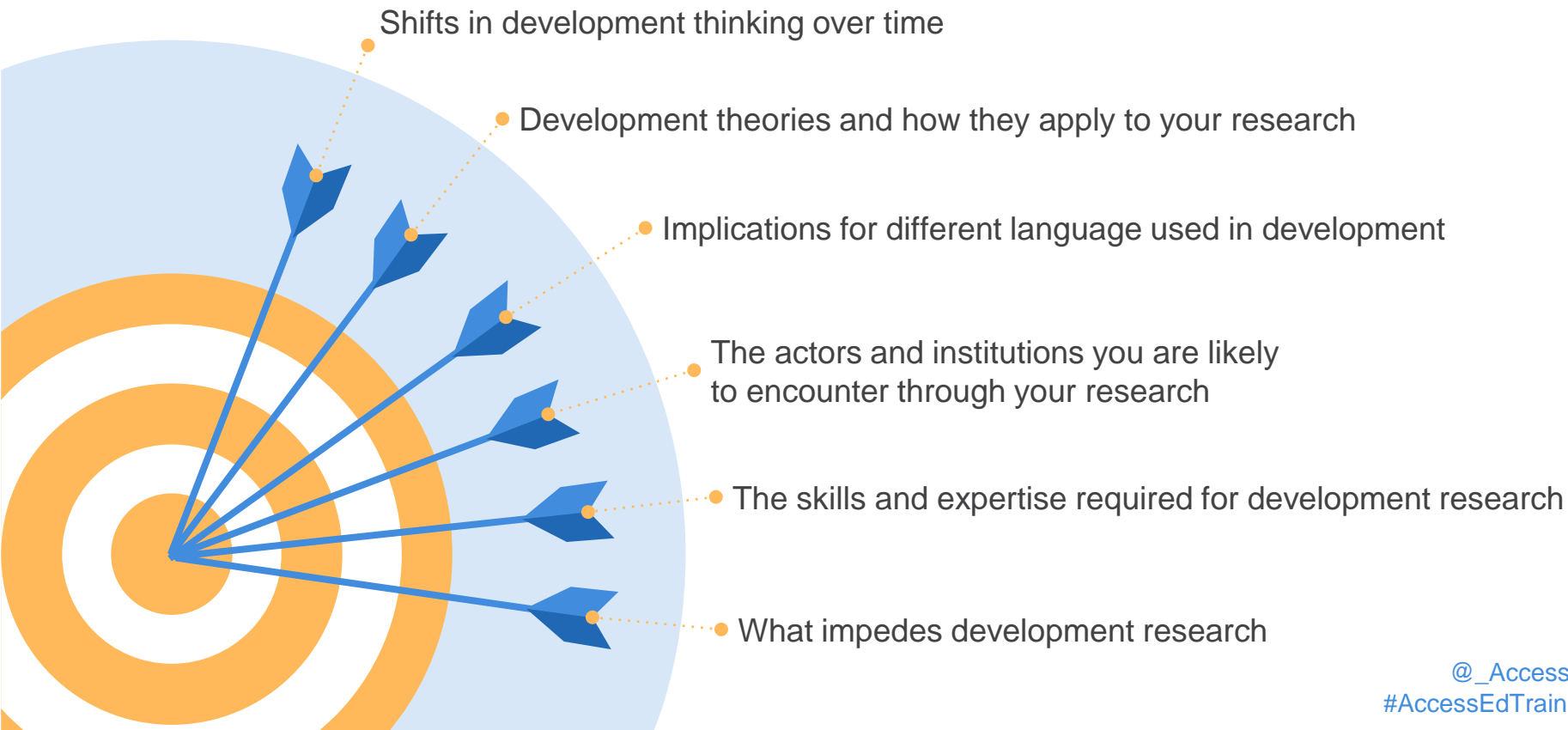


-  Former Management Consultant at PwC delivering training
-  Worked on large UK Department for International Development and Foreign Office programmes and bids
-  Worked internationally on social and development programmes – Pakistan, Colombia, India.

Session learning outcomes

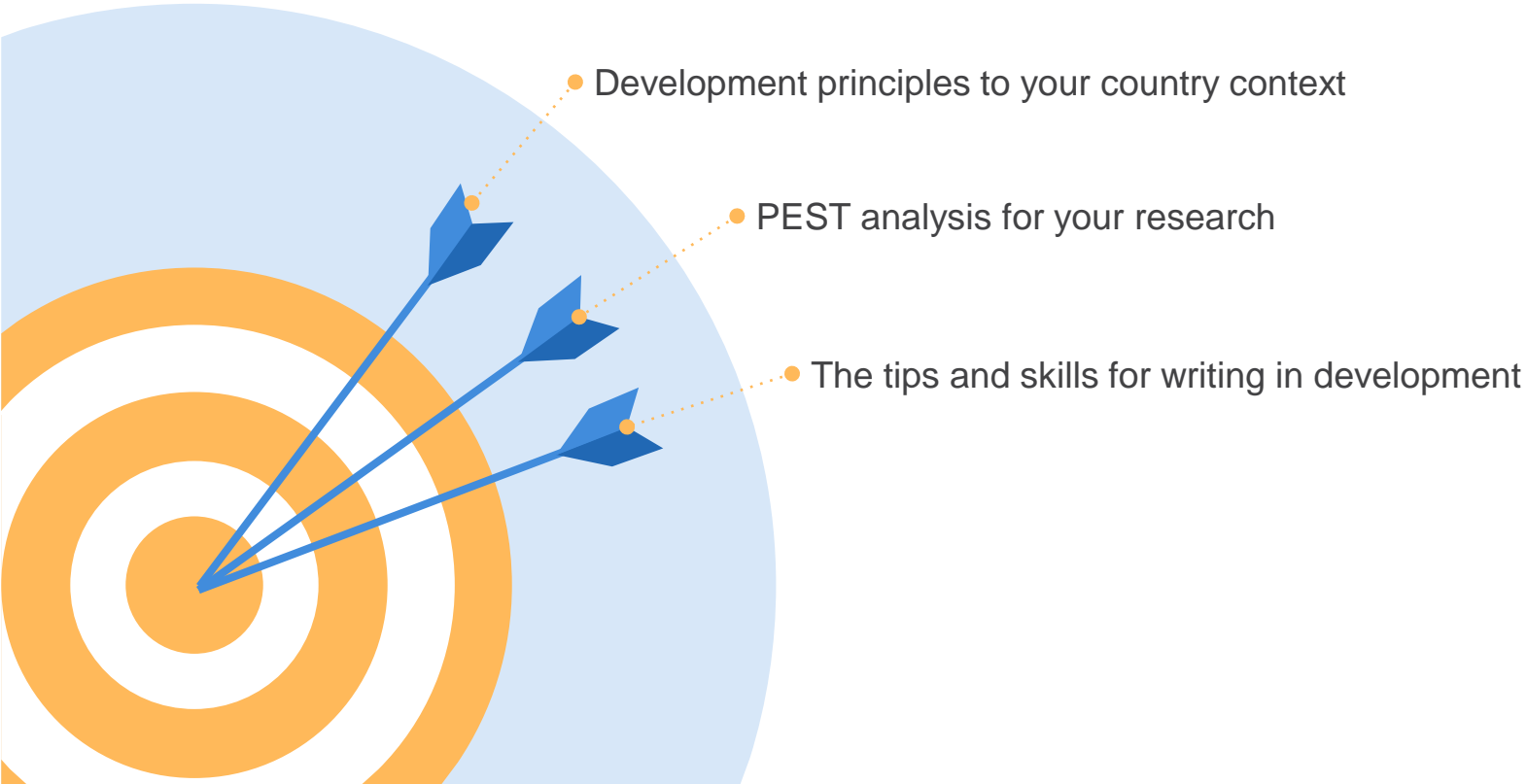


Understanding of:

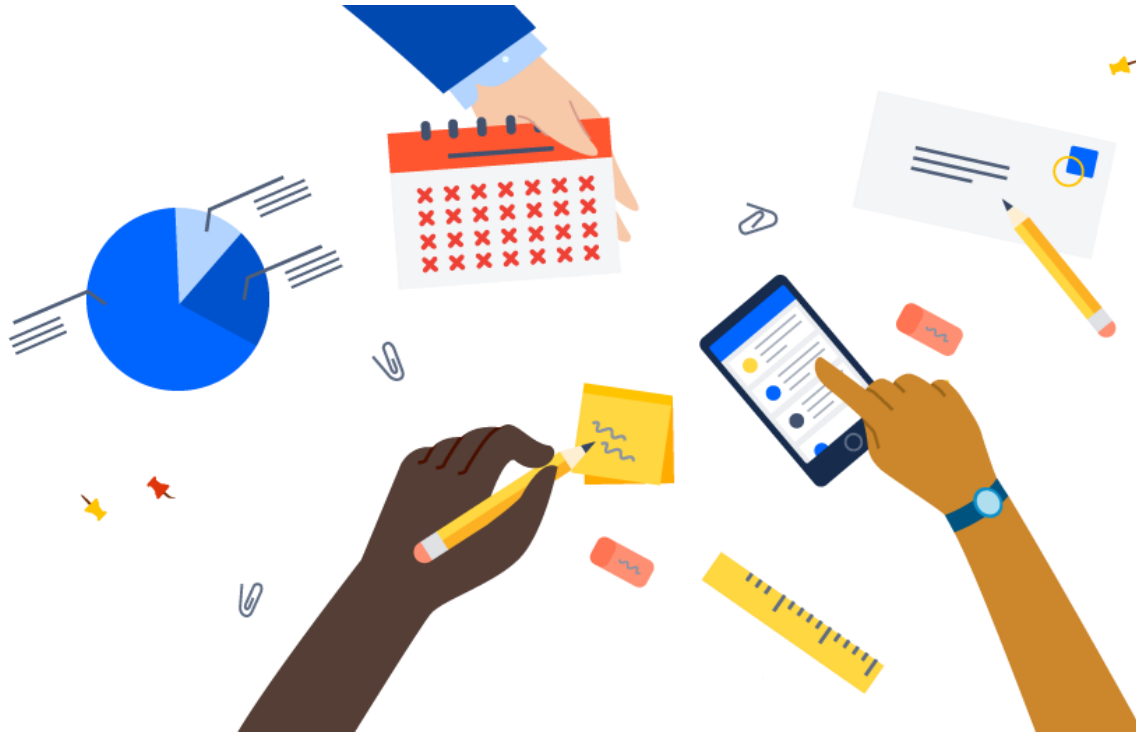


Session learning outcomes

Practical experience in:



Ice breaker





Learning

Development thinking, language
and my country context



What is development?



Many meanings attached to the idea of 'development'



Put simply: “**Development is a multidimensional undertaking to achieve a higher quality of life for all people**” (UN)



Development as a political term: meaning is dependent on the agenda of people and organisations



Example: World Bank definition is different to that of Greenpeace



Addressing misconceptions: development, international development, and international aid



How has thinking in international development shifted?

Then

...and now

Modernisation and
structural adjustment
programmes

Loans from e.g.
World Bank and IMF



Poverty
reduction
measures



Direct budget
support for social
welfare
programmes



To create
macroeconomic
stability and lead
to increased
economic growth



Capacity building



“

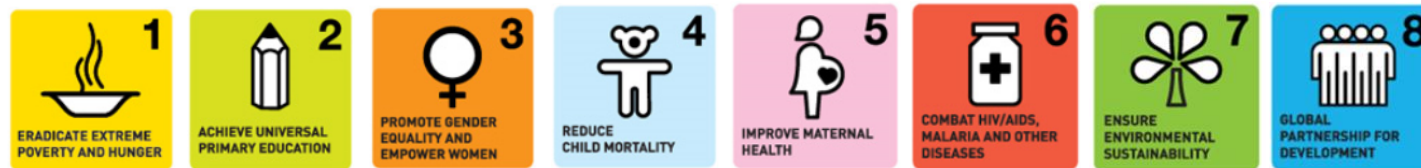
The process by which people, organisations and society systematically stimulate and develop their capability over time to achieve social and economic goals, including through improvement of knowledge, skills, systems, and institutions – within a wider social and cultural enabling environment

(United Nations Office for Disaster Risk Reduction (UNDRR))

”



Sustainable Development Goals and Millenium Development Goals



African Union: Agenda 2063

Union of South American Nations (UNASUR)

Asia Cooperation Dialogue



Breakout room: Present for 1 minute in your breakout room on how development relates to your research (even if it isn't development-focused)

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Language ‘faux pas’



Fact: in the World Bank’s 2016 World Development Indicators, it no longer uses “developed” countries and “developing” countries. It now uses “low-income”, “middle-income” and “higher-income” countries.

Third world
vs
First world

The poor

The Global South

Western
vs
Eastern

In the field

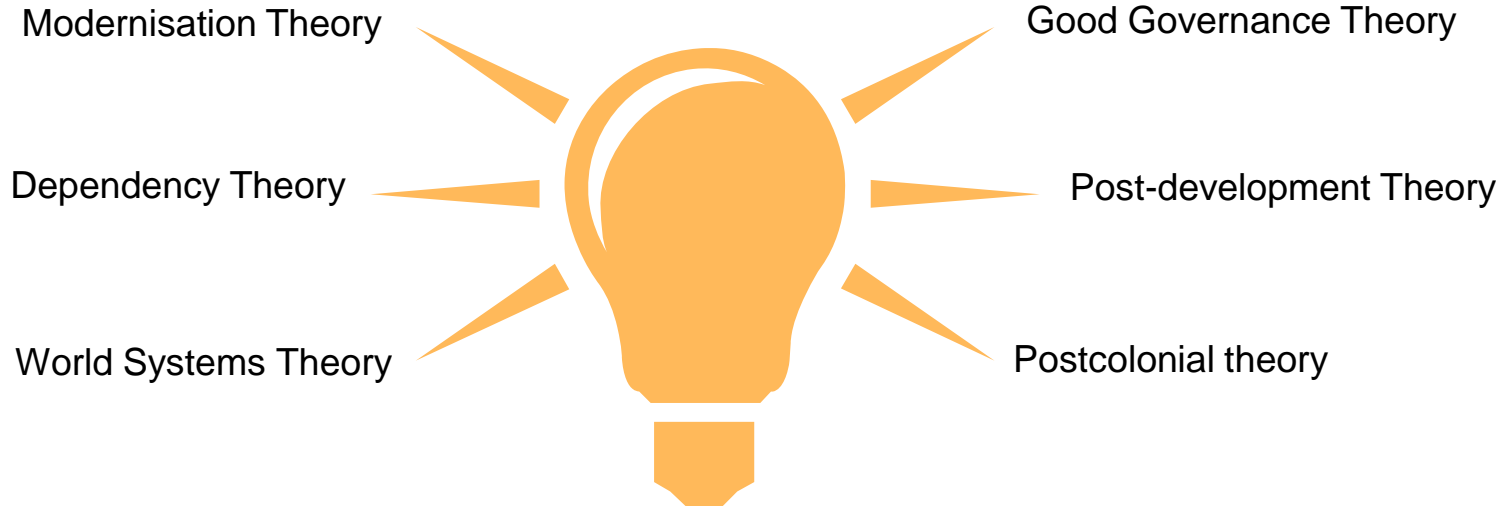
Under-developed



Group discussion: which of these terms have you encountered in your research? Are there any other terms you can think of that are problematic for writing in development?

Theories in International Development

A number of theories exist about how desirable change in society is best achieved



Group discussion: what theories have you encountered and applied to thinking in your research?



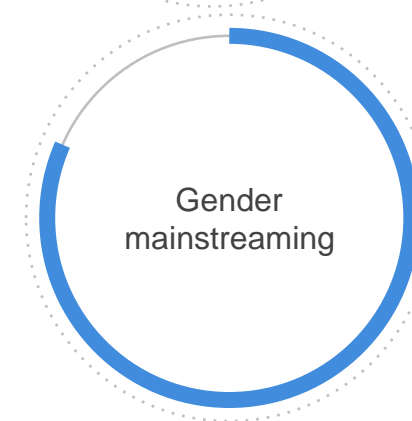
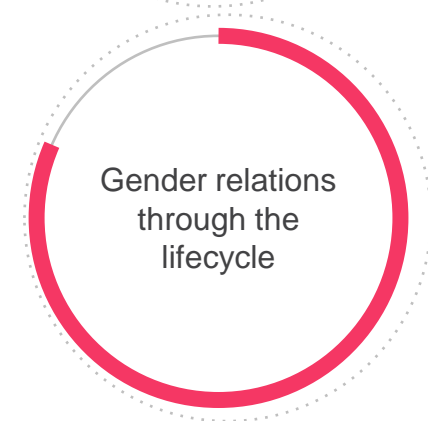
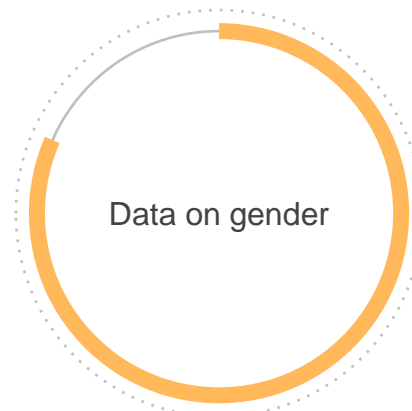
Tea Break

Development in my country context



My country	
Timelines / historical context to development in my country	
What sensitives are there to be aware of in my country?	
How does this impact how I write? What language to use or avoid?	

Gender in Development





Practical experience

writing in development; institutions,
actors and skills



Skills and expertise: writing for development



- Understanding of cultural boundaries; perspectives, points of view
- Language skills (if working abroad)
- A functional understanding of the cause
- Excellent writing skills
- Evaluation analysis and monitoring skills
- Empathy when dealing with conflict
- Patience; ability to see big picture, long term impact
- Cross-cultural sensitivity
- Managing large number of stakeholders



Writing for development: what types of research?



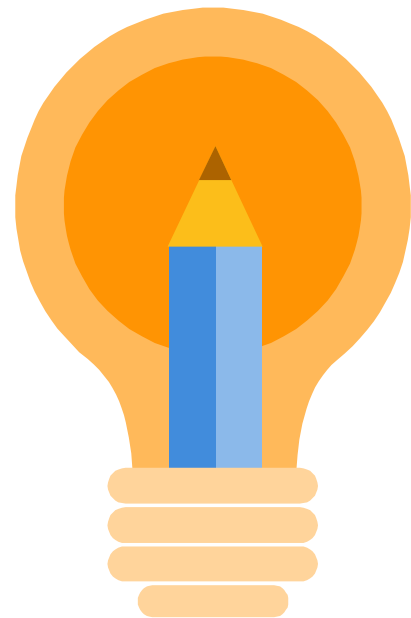
- Policy papers
- Industry white papers
- Journal articles: (e.g. *Journal of International Development*; *Journal of Development Studies*)
- Letters to journals
- Chapter contributions to academic books
- Trade press / blogs
- Academic/ sector conferences
- Lobbying
- Advocacy work



Tips for writing and language in development



- Think about publishing somewhere less well known as a test and check for content.
- Write for your audience: each journal will have a specific tone and approach. Check/cite editors'/committees' previous work.
- Write drafts of your work and get peers to read and give you feedback on language - to avoid 'faux pas'!
- Share with your contacts in the international development or university department space.
- Consider outlets such as blogs for testing materials.
- Consider engaging in relevant activities (e.g. volunteering, societies) to help build useful skills and language for development work.



Writing for development: what types of institutions?



**Research
Institutions**
e.g. Universities,
ODI UK

**Civil Society
Organisations**
e.g. Oxfam

**Private
Sector**

**Multilateral
Organisations**
e.g. UNDP,
World Bank

**Bilateral
Organisations**
e.g. USAID,
UK DFID

Case study: what impedes productive research?



Case Study: PwC and CDKN



£130 million CDKN Fund



Managed by alliance of NGOs and think-tanks, led by PwC



Operated across Asia, Africa and Latin America



Bridged climate change and development policy



Partnered with national and local governments in 33 countries.



Climate & Development
Knowledge Network



pwc



Department
for International
Development

Actors in Development



Public sector:

Commissions

Courts

Elected representatives

International bodies

Local governments

Ministers and advisers

Ministries and government departments

The police

Political parties

Research institutions

Private sector:

Business associations

Corporations/businesses

Financial institutions

Individual business leaders



Civil society

Advocacy groups

The media

Nongovernment organisations

Project beneficiaries

Religious bodies

Schools and universities

Social movements

Trade unions



Group discussion: have you encountered these actors before?
How does writing style and terminology adapt for each?



Practical task

PEST analysis



Activity: PEST analysis breakout room

	P	E	S	T
	Political	Economic	Social	Technological
	Government policy, political stability/ instability, bureaucracy, corruption, foreign trade policy/ restrictions, labour/environmental protection laws, funding grants & initiatives, etc.	Economic trends, industry growth, seasonal factors, International trade, labour costs, unemployment rates, taxation, inflation, interest rates, monetary policies, raw material costs, etc.	Attitudes and belief about the economy, science, religion, cultural taboos, health, work, leisure, the environment; population growth and demographics, immigration/emigration, lifestyle trends, etc.	Technology and communications infrastructure, legislation around technology, emerging technologies, automation, research and innovation, intellectual property regulation, incentives, etc.
Questions to ask: 	<ul style="list-style-type: none"> – What government policies or political groups could be beneficial or detrimental to success? – Is the political environment stable or likely to change? 	<ul style="list-style-type: none"> – What economic factors will affect your research moving forward? – How does economic performance impact your project? 	<ul style="list-style-type: none"> – What social factors have the biggest impact on my research? – Do cultural trends/human behaviour play a role in my research? 	<ul style="list-style-type: none"> – What technological advancements and innovations are available or on the horizon? – What technological considerations do you have for your research?



Activity: PEST analysis



Writing for development: commonly used frameworks

Logframes

	Project summary	Indicators	Means of verification	Risks/ assumptions
Goals				
Outcomes				
Outputs				
Activities				

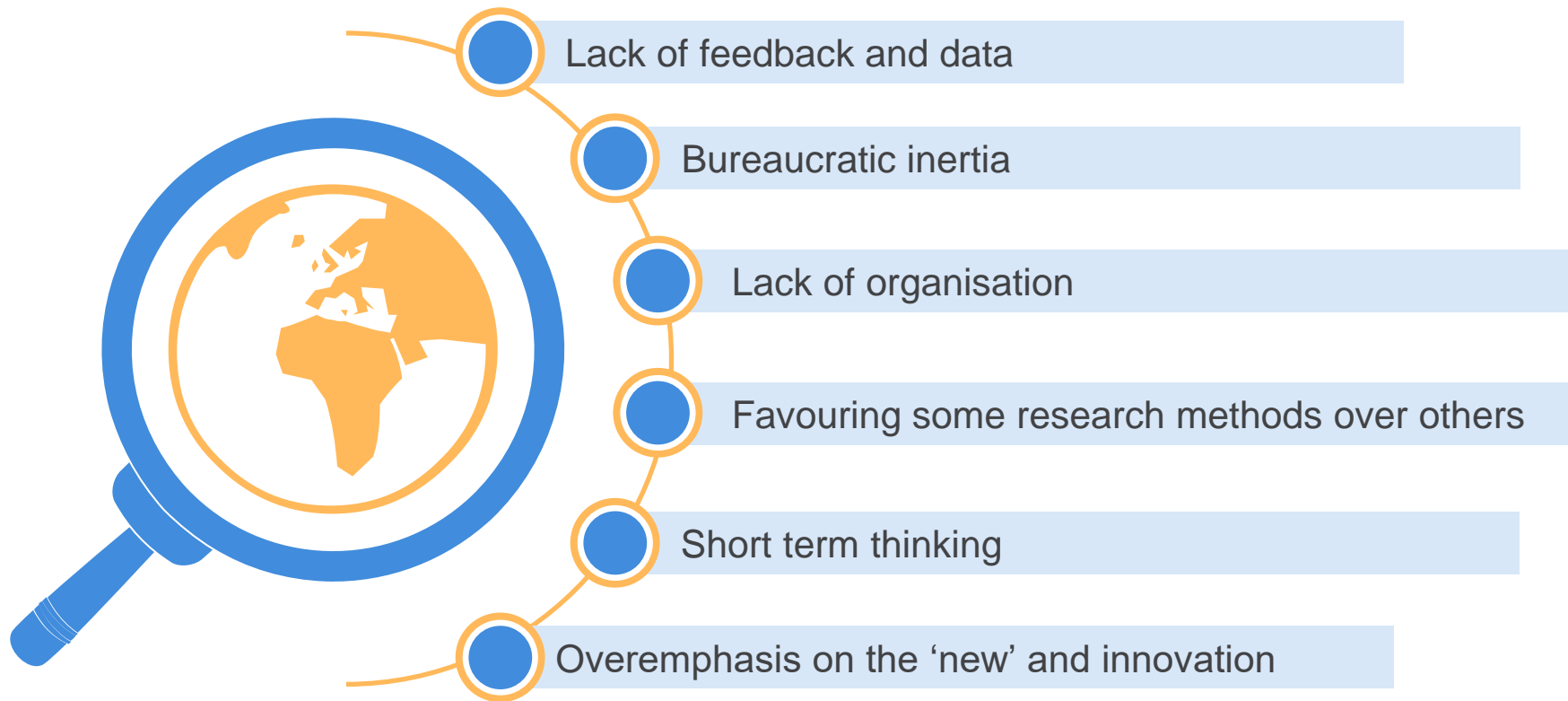
See more at: tools4dev.org

Writing for development: commonly used frameworks

Logframes

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	10% increase in the number of Grades 5-6 primary students continuing on to high school within 3 years.	Percentage of Grades 5-6 primary students continuing on to high school.	Comparison of primary and high school enrolment records.	N/A
Outcome	Improve reading proficiency among children in Grades 5-6 by 20% within 3 years.	Reading proficiency among children in Grades 5-6	Six monthly reading proficiency tests using the national assessment tool.	Improved reading proficiency provides self confidence required to stay in school.
Outputs	1. 500 Grade 5-6 students with low reading proficiency complete a reading summer camp	Number of students completing a reading summer camp.	Summer camp attendance records.	Children apply what they learnt in the summer camp.
	2. 500 parents of children in Grade 5-6 with low reading proficiency help their children read at home.	Number of parents helping their children to read at home.	Survey of parents conducted at the end of each summer camp.	Children are interested in reading with their parents.
Activities	1. Run five reading summer camps, each with 100 Grades 5-6 students who have low reading proficiency.	Number of summer camps run.	Summer camp records.	Parents of children with low reading proficiency are interested in them attending the camps.
	2. Distribute 500 "Reading at Home" kits to parents of children attending summary camps.	Number of kits distributed.	Kit distribution records.	Parents are interested and able to use the kits at home.

What impedes progress in development research?



Learning Portfolio reflections



- **Development discourse**
- **Sustainable Development Goals (SDGs) and global challenges**
- **The practice of development**
- **Biases and assumptions**
- **Investigating development issues**



Group discussion: what have you learnt in relation to your Learning Portfolio aims?

Further resources

- [Guide for developing a logical framework](#)
- [UK AD guide for developing a logframe](#)
- Institute of Development Studies
- Centre for Global Development
- Overseas Development Institute
- United Nations
- International Monetary Fund (datasets)
- World Bank (datasets)
- Inter Press Service ([IPS](#)), [SciDev](#), [IRIN](#) and [All Africa](#)
- Guardian Global Development + Audio podcasts



Reflections





Thank you

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