



Leaders in Sustainable Development  
Training Programme

# Writing for development

Applying development  
principles as a researcher and  
academic

@\_AccessEd  
#AccessEdTraining



## Principles

- Get involved in discussions, ask questions
- This session is about listening to each other
- Share experiences openly
- Challenge one another; engage in discussion
- Question assumed knowledge



# 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

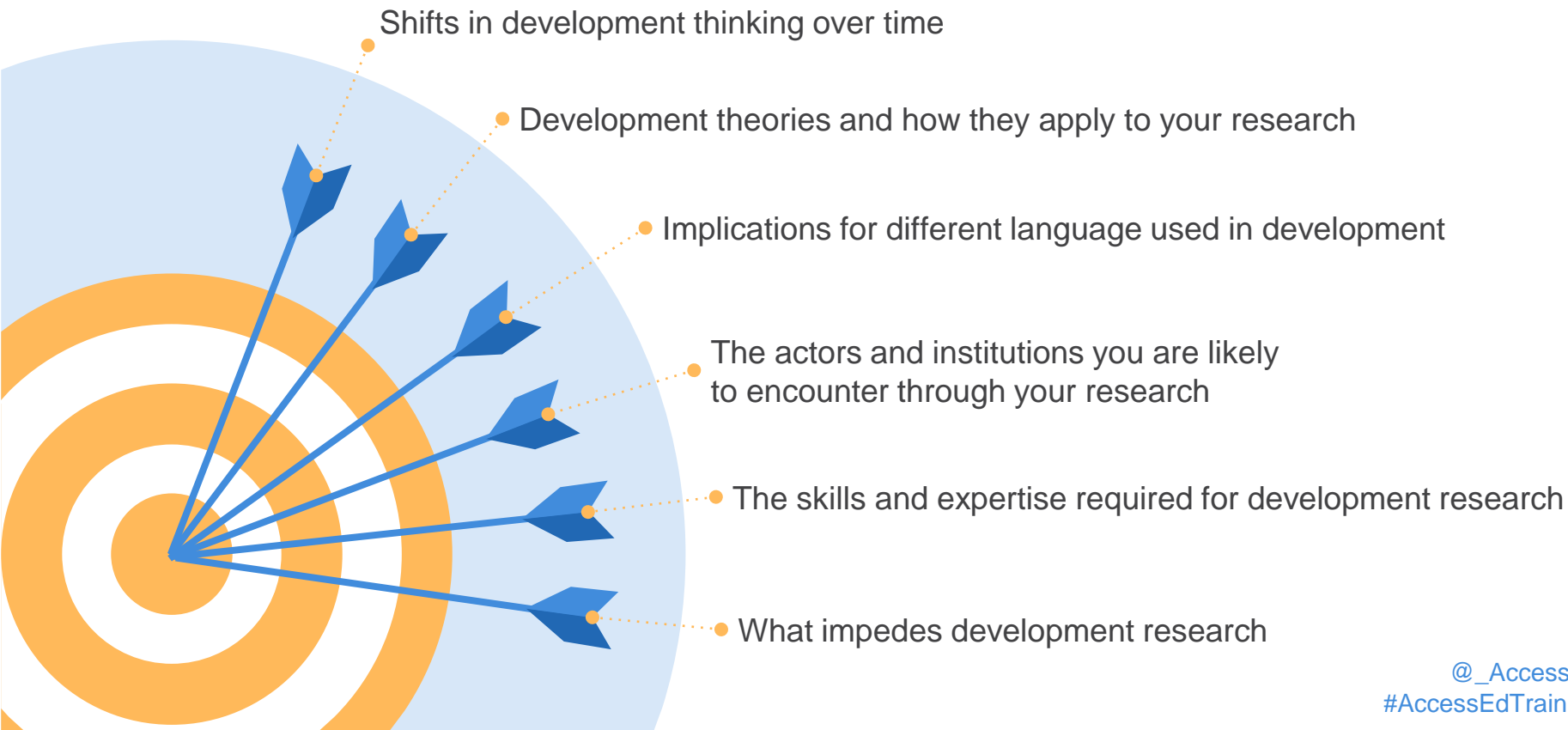


Worked internationally on social and development programmes – Pakistan, Colombia, India.

# Session learning outcomes

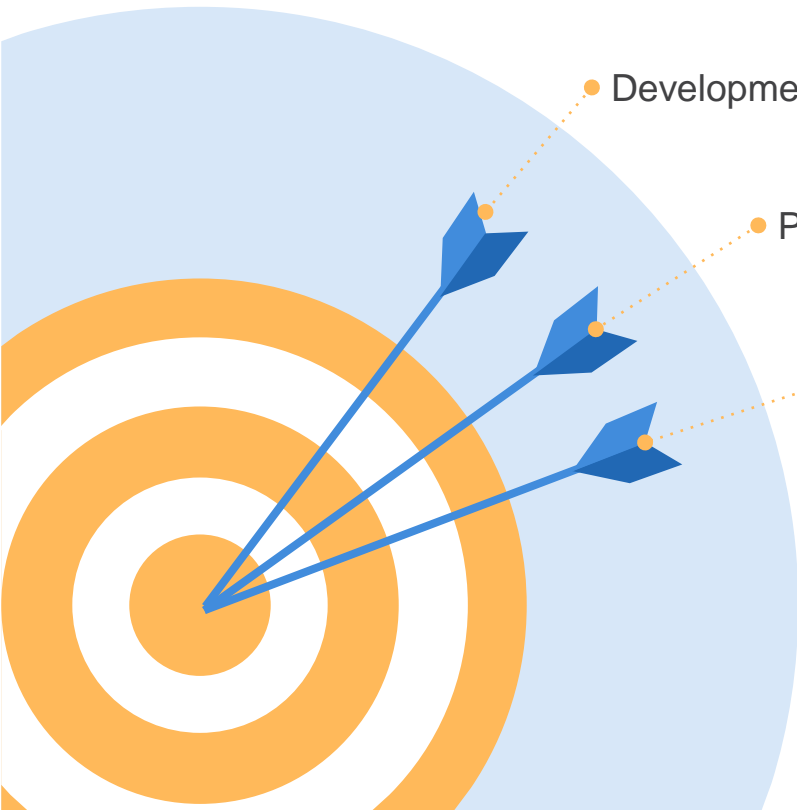


## Understanding of:



# Session learning outcomes

Practical experience in:



● Development principles to your country context

● PEST analysis for your research

● The tips and skills for writing in development

# Introduction and ice-breaker



What's your name?

Short intro to your Research / area

What do you want to get from the discussion today?



**Sustainable  
agriculture**

**Food  
security**

**Chemistry**

**Environmental  
science**

**Engineering**

**Midwifery**

**South Asian  
studies**

**Management**

**Law**

**Clinical medicine**

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# 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



# 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

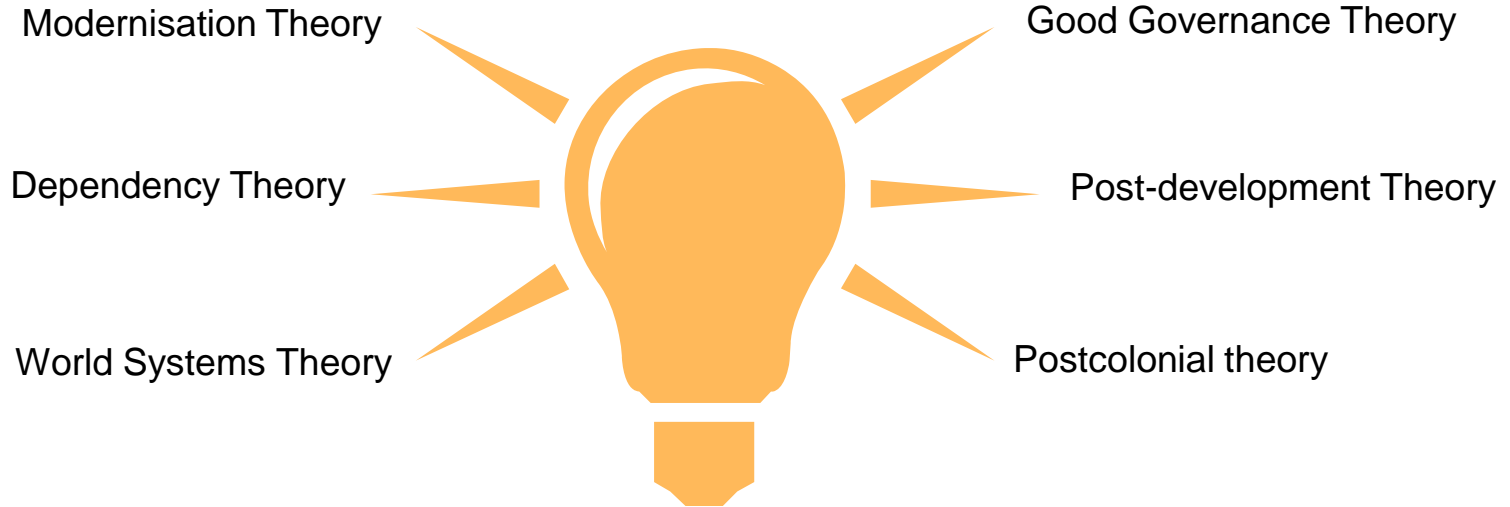
In the  
field

Under-  
develop  
ed

**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?

# Development in my country context

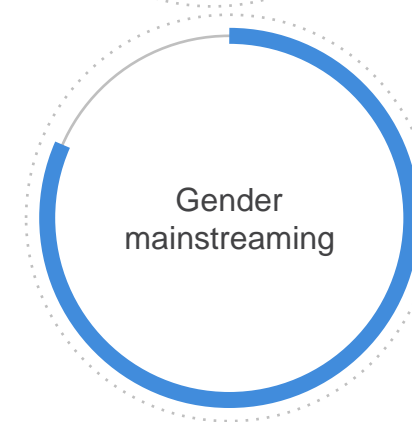
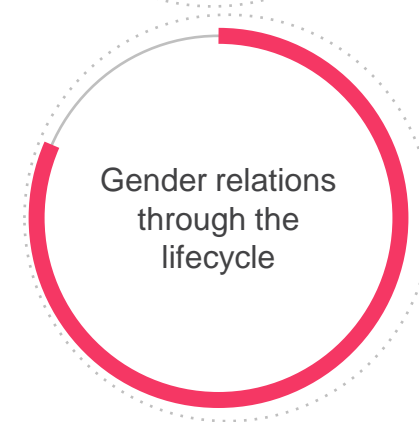
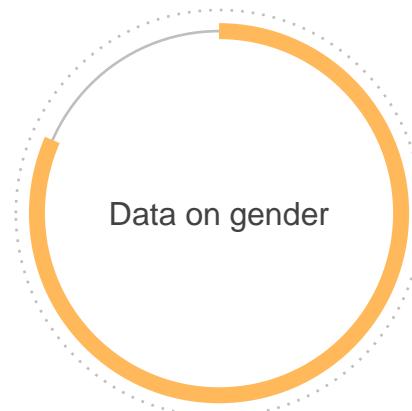
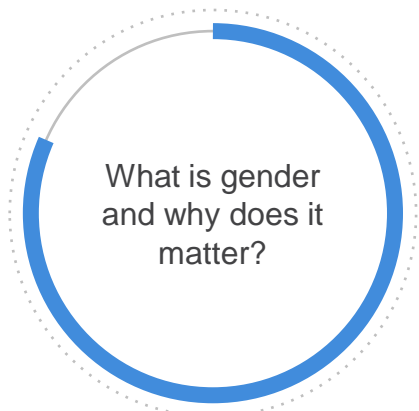


My country	
Timelines / historical context to development in my country	
What sensitives are there to be aware of in my country?	
How does this impact how I write? What language to use or avoid?	



# 10 Minute Break

# Discussion: Gender in Development



# Discussion: Gender in Development



# 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



# Discussion: Writing for development



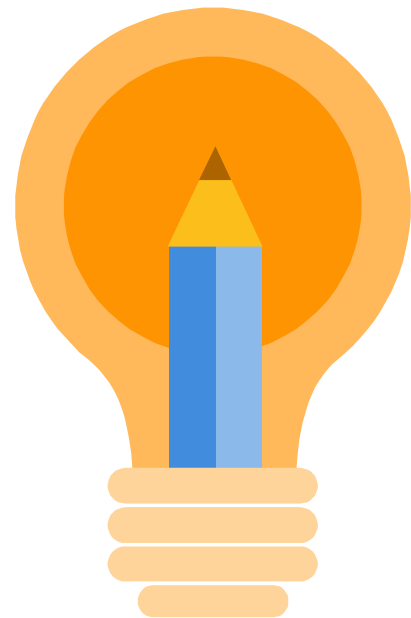
- Policy papers / 2 page policy briefs
- Industry white papers
- Journal articles: (e.g. *Journal of International Development*; *Journal of Development Studies*)
- Letters to journals
- Chapter contributions to academic books
- Trade press / blogs
- Academic/ sector conferences
- Lobbying
- Advocacy work
- Guidance / handbooks



# 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

# Discussion: 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

# Activity: PEST analysis breakout room

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



# Writing for development: commonly used frameworks

## Logframes

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

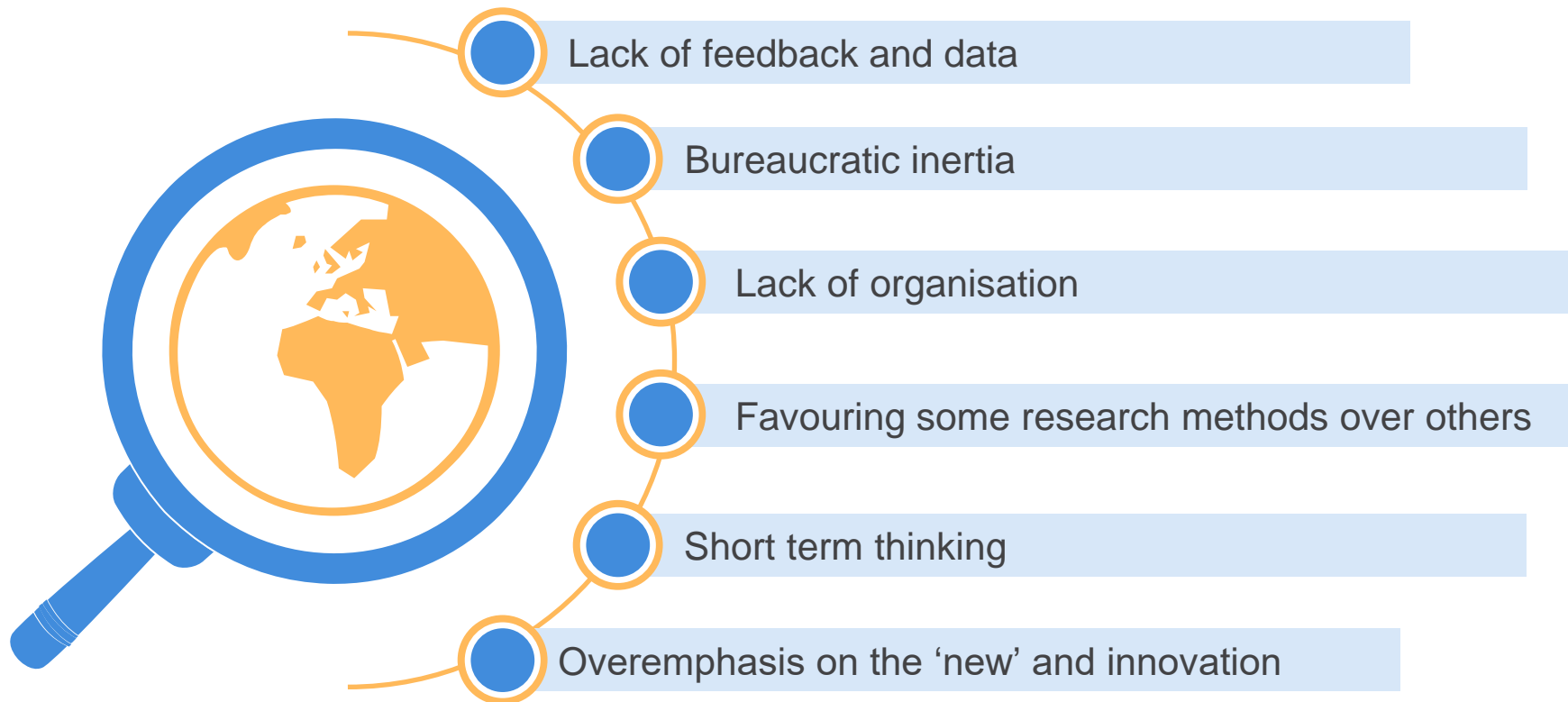
**See more at: [tools4dev.org](https://tools4dev.org)**

# Writing for development: commonly used frameworks

## Logframes

	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
<b>Goal</b>	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
<b>Outcome</b>	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.
<b>Outputs</b>	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.
<b>Activities</b>	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?



# 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.

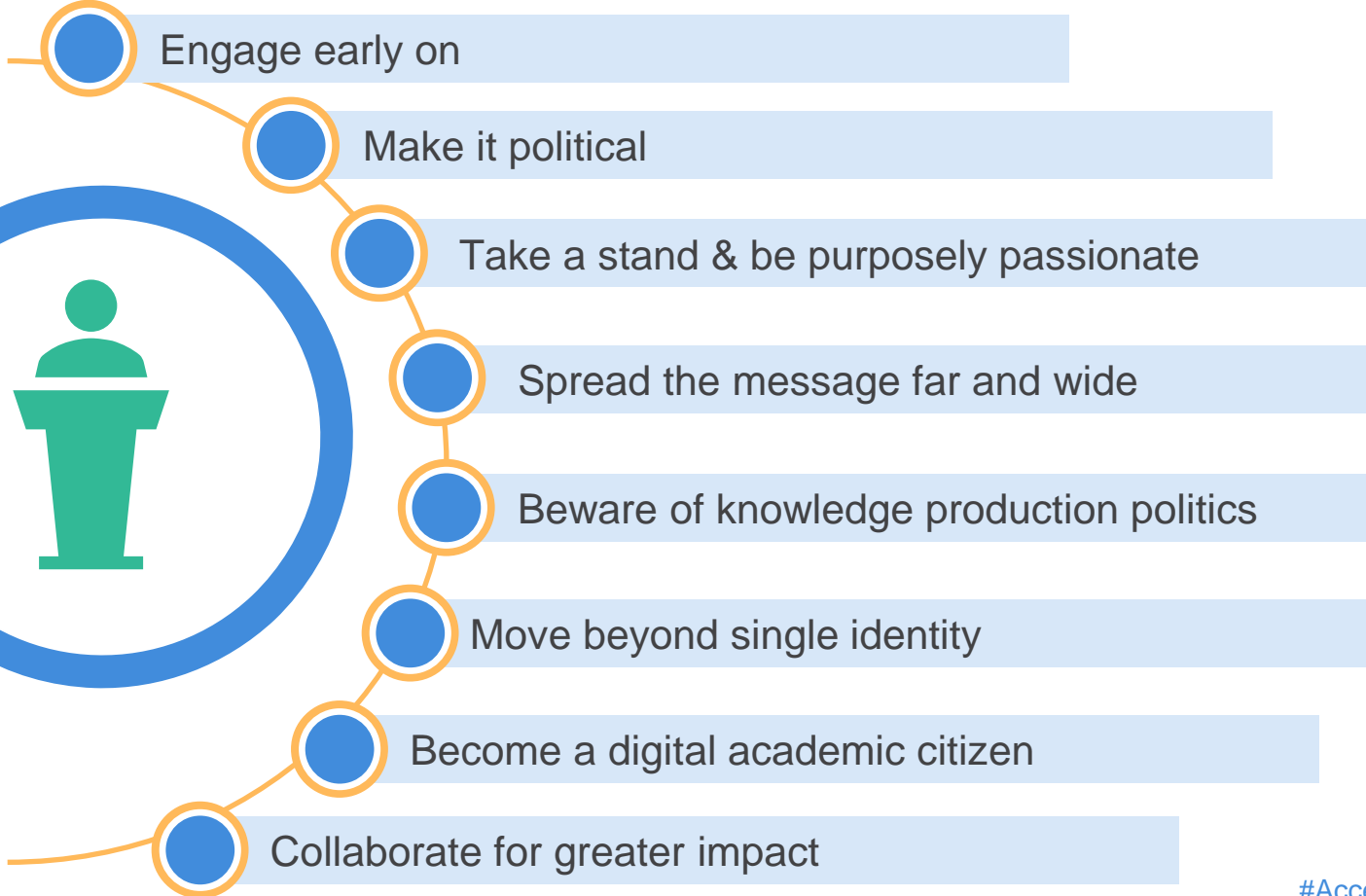


Climate & Development  
Knowledge Network



Department  
for International  
Development

# 8 tips for a more engaged scholarship



## Further resources

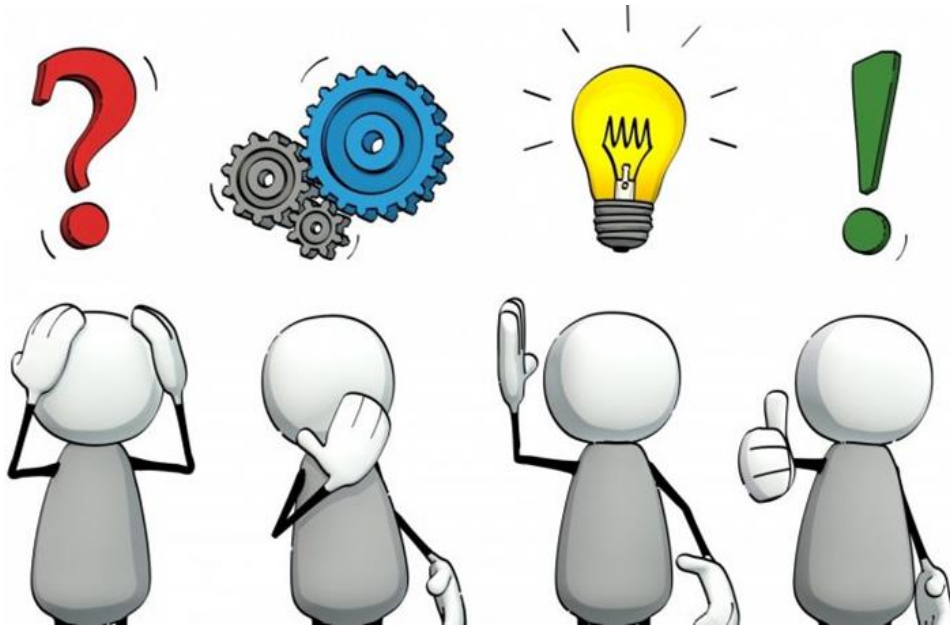
- [Guide for developing a logical framework](#)
- [UK AD guide for developing a logframe](#)
- Institute of Development Studies
- Centre for Global Development
- Overseas Development Institute
- United Nations
- International Monetary Fund (datasets)
- World Bank (datasets)
- Inter Press Service ([IPS](#)),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



# Reflections and questions



[tinyurl.com/CSCSCHOL2022](https://tinyurl.com/CSCSCHOL2022)





# Thank you

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