Welcome to NUTC 0210!

Hello! Welcome to Monitoring and Evaluation where together we will explore a landscape of strategies, techniques, and analysis of the components that make a strong monitoring and evaluation system, as well as how indicators can be improved. This course will be co-taught by Dr. Heather Stobaugh and Dr. Natalie Valpiani. We are delighted to start this M&E learning journey and have always enjoyed learning from our students.

This course will examine community level, national level, and international examples of monitoring and evaluation systems, and you will gain practical experience in designing monitoring and evaluation plans for real-life programs. In coming to this course we assume you have had exposure to foundational nutritional science as well as some familiarity with international nutrition policy and programming¹.

The unique strength of this course is that students come from a variety of lived experiences and perspectives. This makes our online classroom experience all the more global and sensitive. There are differences between us, which may include, but are not limited to, race, ethnicity, age, sex, sexual orientation, cultural background, disability, family status, gender identity and presentation, citizenship and immigration status, national origin, religious and political beliefs, socioeconomic status, and veteran status. We ourselves are learning and making mistakes, as are you. Please talk with us right away if you experience disrespect in this course, either asynchronously or synchronously, and we will work to address it.

Lastly, we value communication early and often, especially with this online course format. We also value your health and well-being, especially since we know that you are juggling many different life components this summer. Please come talk with us if you have a disability of any kind (hearing, speech, motor, learning, and/or visual) and if you are experiencing mental or physical health challenges that are significantly affecting your academic work or well-being, please reach out to us. We welcome every opportunity to support you as you strive to grow and meet your learning goals.

¹ Should you have any concerns about this assumption, please do reach out and we can discuss some potential appropriate actions moving forward.
Important Information:

Instructors: Heather Stobaugh, PhD, MPH (she/her/hers)  
Heather.Stobaugh@tufts.edu (e-mail)  
Natalie Valpiani, PhD, MPH (she/her/hers)  
Natalie.Valpiani@tufts.edu (e-mail)

Semester Hour Units: 3

Prerequisites: Graduate standing/instructor permission

Course Communications:

Students should seek out information themselves, from peers, as well as on the online discussion forums. If you do not find your answer, contact an instructor as soon as possible. Please do not wait. Due to the potential time zone differences, you need to plan time for the instructors to answer your question. The instructors will make every attempt to answer within 48 hours. As you can see on the course schedule, Weeks 1-6 will be facilitated by Prof. Valpiani and Weeks 8-14 will be facilitated by Prof. Stobaugh. Both instructors will engage with the course in Week 7. Email responses will be made by that week’s facilitator but we do request that you always email both professors so that we can all be on the same page with any questions or issues.

Office Hours:

There are no ‘set’ office hours for this course, but both instructors will be available to schedule virtual office hours via email. Whomever is facilitating for that week will be happy to have a meeting with you. Our office hours are for you – whether that be a concern regarding the pace of the course, a question about a topic covered that week, or any concerns regarding assignments.

Course Summary:

As domestic and international programs become increasingly multisectoral, there is an increased need to resolve the weaknesses resulting from poor monitoring and evaluation of nutrition programs. Monitoring and evaluation (M & E) systems have become more strategic and robust with improved technology, and demand from governments, donors, and other stakeholders in international nutrition. With increasing global attention to nutrition and food security outcomes in demonstrating programmatic impacts linked to livelihoods, resilience-building, climate change mitigation, etc., understanding the basics of monitoring and evaluation is critical. This course covers strategies, techniques, and analysis of what components make a strong monitoring and evaluation system, as well as how indicators can be improved. This course will examine community level, national level, and international examples of monitoring and evaluation systems, and students will gain practical experience in designing monitoring and evaluation plans for real-life programs.
Course Goals:

By the end of this course, students will achieve the following learning objectives:

- **LO 1:** Learn and apply strategies and techniques for monitoring and evaluating projects, particularly those related to nutrition and food security.
- **LO 2:** Identify, describe, and apply strengths of successful international, national, and community level examples of monitoring and evaluation systems.
- **LO 3:** Design and effectively communicate the key components of monitoring and evaluation plans.
- **LO 4:** Analyze the adequacy of monitoring and evaluation plans included in nutrition-related project proposals and the quality of results presented following program evaluations.

In order to meet the above objectives, this course includes two main types of content. First, core technical components of the M&E system are introduced, discussed, analyzed and then applied to homework assignments. Second, several types of interventions/projects/programs will be considered throughout the semester which will give students a wealth of information about theories of change behind and implementation of nutrition interventions. Some of these interventions include:

- Nutrition specific interventions such as stunting reduction programs, Infant and Young Child Feeding, nutrition education/behavior change communication, micronutrient prevention and control, management of acute malnutrition and conditional cash transfer programs
- Nutrition sensitive programs such as agriculture and WASH (water, sanitation and hygiene).

Texts or Materials:
The following textbooks will be used throughout the semester.

How to be Successful in this Course:

To make the most of this learning experience, we ask that you keep up with the pace of the weekly modules as best you can, take advantage of the synchronous meetings, engage consistently and thoughtfully on discussion boards, always ask questions big or small and as stated above, keep communication lines often, early and honest.

Assignments and Grading:

**Assignments, Exams, and Grade Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion Board (5 x 3 pts ea)</td>
<td>15</td>
</tr>
<tr>
<td>BINP Evaluation Case Study</td>
<td>6</td>
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<tr>
<td>Logical Framework Draft</td>
<td>3</td>
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<td>Logical Framework Final</td>
<td>15</td>
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<tr>
<td>Indicator Matrix Draft</td>
<td>3</td>
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<tr>
<td>Indicator Matrix Final</td>
<td>15</td>
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<tr>
<td>Management by Exception</td>
<td>10</td>
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<tr>
<td>Final Project Logical Frame/Ind. Matrix Draft</td>
<td>3</td>
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<td>Final Project</td>
<td>30</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Class Participation**

Class participation for this course is an integral component of the learning agenda. Just as we would expect you to attend every lecture in a ‘live’ class, we expect everyone to participate in our discussion board conversations, as described below.

**DISCUSSION BOARDS:**
Throughout the course, we will exchange ideas on our online discussion board, found on the course Canvas site. These discussion board conversations will take place in Weeks 1, 3, 7, 8, 9, and 11. The topics may include an activity relating to lecture material, ‘quiz’-like questions pertinent to the lecture material, or current ‘hot’ topics/debates in the M&E field. You will find prompts with specific instructions in the Discussions section of our course site. Each prompt will specify the expected length of the response; generally the questions will require 400-500 word responses. Please post your responses before midnight on Thursday of that week (by 11:59pm EST).
In addition to your initial post, please reply to at least one of your classmates’ posts as well. This classmate response should be posted by midnight on the Sunday of each discussion board week (by 11:59 EST). Thus, you have three days following the due date for your initial post to respond to one or more of your classmates’ posts.

The discussion boards both build our learning community and facilitate mastery of course materials. As such, active participation is critical. We will grade the quality and timeliness of posts and responses to classmates and provide general feedback on the boards. There is a grading rubric available on the course Canvas site that further defines our expectations for discussion board post content.

Grading Range:

A passing grade in the course is B- or better. Course grades will be based on the below:

- A > 94%
- A- 90 - <94%
- B+ 87 - <90%
- B 84 - <87%
- B- 80 - <84%

Instructions for Submission of Assignments and Exams:

All assignments should be submitted via Canvas, as Word documents. Assignments must be submitted on or before the due date. Extensions will only be granted if requests are made at least 3 days before the due date. The grade for any assignment received after the due date will be reduced by 20% per day for up to three days.

Academic Conduct:

Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School’s Policies and Procedures Handbook and Tufts University policies (http://students.tufts.edu/student-affairs/student-life-policies/academic-integrity-policy). It is the responsibility of each student to understand and comply with these standards, as violations will be sanctioned by penalties ranging from failure on an assignment and the course to dismissal from the school.

Accommodation of Disabilities:

Tufts University is committed to providing equal access and support to all students through the provision of reasonable accommodations so that each student may access their curricula and achieve their personal and academic potential. If you have a disability that requires reasonable accommodations, please contact the Friedman School Assistant Dean of Student Affairs at 617-636-6719 to make arrangements for determination of appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.
### Course Overview:

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
<th>FACILITATOR</th>
<th>LECTURER</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/24 - 5/28</td>
<td>1</td>
<td>Course Overview and Introduction to M &amp; E</td>
<td>Introduce self on discussion board</td>
<td>NV</td>
<td>Guest: Marion Min-Barron (MMB)</td>
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<tr>
<td>5/29 - 6/4</td>
<td>2</td>
<td>Project Goals, Objectives and Targets - Using Logical Frameworks for Better M &amp; E</td>
<td>Assignment 1: Logical Framework Draft (LO 1, 3) Due: June 4, 11:55 PM EST</td>
<td>NV</td>
<td>Guest: Marion Min-Barron (MMB)</td>
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<tr>
<td>6/5 - 6/11</td>
<td>3</td>
<td>Measurement and Indicators, Part 1</td>
<td>Discussion board (LO 1)</td>
<td>NV</td>
<td>NV</td>
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<tr>
<td>6/12 - 6/18</td>
<td>4</td>
<td>Measurement and Indicators, Part 2</td>
<td>Assignment 1: Logical Framework Final (LO 1,3) Assignment 2: Indicator Matrix Draft (LO 1,3) Due: June 18, 11:55 PM EST</td>
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<td>6/19 - 6/25</td>
<td>5</td>
<td>Program Monitoring and Management Information Systems</td>
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<td>NV</td>
<td>Guest: Marion Min-Barron (MMB)</td>
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<tr>
<td>6/26 - 7/2</td>
<td>6</td>
<td>Evaluation Study Design</td>
<td>Assignment 2: Indicator Matrix Final (LO 1,3) Due: July 2, 11:55 PM EST</td>
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<td>7/3 - 7/9</td>
<td>7</td>
<td>Questionnaire Design &amp; Eval Design Case Study</td>
<td>Case Study - BINP (LO 2,4)</td>
<td>NV/HS</td>
<td>NV</td>
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<tr>
<td>7/10 – 7/16</td>
<td>8</td>
<td>Steps to Implementing an Evaluation</td>
<td>Discussion board (LO 1)</td>
<td>HS</td>
<td>NV</td>
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<tr>
<td>7/17 – 7/23</td>
<td>9</td>
<td>Participatory Monitoring and Evaluation and Qualitative Data Collection</td>
<td>Discussion board (LO 2) Assignment 3: Management by Exception (LO 1) Due: July 23, 11:55 PM EST</td>
<td>HS</td>
<td>Guest: Marion Min-Barron (MMB)</td>
</tr>
<tr>
<td>7/31 – 8/6</td>
<td>11</td>
<td>Using Evaluation Data for Maximum Impact</td>
<td>Discussion board (LO 2,4) Final Project Logical Framework and Indicator Matrix Drafts (LO 1,3) Due Aug 6, by 11:55 PM EST</td>
<td>HS</td>
<td>Guest: Marion Min-Barron (MMB)</td>
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<tr>
<td>8/7 – 8/13</td>
<td>12</td>
<td>Final Project Work Week</td>
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<td>HS</td>
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<td>8/14 – 8/20</td>
<td>13</td>
<td>Special Topics in Evaluation of Development Projects-Evaluating Program Sustainability and Institutional Capacity</td>
<td></td>
<td>HS</td>
<td>Guest: Marion Min-Barron (MMB)</td>
</tr>
<tr>
<td>8/21 - 8/27</td>
<td>14</td>
<td>Finals Week Project</td>
<td>Final M&amp;E Plan (LO 1,2,3) Due: Aug. 27th by 11:55 PM</td>
<td>HS</td>
<td>X</td>
</tr>
</tbody>
</table>
Topics, Assignments, and Learning Objectives for Each Class Session:

WEEK 1 | May 24-May 28: Course overview and introduction to monitoring and evaluation

LEARNING OBJECTIVES:
- Course Overview: Discussion of course objectives, structure, syllabus, and assignments.
- Introduction to monitoring and evaluation.
- At the end of this week, students will be able to:
  - Integrate (plan, design, etc.) M&E in the project cycle
  - Explain the components of an M&E System
  - Discuss the challenges of M&E of nutrition and food security programs
  - Discuss the collaboration of national and international organizations to build global M&E capacity

REQUIRED READINGS:

LECTURE: Introduction to Monitoring and Evaluation
ASSIGNMENTS:
Discussion board: Introduce yourself to the class.

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All readings are subject to change, please refer to Canvas for the most updated reading list.
WEEK 2 | May 29- June 4: Project Goals, Objectives, and Targets - Using Logical Frameworks for Better M & E

LEARNING OBJECTIVES:
At the end of this week, students will be able to
- Design project goals, objectives, and targets
- Explain and discuss program theory of change
- Develop a logical framework/logic model
- Summarize the purpose of logical frameworks for M&E

REQUIRED READINGS:
   See also the SUN Theory of Change summarized in this graphic.
   A fascinating example underscoring the importance of measuring assumptions!

OPTIONAL READINGS:
   The sections on Theory of Change and Logframe are a useful resource.

LECTURE: Using Logic Models and Conceptual Framework for Program Design and Monitoring and Evaluation
ASSIGNMENTS: Assignment 1: Draft Logical Framework, due June 4, 11:59 PM EST.

WEEK 3 | June 5 – June 11: Measurement and Indicators, Part 1 (Output and Outcome Indicators)
LEARNING OBJECTIVES:
At the end of this week, students will be able to
- Summarize qualities of a suitable indicator
- Discuss and demonstrate the process of electing indicators for purpose and context
- Design an indicator matrix which includes process (output) indicators and outcome indicators: measuring behavior change – example: caring practices, capacity

REQUIRED READINGS:


Read Part IV and the Annexes for insight into KAP survey methods. Skim rest for context/interest.

OPTIONAL READINGS:

Read Chapter 2; Save the other chapters for reference.


Skim and save for future reference.


LECTURE: Measurement and Indicators, Part 1

ASSIGNMENTS:
Discussion Board: Post and reply to classmate

WEEK 4 | June 12 - June 18: Measurement and Indicators, Part 2

LEARNING OBJECTIVES:
At the end of this week, students will be able to
- Summarize the current debates over:
  - indicators and methods for measuring changes in dietary intake
  - indicators for measuring food security and nutrition impacts
- Explain how indicators can be used beyond ‘information’

READINGS:


Spend some time exploring this valuable site. It offers summaries of the uses, strengths and weaknesses of a variety of dietary and food security indicators.


After skimming the Leading Indicators overview, it’s instructive to browse the objectives and explore data sources and the way the DHHS shares progress with the public:

https://health.gov/healthypeople/objectives-and-data/browse-objectives

OPTIONAL READINGS:
Overview. Produced by Mercy Corps as part of the Resilience Evaluation, Analysis and Learning (REAL) Associate Award. Avail here.


LECTURE: Measurement and Indicators, Part II

ASSIGNMENTS:
Logical Framework exercise due June 18th, by 11:55 PM EST (midnight); upload under the Assignments tab on the course Canvas site.
Draft Indicator Matrix (Assignment #2) due June 18th, by 11:55 PM EST.

WEEK 5 | June 19 - June 25: Program Monitoring and Management Information Systems

LEARNING OBJECTIVES:
At the end of this week, students will be able to:
- Explain the purposes of monitoring
- Design a program monitoring information system
- Describe routine data collection methods and information flows
- Explain and apply the “management by exception” technique
- Integrate data collection methods to ensure data quality

REQUIRED READINGS:
   Read Modules 1 & 5. Skim others if time and save for reference.
   Also, keep an eye on this UNICEF site, for ongoing development of tools.
   Explore the following resources of the Scaling Up Nutrition movement to get a sense of how SUN is using data to support effective intervention:
   b.) Country Dashboards: Scroll down to the 2019 Country Dashboards and select a country of your choosing.
   SKIM Intro, Discussion, and Annex A.

OPTIONAL READINGS:

**LECTURE:** *Program Monitoring and Management Information Systems*

**ASSIGNMENTS:**
Discussion Board: Post and reply to classmate

**WEEK 6 | June 26 -July 2 : Impact Evaluation Study Design**

**LEARNING OBJECTIVES:**
At the end of this week, students will be able to:
- Argue the pros and cons of randomization design
- Explain the potential for bias in estimating program effects
- Design a quasi-experimental impact assessment
- Calculate sample size and sampling

**REQUIRED READINGS:**

**OPTIONAL READINGS:**

**LECTURE:** *Evaluation Study Design*

**ASSIGNMENTS:** Indicator Matrix assignment due July 2nd, by 11:55 PM EST; upload under the Assignments tab on the course Canvas site.
WEEK 7 | June 3 – July 9: Evaluation Study Design: BINP Case Study

LEARNING OBJECTIVES:
At the end of this week, students will be able to

- Discuss real-life evaluation constraints
- Summarize RCT Alternatives
- Explain the Bangladesh Integrated Nutrition Program Evaluation Controversy

REQUIRED READINGS:

LECTURE: No lecture this week. Use time to prepare your case study discussion board response.

ASSIGNMENTS / ACTIVITIES:
BINP Case Study Activity. Discussion Board: Initial post and reply to classmate.

WEEK 8 | JULY 10 – JULY 16: Steps to Implementing an Evaluation

LEARNING OBJECTIVES:
At the end of this week, students will be able to

- Summarize the DAC Evaluation Principles
- Design an Evaluation Data Matrix
- Create an evaluation budget and timeline
- Develop evaluation instruments
- Explain and discuss what must be considered when determining
  - Training and other logistics
  - Data collection
  - Data analysis
  - Result reporting

Students will also have the skill set to apply these concepts to the design of an M&E plan.

REQUIRED READINGS:

OPTIONAL READINGS:
1. Levinson, et al: Section 7 – 8
LECTURE: *Steps to Implementing an Evaluation*

ASSIGNMENTS:
Discussion Board: Post and reply to classmate

WEEK 9 | JULY 17 – JULY 23: Participatory Monitoring and Evaluation and Qualitative Data Collection

**LEARNING OBJECTIVES:**
At the end of this week, students will be able to:
- Summarize and discuss participation and accountability as development principles
- Compare and contrast qualitative vs. quantitative approaches
- Explain specific qualitative and participatory techniques

**REQUIRED READINGS:**

**OPTIONAL READINGS**

LECTURE: *Participatory Monitoring and Evaluation and Qualitative Data Collection*

ASSIGNMENTS:
- Management By Exception assignment due July 23rd, by 11:55 PM EST, under the Assignments tab on the course Canvas site.
- Discussion Board: Post and reply to classmate

WEEK 10 | JULY 24 – JULY 30: Measuring Efficiency - Cost-benefit and Cost-effectiveness

**LEARNING OBJECTIVES:**
At the end of this week, students will be able to
- Explain the logistics and challenges to assembling cost data
- Measure costs and benefits
- Conduct Cost-Effectiveness Analysis
REQUIRED READINGS:
2. Puett et al. 2012: *a societal CEA of an innovative CMAM delivery model, using an activity-based costing methodology*
3. Phillips Sanghvi 1996: *CEA using secondary data to compare 3 vitamin A interventions*
4. Wilford et al. 2011: *an example of a decision analysis costing model applied to a CMAM program*

OPTIONAL READINGS:
1. Fiedler et al. 2008: *a detailed account of costs in an important nutrition program*
2. Caldes et al 2006: *clear & detailed study comparing 3 cash transfer programs in Latin America*
4. Jha et al 1998: *useful example of how to compare C-E of various health interventions*

LECTURE: Measuring Efficiency - Cost-Benefit and Cost-Effectiveness
ASSIGNMENTS: None

WEEK 11 | JULY 31 - AUGUST 6 :Using Evaluation Data for Maximum Impact

LEARNING OBJECTIVES:
- At the end of this week, students will be able to:
  - Discuss and argue
    - Whether evaluation is worthwhile (“Evaluability”)
    - Ethical issues concerning M&E
    - The politics of evaluation
  - Explain how to ensure maximum utilization of the evaluation through various reporting techniques

REQUIRED READINGS:
1. Levinson, et al: *Section 10*

OPTIONAL READINGS:

LECTURE: Maximizing Evaluation Results
ASSIGNMENTS: Discussion Board: Post and reply to classmate
E-mail a draft Logical framework and indicator matrix for final project to instructors, and upload to Canvas, by August 6th, at 11:55 PM EST.

WEEK 12 | AUGUST 7 – AUGUST 13: Final Project Worktime

LEARNING OBJECTIVES:
● Students work to integrate skills learned throughout the semester into their final M & E Plan.

ASSIGNMENTS:
Students will submit an email to Prof. Stobaugh that addresses any issues/questions pertaining to the final project, and provides an update on work progress to date.

WEEK 13 | AUGUST 14 – AUGUST 20
Special Topics in Evaluation of Development Projects - Evaluating Program Sustainability and Institutional Capacity

LEARNING OBJECTIVES:
At the end of this week, students will be able to:

● Summarize and discuss what is meant by "capacity" and "capacity-building"
● Explain and discuss what must be considered when measuring program sustainability

REQUIRED READINGS:

LECTURE: Evaluation Capacity and Sustainability

WEEK 14 | AUGUST 21 – AUGUST 27: Final Exam Week

ASSIGNMENTS L The final M&E Project is due August 27th by 11:55 PM EST. Post under the Assignments tab on the course Canvas site.