Tufts UNIVERSITY | Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy

NUTC 0210: Monitoring and Evaluation
Summer 2023

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 programming[1].

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

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, **8th** Edition. Sage Publications, Inc. *We encourage you to purchase/rent the more recent edition if possible.*
2. Levinson, James, Beatrice Rogers, Kristin Hicks, Tom Schaetzel, Lisa Troy, and Collette Young. 1997. Monitoring and Evaluation: A Guidebook for Nutrition Project Managers. Washington, DC: The World Bank. *This guide is an older, but clear and helpful, introductory text. It is available on the Canvas course site on the Week 2 Module: Readings page.*

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

Assignment	Points
Discussion Board (5 x 3 pts ea)	15
BINP Evaluation Case Study	6
Logical Framework Draft	3
Logical Framework Final	15
Indicator Matrix Draft	3
Indicator Matrix Final	15
Management by Exception	10
Final Project Logical Frame/Ind. Matrix Draft	3
Final Project	30
TOTAL	100

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:

DATE	WEEK	TOPIC	ASSIGNMENTS DUE	FACILITATOR	LECTURER
5/24 - 5/28	1	Course Overview and Introduction to M & E	Introduce self on discussion board	NV	Guest: Marion Min-Barron (MMB)
5/29 - 6/4	2	Project Goals, Objectives and Targets - Using Logical Frameworks for Better M & E	Assignment 1: Logical Framework *Draft* (LO 1, 3) Due: June 4, 11:55 PM EST	NV	Guest: Marion Min-Barron (MMB)
6/5 - 6/11	3	Measurement and Indicators, Part 1	Discussion board (LO 1)	NV	NV
6/12 - 6/18	4	Measurement and Indicators, Part 2	Assignment 1: Logical Framework Final (LO 1,3) Assignment 2: Indicator Matrix *Draft* (LO 1,3) Due: June 18, 11:55 PM EST	NV	NV
6/19 - 6/25	5	Program Monitoring and Management Information Systems		NV	Guest: Marion Min-Barron (MMB)
6/26 - 7/2	6	Evaluation Study Design	Assignment 2: Indicator Matrix Final (LO 1,3) Due: July 2, 11:55 PM EST	NV	NV
7/3 – 7/9	7	Questionnaire Design & Eval Design Case Study	Case Study - BINP (LO 2,4)	NV/HS	NV
7/10 – 7/16	8	Steps to Implementing an Evaluation	Discussion board (LO 1)	HS	NV
7/17 – 7/23	9	Participatory Monitoring and Evaluation and Qualitative Data Collection	Discussion board (LO 2) Assignment 3: Management by Exception (LO 1) Due: July 23, 11:55 PM EST	HS	Guest: Marion Min-Barron (MMB)
7/24 –7/30	10	Measuring Efficiency - Cost-benefit and Cost-effectiveness		HS	Guest lecturer: Beatrice L. Rogers
7/31 – 8/6	11	Using Evaluation Data for Maximum Impact	Discussion board (LO 2,4) Final Project Logical Framework and Indicator Matrix *Drafts* (LO 1,3) Due Aug 6, by 11:55 PM EST	HS	Guest: Marion Min-Barron (MMB)
8/7 – 8/13	12	Final Project Work Week		HS	X
8/14 – 8/20	13	Special Topics in Evaluation of Development Projects-Evaluating Program Sustainability and Institutional Capacity		HS	Guest: Marion Min-Barron (MMB)
8/21 - 8/27	14	Finals Week Project	Final M&E Plan (LO 1,2,3) Due: Aug. 27th, by 11:55 PM	HS	X

Topics, Assignments, and Learning Objectives for Each Class Session:[2]

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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition. **Ch 1: What is Program Evaluation and Why is it Needed?** Sage Publications, Inc.
2. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition, **Ch 2: Social Problems and Assessing the Need for a Program.** Sage Publications, Inc.

1. EvalPartners. (2016). Global Evaluation Agenda 2016-2020. **Executive Summary**. Available from: ExecutiveSummary.pdf (evalpartners.org).

2. EvalPartners. (2022). EvalAgenda Stocktaking & Engagement. Available at: EvalAgenda Stocktaking & Engagement – EvalPartners. *Skim this Web page for insight on current efforts to update the Global Evaluation Agenda with an eye to the 2030 SDGs.*
3. Independent Evaluation Office of UNDP. (2020). Leaving No One Behind: Evaluation for 2030. Proceedings from the 2019 National Evaluation Capacities Conference. UNDP, New York. August 2020. NEC2019_proceedings-1.pdf (undp.org).
    i. Part 2: Chapters 1 & 2
    ii. Part 4: Chapter 1
4. Fraser, D.I. (2021, Dec 10). Are We Nearly There Yet? Leading a Journey Powered by Evidence. Global Evaluation Initiative Blog. Are We Nearly There Yet? Leading a Journey Powered by Evidence | GEI (globalevaluationinitiative.org).

LECTURE: *Introduction to Monitoring and Evaluation*

ASSIGNMENTS:

Discussion board: Introduce yourself to the class.

[2] 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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition, **Chapter 3: Assessing Program Theory and Design**. Sage Publications, Inc.
2. Levinson, et al: Preface, Introduction, and Section 1 – 2.
3. Scaling Up Nutrition (SUN) Movement. MEAL Aligned with the Theory of Change. Monitoring, Evaluation, Accountability and Learning - MEAL. Accessed May 2022: MEAL aligned with the Theory of Change - (scalingupnutrition.org).

   See also the SUN Theory of Change summarized in this graphic.
4. Singh, V. (Host). It's All in the Design: Soil Health Cards in India (No. 9). [Audio Podcast Episode]. In *Research Talks.* IFPRI. https://www.ifpri.org/podcast/research-talks/episode-9-its-all-design-soil-health-cards-india

   A fascinating example underscoring the importance of measuring assumptions!

OPTIONAL READINGS:

1. Starr, L. (2019). *Theory of Change: Facilitator's Guide*. Washington, DC: The Technical and Operational Performance Support (TOPS) Program. https://pdf.usaid.gov/pdf_docs/PA00MP9Z.pdf
2. USAID. (2020). Policy and Guidance for Monitoring, Evaluation, and Reporting for Development Food Security Activities V2.0. Chapter 2: TOC, Logframe, IPTT, PIRS, and QUIPS. *USAID Office of Food for Peace*. https://pdf.usaid.gov/pdf_docs/PA00WM4H.pdf .

   The sections on Theory of Change and Logframe are a useful resource.
3. W.K. Kellogg Foundation. 2004. Logic Model Development Guide. Battle Creek: Kellogg Foundation.

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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition. Sage Publications, Inc. **Read the following sections in Chapter 5: Measuring Program Outcomes (p.124); Choice of Outcome Measures (p. 132)**.
2. Levinson, J., Rogers, B., Hicks, K., Schaetzel, T., Troy, L., & Young, C. (1997). Monitoring and Evaluation: A Guidebook for Nutrition Project Managers. Washington, DC: The World Bank. **Section 6.**
3. Marsh, A., Muzigaba, M., Diaz, T., Requejo, J., Jackson, D., Chou, D., Cresswell, J., Guthold, R., Moran, A.,

Strong, K., Banerjee, A., Soucat, A. (2020). Effective coverage measurement in maternal, newborn, child, and adolescent health and nutrition: progress, future prospects, and implications for quality health systems. The Lancet Global Health: Volume 8, Issue 5, Pgs e730-e736.

4. Lima, N., Vertti, A., Farhikhtah, A., and Muvaire, R. (2020). Knowledge, Attitudes, and Practices (KAP) Study on Maternal nutrition, infant and young child feeding, sanitation and hygiene, and sexual and reproductive health, including obstetric fistula, In Chemba District, Sofala. World Food Program. Mozambique.
   Read Part IV and the Annexes for insight into KAP survey methods. Skim rest for context/interest.

OPTIONAL READINGS:

1. Fautsch, M. Y., & Glasauer P. (2014). Guidelines for assessing nutrition-related knowledge, attitudes and practices manual. Food and Agriculture Organization of the United Nations: Rome.
   Read Chapter 2; Save the other chapters for reference.
2. WHO. 2008. Indicators for Assessing Infant and Young Child Feeding Practices: Definitions and Measurement Methods.
   Skim and save for future reference.
3. Munos MK, Blanc AK, Carter ED, Eisele TP, Gesuale S, Katz J, Marchant T, Stanton CK, Campbell H; Improving Coverage Measurement Group. Validation studies for population-based intervention coverage indicators: design, analysis, and interpretation. J Glob Health. 2018 Dec;8(2):020804.

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:

1. Sparling, T., White H., Boakye S., John D., Kadiyala S.. Understanding Pathways Between Agriculture, Food Systems, and Nutrition: An Evidence and Gap Map of Research Tools, Metrics, and Methods in the Last 10 Years, *Advances in Nutrition*, Volume 12, Issue 4, July 2021, Pages 1122–1136.
2. INDDEX Project (2018), Data4Diets: Building Blocks for Diet-related Food Security Analysis. Tufts University, Boston, MA. https://inddex.nutrition.tufts.edu/data4diets. Accessed on [2022, May 13].
   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.
3. Coates J, Colaeizzi B, Fiedler J, Lividini K, Wirth J, Rogers B. A program needs-driven approach to selecting dietary assessment methods for decision-making in food fortification programs. Volume 33, Supplement 2, September 2012, pp. 146S-156S(11).
4. Healthy People 2030: Leading Health Indicators. Office of Disease Prevention and Health Promotion, US Department of Health and Human Services. Available here.
   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:

1. Henly-Shepard, S., & Sagara, B. (2018). *Resilience Measurement Practical Guidance Note Series: An*

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

2. Cashin K. and Oot L. 2018. Guide to Anthropometry: A Practical Tool for Program Planners, Managers, and Implementers. Washington, DC: Food and Nutrition Technical Assistance III Project (FANTA)/ FHI 360.
   Highly detailed guide. Save for future reference.
3. Malapit H., Quisumbing A., Meinzen-Dick R., Seymour G., Martinez E., Heckert J., Rubin D., Vaz A., Yount K. Development of the project-level Women's Empowerment in Agriculture Index (pro-WEAI). World Development. Volume 122, 2019, Pages 675-692.
4. Young SL, Boateng GO, Jamaluddine Z On behalf of the HWISE Research Coordination Network*, et al.* The Household Water InSecurity Experiences (HWISE) Scale: development and validation of a household water insecurity measure for low-income and middle-income countries*BMJ Global Health* 2019;**4:**e001750.
5. Maxwell D, and Caldwell R. Coping Strategies Index Field Methods Manual, Version 2. CARE, 2008. *Skim.*

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) d**ue 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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition, **Chapter 4: Assessing Program Process and Implementation**. Sage Publications, Inc.
2. Levinson, et al: Section 3.
3. National Nutrition Information Systems, The Fundamentals Series; Modules 1–5, New York: United Nations Children's Fund (UNICEF) and the World Health Organization (WHO), 2021. Available here.
   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.
4. Scaling Up Nutrition: Monitoring, Evaluation, Accountability and Learning - MEAL.
   Explore the following resources of the Scaling Up Nutrition movement to get a sense of how SUN is using data to support effective intervention:
   a.) Siekmans, K. National Nutrition Information Systems: Peru Case Study. SUN Movement. Available here
   b.) Country Dashboards: Scroll down to the 2019 Country Dashboards and select a country of your choosing.
   c.) Siekmans, K. (2017). Mapping Information Systems for Nutrition in SUN Countries. Available here.
   SKIM Intro, Discussion, and Annex A.

OPTIONAL READINGS:

1. Gallagher, J. (2019). Webinar: How to Monitor Performance Based on a Theory of Change. USAID Office of Learning Evaluation and Research. Available here.
2. USAID. (2020). Program Note: How-To Note: Prepare & Maintain a Performance Management Plan – Version 4, November 2020. United States Agency for International Development. Available here.
3. Aqil A, et al. (2009). PRISM framework: a paradigm shift for designing, strengthening and evaluating routine health information systems. *Health Policy and Planning*, 24:217–228.

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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition, **Chapter 6: Impact Evaluation: Isolating the Effects of Social Programs in the Real World and Chapter 8: Impact Evaluation: Designs With Strict Controls on Program Access**. Sage Publications, Inc.
2. Quisumbing, A. R., et al. (2020). Randomized Controlled Trials of Multi-Sectoral Programs: Lessons from Development Research. *World Development*, 127, 104822.
3. Kvangraven, I. H. (2020). Impoverished economics? A critical assessment of the new gold standard. *World Development*, 127, 104813.
4. Kabeer, N. (2020). 'Misbehaving' RCTs: The confounding problem of human agency. *World Development*, 127, 104809.
5. Tranchant, J.-P., Gelli, A., Bliznashka, L., Sekou Diallo, A., Sacko, M., Assima, A., Siegel, E., Aurino, E., Masset, E. (2019). The impact of food assistance on food insecure populations during conflict: Evidence from a quasi-experiment in Mali. World Development, Volume 119, Pages 185-202.
6. Magnani R. 1997. Sampling Guide. Washington DC: Food and Nutrition Technical Assistance Project. S*kim and keep as a reference.*

OPTIONAL READINGS:

1. Habicht JP, Victora CG, and Vaughan JP (1999). Evaluation Designs for Adequacy, Plausibility and Probability of Public Health Programme Performance and Impact. International Journal of Epidemiology. 28:10–18.
2. Menon, P., et al. (2020). Lessons from Using Cluster-Randomized Evaluations to Build Evidence on Large-Scale Nutrition Behavior Change Interventions. *World Development*, 127, 104816.
3. Duflo, E et al. 2006. Using Randomization in Development Economics Research: A Toolkit. Center for International Development at Harvard University Working Paper No 138, Cambridge: Harvard University.

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:

1. Bamberger, Michael. Conducting Quality Impact Evaluations Under Budget, Time And Data Constraints; Independent Evaluation Group, The World Bank, 2006.
2. Victora, CS et al. 2004. Evidence-Based Public Health: Moving Beyond Randomized Trials. *Am J Public Health. March*; 94(3): 400–405.
3. Karim, R et al. (2003) The Bangladesh Integrated Nutrition Project Community-Based Nutrition Component: Endline Evaluation Final Report. Institute of Nutrition and Food Sciences, University of Dhaka.

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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition, Chapter 6: Impact Evaluation: Isolating the Effects of Social Programs in the Real World and Chapter 8: Impact Evaluation: Designs With Strict Controls on Program Access. Sage Publications, Inc.
2. Görgens and Kusek. (2009). Making Monitoring and Evaluation Systems Work: A Capacity Development Toolkit. Washington, D.C.: World Bank. *Read Chapters 8 and 11.*
3. OECD (2021), Applying Evaluation Criteria Thoughtfully, OECD Publishing, Paris, https://doi.org/10.1787/543e84ed-en.
4. Owusu-Addo, E., Renzaho, A. M. N., & Smith, B. J. (2018). Evaluation of cash transfer programs in sub-Saharan Africa: A methodological review. Evaluation and Program Planning, 68, 47– 56.

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:

1. Catley A. et al. 2007. Participatory Impact Assessment: A Guide for Practitioners. Medford: Feinstein International Center, Tufts University.
2. Chambers, Robert (2010). A revolution whose time has come? The win-win of quantitative participatory approaches and methods. IDS Bulletin. 41: 45-55.
3. Tracy, S. (2010). Qualitative Quality: Eight 'Big Tent' Criteria for Excellent Qualitative Research. *Qualitative Inquiry.* 16 (10): 837-851.
4. Pradel, W., Cole, D. C., & Prain, G. (2013). Mixing methods for rich and meaningful insight: Evaluating changes in an agricultural project in the Central Andes. BetterEvaluation.
5. Pinto, RM (2011). International participatory research framework: triangulating procedures to build health research capacity in Brazil. *Health Promotion International.* 27(4): 435-444.

OPTIONAL READINGS

1. Burns, J and Suji W. 2007. Impact Assessment of the Gokwe Integrated Recovery Action Program. Medford: Feinstein International Center, B&M Gates Foundation and Africare.
2. HIV/AIDS Alliance. 2006. Tools Together Now! 101 Participatory Tools to Mobilize Communities for HIV/AIDS. *Skim this document to get a sense of the range of available participatory tools and methods and save for future reference.*

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:

1. Rossi, P. H., Lipsey, M. W., & Henry, G. T. (2019). Evaluation: A systematic approach, 8th Edition, Chapter 10: Assessing the Economic Efficiency of Programs. Sage Publications, Inc.
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*
3. Kim et al 2009: *clearly presented decision analysis model for rotavirus vaccine in Vietnam*
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
2. Neufeld et al. Evaluation for Program Decision Making: A Case Study of the Oportunidades Program in Mexico. *Journal of Nutrition,* 141: 2076–2083, 2011.
3. World Bank. 2005. Influential Evaluations: Detailed Case Studies. Operations Evaluation Department. Washington, D.C.: World Bank. *Read the overview and at least two cases studies of your choice; what made these evaluations particularly influential?*
4. Chris Barnett & Laura Camfield (2016) Ethics in evaluation, Journal of Development Effectiveness, 8:4, 528-534.
5. Brownson, Ross C. et al. 2018. Getting the Word Out: New Approaches for Disseminating Public Health Science, Journal of Public Health Management and Practice: March/April 2018 - Volume 24 - Issue 2 - p 102-111

OPTIONAL READINGS:

1. Gopichandran, V. and Krishna, A. (2013). Monitoring 'monitoring and evaluating 'evaluating': an ethical framework for monitoring and evaluation in public health. *Journal of Medical Ethics*. 39 (1): 31-35.
2. MEASURE Evaluation. (2012). Framework for Linking Data with Action Washington, D.C.: USAID/MEASURE Evaluation.
3. MEASURE Evaluation. (2012). Stakeholder Engagement Tool. Washington, D.C.: USAID/MEASURE Evaluation.

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:

1. Zivetz L and Cikan J. (2017). Evaluability Checklists (for assessing whether a post-project evaluation is viable and for measuring sustainability throughout the program cycle).
2. USAID. 2021. Local Capacity Development. *Draft*. Washington, DC.
3. Fehringer, J et al. 2017. Integrating Gender in the Monitoring and Evaluation of Health Programs: A Toolkit. Chapel Hill, North Carolina. MEASURE Evaluation. *Only pp 1-12*
4. Simister N and with Smith R. 2010. Monitoring and Evaluating Capacity Building: Is it really that difficult? International NGO Training and Research Center.

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.