

Tufts University Friedman School of Nutrition Science and Policy
NUT 217: Seminar On Monitoring and Evaluation
Of Nutrition and Food Security Projects
Spring 2019

Class Meetings: Wednesdays, 3:15 p.m.–6:15 p.m., Jaharis 156
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I am happy to meet with you at a time that works for your schedule. Please email to set up an appointment.

Graduate Credit: 1 credit
Prerequisites: None

Course Description

There is consensus within the nutrition community that inadequate project monitoring and evaluation (M&E) represent a major constraint in domestic and international programmatic efforts to address problems of malnutrition and food insecurity. The absence of sound M&E processes in large numbers of nutrition and food security projects, despite continued evidence of their value in assessing and improving project performance, suggests that many project planners and managers may not yet have the necessary skills or understanding to develop and operate such systems. This course is designed to help address this need. The same M&E principles can be applied across both domestic and global programmatic contexts. That said, my personal experience is almost entirely internationally-focused, so most in-class examples and many of the activities have an international programming bent. I welcome students in the class with domestic interests, and strive to offer domestically-focused options for the term project and in-class exercises where possible.

The course content is structured around the following:

- Steps involved in developing an M&E system: These steps are the basic “nuts and bolts” of M&E. Though they are largely generic in nature and could thus be used for a wide range of projects they will be studied and discussed primarily in the context of international nutrition and food security projects.
- M&E issues specific to nutrition and food security interventions: Interspersed throughout the semester, there will be a review of the basic theories of change of specific nutrition and food security interventions (e.g. nutrition education,

micronutrient initiatives, growth promotion, etc.), and discussion of their central M&E issues, including the time needed to see results, indicators, and specific challenges with evaluation of these interventions.

Course Objectives

By the end of this semester students will

1. Be familiar with the strategies and techniques for monitoring and evaluating projects, particularly those related to nutrition and food security;
2. Be exposed to multiple international and some domestic examples of monitoring and evaluation systems, both large and small;
3. Have experience in the design of monitoring and evaluation plans; and
4. Be able to assess the adequacy of proposals and program evaluations designed by others.

Textbooks

The following textbook will be used throughout the semester.

1. 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 is an old book but it does a very good job of clearly distilling the material and it makes a good foundation on which to supplement with additional readings. The book is available on Canvas.*
2. Bamberger et al. RealWorld Evaluation: Working Under Budget, Time, Data, and Political Constraints, 2nd Edition. Sage Publications, Inc. 2012. *This textbook is available for purchase (or for rent!) on Amazon or directly from the publisher.*

Academic Conduct

Each student is responsible for upholding the highest standards of academic integrity, as specified in the Friedman School's Policies and Procedures manual (<http://nutrition.tufts.edu/student/documents>) and Tufts University policies (<http://students.tufts.edu/student-affairs/student-code-conduct/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.

Assessment and Grading

• Class attendance and participation	10%
• Logical Framework and Theory of Change	15%
• Indicator Matrix and Indicator Measurement Discussion	15%
• Monitoring Information System Design	25%
• M&E Innovations	10%
• Evaluation Design	25%
Total	100%

Course Late Policy:

Assignments must be submitted on or before the due date. Extensions will be considered only in extraordinary circumstances. (Having a lot of other schoolwork is not extraordinary!). If you think you will need an extension, please contact me with your request in advance of the deadline. Each assignment submitted up to two days late without prior approval will be docked 2 points. Assignments submitted more than 2 days past the deadline will be docked a total of 4 points.

Assignments:

All nutrition or food security projects should have a detailed monitoring and evaluation plan to guide the M&E of the project. A preliminary version of this plan is typically required as part of a project proposal for external funding. Through four separate assignments, students will develop the key components of an M&E plan for an actual food security and/or nutrition project. One additional assignment during the course of the semester will require students to engage with emerging and novel M&E-related innovations. Other real-life, practical exercises, workshops, and activities will be woven into the class throughout the semester.

Three of these assignments are to be tackled in small groups. We recognize that there are advantages and disadvantages to group projects. In this case, we feel that the advantages outweigh the disadvantages. Group projects can spread the work and instill teamwork skills, which are important elements of M&E and project design, management and implementation. More importantly, chances are that the M&E-related work that Friedman graduates do in the future, either as project staff, external evaluators, or consultants offering technical assistance, will be done in a collaborative fashion. It is thus vital that you become accustomed to working through these processes in conjunction with other people. Please note that there will be an opportunity to reflect on the work of others in your group at the end of the semester via a peer evaluation. The total peer evaluation score that you

receive from your group members will be factored into your overall course participation grade.

Summary Description of Assignments:

The description of assignments provided here is a summary only; detailed instructions will be posted on Trunk 2-3 weeks in advance of each assignment due date.

- 1. *Logical Framework (LF)*.** Being able to diagram program theory is a critical foundation for planning and implementing M&E systems. The purpose of this assignment is to offer practice in developing a logical framework for a project, including inputs, assumptions, outputs, assumption, outcomes, impacts, and benefits. The assignment will also require you to narrate the theory of change that is implicit in your program, and to critique the soundness of this theory of change.
- 2. *Indicator Matrix (IM)*.** The objectives of this assignment are: 1) to practice operationalizing measurable indicators and 2) to assess the appropriateness of one indicator over another in food security and nutrition M&E based on research justifying the indicators' validity, cost-effectiveness, context appropriateness, and other criteria.
- 3. *Program Monitoring Information System Design (group project)*:** This assignment will require you to consider key elements of a program monitoring information system and propose a system design that is appropriate for your semester project.
- 4. *M&E Innovations (group project)*:** While the focus of this class is on mastering a core set of skills for designing, implementing, and managing program monitoring and evaluation processes, students should also be attuned to innovative and cutting-edge techniques, methods, and concepts that are expanding the frontiers of M&E. This assignment will require students to work with their term project groups to identify and share an M&E innovation with the class. Students will facilitate a session that involves introducing the innovation, discussing its potential applications, critiquing its pro's and con's relative to standard practice, and engaging the class to consider the relevance of the innovation in the context of the semester projects.
- 5. *Impact Evaluation and Process Evaluation Design (group project)*:** This final assignment of the semester requires students to develop a realistic and feasible plan for an impact evaluation and a process evaluation of their selected project.
- 6. *Class Attendance and Participation*:** Class sessions will incorporate group activities and discussion to reinforce the various skills taught through lectures and to encourage peer-to-peer learning. Students are expected to come to class prepared to actively participate in these activities and discussions, some of which will require advance preparation. We will also ask groups to rate the other members contributions to the

three group projects, to provide a peer evaluation score. The average peer evaluation score will be incorporated into the class attendance and participation grade.

Accommodation of Disabilities: Students with documented disabilities are entitled to academic accommodation appropriate to their needs. If you require accommodations for this course, please contact me confidentially prior to the end of the second week of classes.

Course Schedule

Class #	Date	Topic	Assignments
1	1/16	Course Overview and Introduction to M&E	
	1/23	University policy: no class – Substitute Monday schedule	
2	1/30	Project Goals, Objectives, and Targets; Theory of Change; Using Conceptual Frameworks for Better M&E	
3	2/6	Measurement and Indicators, Part I (impact indicators)	
4	2/13	Measurement and Indicators, Part II (output and outcome indicators)	Assignment 1 due 2/13 by 11:59 on Trunk. Selection of groups for final project due to course TA by midnight on 2/15
5	2/20	Monitoring Information Systems for Improved Performance	
6	2/27	Process Evaluation and Other Implementation Research	Assignment 2 due 2/27 by 11:59 on Trunk
7	3/6	Impact Evaluation Design, Part I	
8	3/13	Impact Evaluation Design, Part II	
		No Class (Spring Break)	
9	3/27	Qualitative & Participatory M&E	Monitoring Information System Design due 3/27 by 11:59 on Trunk
10	4/3	Evaluating Program Sustainability; Using Evaluation Data for Maximum Impact	
11	4/10	M&E Innovations presentations and discussion	M&E Innovation presentations in class 4/10
12	4/17	Measuring Efficiency: Cost-benefit and Cost-effectiveness	
13	4/24	Last class: Evaluation Plan Project Workshop	
			Final evaluation plan due by Friday, 5/10 at 11:59 PM

Course Topics, Learning Objectives and Readings

Class 1: Course Overview and Introduction to M&E

Learning Objectives

- Integrate (plan, design, etc) M&E in the project cycle
- Explain the components of an M&E System
- Discuss the challenges to M&E of Nutrition and Food Security Programs

Optional reading:

1. Archibald, T., Sharrock, G., Buckley, J., & Young, S. (2018). Every practitioner a “knowledge worker”: Promoting evaluative thinking to enhance learning and adaptive management in international development. In A. T. Vo & T. Archibald (Eds.), *Evaluative Thinking. New Directions for Evaluation*. 158, 73–91.
2. Easterly, William. (2006) Planners vs. Searchers in Foreign Aid. *Asian Development Review*. vol 23 no.2, 1-35.

January 23: NO CLASS, UNIVERSITY MONDAY SCHEDULE

Class 2: Setting Project Goals, Objectives, and Targets; Understanding Program Theory of Change; Using Logical Frameworks for Better M&E

Learning Objectives

- Design project goals and objectives
- Compose program targets
- Explain and discuss program theory of change
- Develop a logical framework/logic model
- Summarize the purpose of logical frameworks for M&E

Activities:

- Develop a logframe for a conditional cash transfer program
- Critique past project logframes

Required Readings:

1. Levinson, et al: Preface, Introduction, and Section 1 – 2
2. Hilary Floate, Jo Durham & Geoffrey C. Marks (2018) Moving on from logical frameworks to find the ‘missing middle’ in international development programmes, *Journal of Development Effectiveness*, DOI: [10.1080/19439342.2018.1551921](https://doi.org/10.1080/19439342.2018.1551921)

3. Fernald, Gertler, and Neufeld. (2008). Role of cash in conditional cash transfer programmes for child health, growth, and development: an analysis of Mexico's Oportunidades. *Lancet*; 371: 828–37. *Come prepared to discuss the theory of change of the Oportunidades project and to diagram it in a logframe.*

Additional Resources:

4. Stein, D., Valters, C. (2012) Understanding 'theory of change' in international development: A review of existing knowledge.
5. Rogers, Patricia J. (2008) Using Programme Theory to Evaluate Complicated and Complex Aspects of Interventions. *Evaluation*. 14(1) 29-48.
6. W.K. Kellogg Foundation. 2004. Logic Model Development Guide. Battle Creek: Kellogg Foundation.

Assignment: Develop a logical framework for the specified project (to be announced in class). Due on the Trunk website by midnight, **February 13th**.

Class 3: Measurement and Indicators, Part I (Impact Indicators)

Learning Objectives:

- Summarize the current debates over:
 - indicators and methods for measuring changes in dietary intake
 - indicators for measuring food security and nutrition impacts
- Describe other sources of M&E information, beyond 'indicators'

Activities:

- Discuss Logical Framework assignment

Required Readings:

1. Coates J, "Food Security Measurement in Public Health". (2015). In: Ivers L, ed. Food Insecurity and Public Health, Boca Raton: CRC Press, Taylor and Francis Group
2. Food and Agriculture Organization (2016). Compendium of Indicators for Nutrition-Sensitive Agriculture. FAO, Rome. *Read through page 12; skim the rest and save for future reference.*
3. Coates J, Colaeizzi B, Fiedler J, Lividini K, Wirth J, Rogers B. (2012) 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).

Additional Resources:

1. Frongillo, E., Tofail, F., Hamadani, J., Warren, A., Mehrin, S. (2014). "Measures and indicators for assessing impact of interventions integrating nutrition, health, and early childhood development". *Annals of the New York Academy of Sciences*. Pp. 68-88
2. Leading Health Indicators Development and Framework for the 2020 Healthy People Goals. Office of Disease Prevention and Health Promotion, United States Department of Health and Human Services. Available at: <https://www.healthypeople.gov/2020/Leading-Health-Indicators>
3. Browse this website for detailed write-ups about food security and diet-related indicators: Data4Diets: Building Blocks for Diet-related Food Security Analysis: <https://index.nutrition.tufts.edu/data4diets>

Class 4: Measurement and Indicators, Part II (Output and Outcome Indicators)

Learning Objectives:

- Summarize qualities of a suitable indicator
- Discuss and demonstrate the process of selecting indicators for purpose and context
- Design an indicator matrix which includes 'process' (output) indicators and 'outcome' indicators: eg. those measuring coverage and behavior change.

Activities:

- Critique indicator examples
- Practice developing an indicator matrix

Required Readings:

1. Levinson, et al: Section 6.
2. Fautsch Macías Y, and 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 rest of the document for future reference).*
3. Bryce et al (2013). Measuring Coverage in MCHN: New Findings, New Strategies, and Recommendations for Action. *PLOS Medicine*. 10(5).
4. Shengalia B, et al. (2005). Access, utilization, quality, and effective coverage: An integrated conceptual framework and measurement strategy. *Social Science & Medicine* 61(1): 97-109.

Additional Resources:

1. Engle-Stone, R., Nankap, M., Ndjebayi, A. O., Vosti, S. A., & Brown, K. H. (2015). Estimating the Effective Coverage of Programs to Control Vitamin A Deficiency and Its Consequences Among Women and Young Children in Cameroon. *Food and Nutrition Bulletin*, 36(3_suppl), S149–S171.
<https://doi.org/10.1177/0379572115595888>
2. Myatt M. and Guerrero S. (2014). “Coverage Theory: Why coverage is important: efficacy, effectiveness, coverage, and the impact of CMAM interventions” in: Coverage Matters. A collation of content on coverage monitoring of CMAM programmes.
3. WHO. 2008. Indicators for Assessing Infant and Young Child Feeding Practices: Part I (Definitions) and Part II (Measurement).

Assignment: Prepare an Indicator Matrix for selected indicators for the specified project (to be announced in class). Due on the Trunk website by 11:59 on **February 27th**

Class 5: Monitoring Information Systems for Improved Performance

Learning Objectives:

- 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

Activities:

- Bangladesh Management by Exception Exercise

Required Readings:

1. Levinson, et al: Section 3
2. 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.
3. Rodolfo Siles, (2004). Project Management Information Systems. Guidelines for Planning, Implementing, and Managing a DME Project Information System. *Skim this document now, and refer back to the details when designing your monitoring information system assignment.*

Additional Resources:

1. Developing Health Management Information Systems: A Practical Guide for Developing Countries. 2004. Geneva: World Health Organisation. *Note: this guide will be useful for your monitoring assignment.*
2. Görgens and Kusek. (2009). Making Monitoring and Evaluation Systems Work: A Capacity Development Toolkit. Washington, D.C.: World Bank. *Read Chapters 7 (particularly 7.5) and 10.*
3. Kusek, Jody; Rist, Ray. (2004) Ten Steps to a Results Based Monitoring and Evaluation System. *The World Bank*. Washington D.C.

Assignment: *Monitoring System Assignment due **March 27th** by 11:59 PM*

Class 6: Process Evaluation and Other Implementation Research

Learning Objectives:

- Explain the objectives of process evaluation and identify key research questions
- Define “implementation research” and “delivery science”
- Apply methods for answering process evaluation questions, including barrier analysis.
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Required readings

1. Saunders, R. P., et al. (2005). Developing a Process-Evaluation Plan for Assessing Health Promotion Program Implementation: A How-To Guide. *Health Promotion Practice*, 6(2), 134–147. <https://doi.org/10.1177/1524839904273387>
2. Tumilowicz A et al. (2018). Implementation Science in Nutrition: Concepts and Frameworks for an Emerging Field of Science and Practice, *Current Developments in Nutrition*, nzy080, doi.org/10.1093/cdn/nzy080
3. Kittle, Bonnie. (2013). A Practical Guide to Conducting a Barrier Analysis. New York, NY: Helen Keller International. *Skim this and keep as a resource*

Additional Resources:

4. Julie C. Ruel-Bergeron et al. (2019). Monitoring and evaluation design of Malawi's Right Foods at the Right Time Nutrition Program, *Evaluation and Program Planning*, Volume 73: 1-9 doi.org/10.1016/j.evalprogplan.2018.11.001
5. Ghodsi, D., Rashidian, A., Omidvar, N., Eini-Zinab, H., Raghfar, H., & Ebrahimi, M. (2018). Process evaluation of a national, community-based, food supplementary programme for improving the nutritional status of children in Iran. *Public Health Nutrition*, 21(15), 2811-2818. doi:10.1017/S1368980018001696
6. Avula et al. (2013). A Program Impact Pathway Analysis Identifies Critical Steps in the Implementation and Utilization of a Behavior Change Communication Intervention Promoting Infant and Child Feeding Practices in Bangladesh. *J. Nutr.* 143: 2029–2037.

Class 7: Impact Evaluation Design, Part I

Learning Objectives:

- Argue the pros and cons of randomization design
- Explain the potential bias in estimating program effects
- Design a quasi-experimental impact assessment
- Calculate sample size and design a sampling plan for an evaluation

Activity:

- Debate Pro's and Con's of randomized controlled trials in evaluation research.

Required Readings:

1. Levinson, et al: Section 4
2. Bamberger et al, Chapters 11, 12, and 15
3. Jamal F, Fletcher A, Shackleton N, Elbourne D, Viner R, Bonell C. The three stages of building and testing mid-level theories in a realist RCT: a theoretical and methodological case-example. *Trials*. 2015;16:466.
4. Mhurchu, C.N., Turley, M., Gorton, D., Jiang, Y., Michie, J., Maddison, R. and Hattie, J., 2010. Effects of a free school breakfast programme on school attendance, achievement, psychosocial function, and nutrition: a stepped wedge cluster randomised trial. *BMC Public Health*, 10(1), p.738.

Additional Resources:

1. Deaton A and Cartwright, N. (2018). "Understanding and misunderstanding randomized controlled trials", *Social Science & Medicine*, Volume 210: 2-21, <https://doi.org/10.1016/j.socscimed.2017.12.005>.

2. 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.
3. Magnani R. 1999 Sampling Guide (with 2012 addendum). Washington DC: Food and Nutrition Technical Assistance Project. (*skim, focus on sample size calculation, and keep as a reference.*)

Class 8: Impact Evaluation Design, Part II

Learning Objectives:

- Discuss real-life evaluation constraints
- Summarize the pro's and con's of RCT alternatives
- Analyze the Bangladesh Integrated Nutrition Program evaluation controversy

Activities:

- Critique of Bangladesh Integrated Nutrition Program Final Evaluation Results

Required Readings:

1. Bamberger et al. Chapters 3-7, 16
2. Smith, L.C., Khan, F., Frankenberger, T.R. and Wadud, A.A., 2013. Admissible evidence in the court of development evaluation? The impact of CARE's SHOUHARDO project on child stunting in Bangladesh. *World Development*, 41, pp.196-216.
3. 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. *This is an old, but classic paper.*
4. 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. Skim and come prepared to critique this report

Additional Resources:

1. DAC. Criteria For Evaluating Development Assistance and DAC Quality Standards for Development Evaluation. OECD Development Assistance Committee (DAC), 2010. (*skim*).
2. Levinson, et al: Section 7 – 8

March 21: Spring Break; no class

Class 9: Qualitative and Participatory M&E

Learning Objectives:

- Summarize and discuss participation and accountability as development principles
- Compare and contrast qualitative vs. quantitative approaches
- Explain specific qualitative and participatory techniques

Activities:

- Simulation of participatory data collection exercises

Required Readings:

1. Bamberger M, et al. Chapter 14.
2. Better Evaluation: Sharing information to improve evaluation. Q&A Webinar and 3-part blog series by Leslie Groves and Irene Guijt.
 - a) *Webinar: Participation in Evaluation*. Available at: http://betterevaluation.org/blog/four_reflections_on_participation_in_evaluation
 - b) *Participation not for you? Four reflections that might change your mind*. Available at: http://betterevaluation.org/blog/four_reflections_on_participation_in_evaluation
 - c) *Positioning participation on the power spectrum*. Available at: http://betterevaluation.org/blog/positioning_participation_on_the_power_spectrum
 - d) *Choices about voices*. Available at: http://betterevaluation.org/blog/choices_about_voices
3. Catley A. et al. 2007. Participatory Impact Assessment: A Guide for Practitioners. Medford: Feinstein International Center, Tufts University. *Skim and keep as a resource*
4. Cornwall, A. and Aghajanian, A., 2017. How to find out what's really going on: understanding impact through participatory process evaluation. *World Development*, 99, pp.173-185.

Additional Resources:

1. 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.*

Class 10: Assessing Program Sustainability; Using Evaluation Data for Maximum Impact

Learning Objectives:

- Discuss and argue
 - When evaluation is worthwhile (“Evaluability”)
 - Ethical issues concerning M&E
 - The politics of evaluation
 - Should sustainability be the objective of all development programs?
- Explain how to ensure maximum utilization of the evaluation through various reporting techniques
- Consider options for evaluating program sustainability

Activities:

- Discussion of Influential Evaluations case studies
- Discuss USAID/FFP Exit Strategies Study Findings

Required Readings:

1. Bamberger et al. Chapter 8.
2. UNICEF. (2018). Influential Evaluations: A Selection of UNICEF Evaluations That Led to Learning and Change. Read the overview and at least two case studies of your choice; come prepared to discuss what made these evaluations particularly influential.
3. Rogers, B., Coates, J. (2015). Sustaining development: A synthesis of results from a four-country study of sustainability and exit strategies among development food assistance projects. FANTA III and USAID. Read executive summary
4. Scherier, M. (2005). Is sustainability possible? A review and commentary on empirical studies of program sustainability. American Journal of Evaluation. Vol 26, no 3. 320-347.

Additional Resources:

5. Luke, Douglas A.; Calhoun, Annaleise; Robichaux, Christopher B., Elliott, Michael B., Moreland-Russell, Sarah. (2014) The Program Sustainability Assessment Tool: A New Instrument for Public Health Programs. Prev. Chronic Disease 2014.; 11:1. 130-84. DOI: <http://dx.doi.org/10.5888/pcd11.130184>
6. Levinson, et al: Section 10
7. Neufeld et al. (2011). Evaluation for Program Decision Making: A Case Study of the Oportunidades Program in Mexico. Journal of Nutrition, 141: 2076–2083.

Assignment: Group presentation on M&E Innovation due in class on 4/11.

Class 11: M&E Innovations Presentations and Discussion

Learning Objectives:

- Investigate innovative technology and approaches being used for M&E
- Articulate the relevance of innovative M&E approaches to real-life project scenarios

Activity:

- Group presentations on the selected M&E innovation, its potential applications, and its relevance in the context of the semester project.

No required or additional readings

Class 12: Measuring Efficiency: Cost-benefit and Cost-effectiveness

Learning Objectives:

- Explain the logistics and challenges to assembling cost data
- Measure costs and benefits
- Know the key elements of a cost-effectiveness analysis

Activity:

- Designing a cost-effectiveness study for the Bangladesh Save the Children Community Management of Acute Malnutrition (CMAM) Program

Required Readings:

1. Rossi Chapter 11, *an overview*

The following are examples of cost-effectiveness analyses (CEAs) of nutrition programs, using different methods. After each is a brief description of the methods used. While reading, students should get a sense of different methods available, similarities and commonalities, even in assessments of similar types of programs.

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*

Additional Resources:

5. Fiedler et al. 2008: *a detailed account of costs in an important nutrition program*
6. Caldes et al 2006: *clear & detailed study comparing 3 cash transfer programs in Latin America*
7. Kim et al 2009: *clearly presented decision analysis model for rotavirus vaccine in Vietnam*
8. Jha et al 1998: *useful example of how to compare C-E of various health interventions*
9. Tan-Torres 2003: *the WHO-CHOICE report details recommended methods for CEA*
10. Fox-Rushby & Hanson 2001: *instructions for calculating DALYs, for those interested*
11. Horton 2010: *Scaling up Nutrition report from the World Bank, outlines recommended nutrition interventions*
12. Drummond, M.F., Sculpher, M.J., Torrance, G.W., O'Brien, B.J. & Stoddart, G.L. 2005. *Methods for the economic evaluation of health care programmes*. New York: Oxford University Press. *A very useful textbook on the subject, giving a good overview of various methods used in economic analysis of health programs (not in pdf, but worth buying!):*

Assignment: *Final impact and process evaluation plan due **May 10th**.*

Class 13: Evaluation Plan Project Workshop

Learning Objectives:

- Obtain and offer feedback on the evaluation needs of a real-life project
- Discuss tailored evaluation designs for specific project scenarios

Required Readings:

- Background information for each of the group term projects

Activity:

- Group workshop on final evaluation plan

No additional required readings