**Design, Monitoring and Evaluation (DME) of Peacebuilding and Development**

**DHP P225 Syllabus 2019**

*Instructor:* Professor Scharbatke-Church *(Cheyanne.Church@tufts.edu)*

*Office:* Anywhere there is a strong internet connection

*Classroom:* Normally, but not always Cabot 702

*Class Times:* Monday & Wednesday 3.20-4.35 plus two Saturdays

*TA/RA: TBD*

***Course Overview***

Design, Monitoring and Evaluation (DME) of Peacebuilding and Development will provide a practical introduction to three of the main elements of the program cycle. Beginning with peacebuilding theories that underpin program design, then discussing monitoring for decision making and the various forms of learning and accountability, the course ends with program evaluation from the perspective of an implementing actor or donor. The course focuses on the processes related to DME and applies them primarily to peacebuilding programming, though the processes are applicable across development and humanitarian spheres.

This skills-focused course should be taken by any student wishing to work in the development or peacebuilding field in an implementing or donor agency. The course aims to develop practitioners and donor representatives who are skilled at integrating DME into their work flows to the betterment of their programs. It *will not* produce an M&E Specialist or professional evaluator. For those interested in more specialized skills, DME acts as the prerequisite for Advanced Evaluation and Learning in International Organizations (DHP P228M). Completion of both DME and Advanced Evaluation is a prerequisite for entry into the evaluation independent study group; called the Evaluation Colloquium.

***Course Structure & Schedule***

DME is made up of 22 lectures of 75 minutes plus two half-day Saturday sessions. The course will use a blended format of virtual and in-person instruction. Attendance is required. Due to its unique structure, the class schedule has some irregularities both in time and location. Students are encouraged to carefully review the lecture schedule below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture Number** | **Date** | **Time** | **Location** |
| Lecture 1 | Wed. Sept 4 | 3.20 – 4.35 | Cabot 702 |
| Lecture 2  | Mon. Sept 9 | 3.20 – 4.35 | Cabot 702 |
| Lecture 3 | Wed. Sept 11 | 3.20 – 4.35 | Cabot 702 |
| Lecture 4 & 5 | Saturday Sept 14 | 9.00 – 12.00 | Mugar 200 |
| Lecture 6 | Mon. Sept 23 | 3.20 – 4.35 | Cabot 702 |
| Lecture 7  | Wed Sept 25 | 3.20 – 4.35 | Cabot 702 |
| Lecture 8  | Mon Sept 30 | 3.20 – 4.35 | Cabot 702 |
| Lecture 9  | Wed Oct 2 | 3.20 – 4.35 | Cabot 702 |
| Lecture 10  | Mon Oct 7 | 3.20 – 4.35 | Cabot 702 |
| Lecture 11  | Wed Oct 9 | 3.20 – 4.35 | Cabot 702 |
| Lecture 12 | Wed Oct 16 | 3.20 – 4.35 | Cabot 702 |
| Lecture 13 | Wed Oct 23 | 3.20 – 4.35 | Cabot 702 |
| Lecture 14 | Mon Oct 28 | 3.20 – 4.35 | Cabot 702 |
| Lecture 15 | Wed Oct 30 | 3.20 – 4.35 | Cabot 702 |
| Lecture 16 | Mon Nov 4 | 3.20 – 4.35 | Cabot 205 |
| Lecture 17 | Wed Nov 6 | 3.20 – 4.35 | Cabot 702 |
| Lecture 18 & 19 | Saturday Nov 9  | 9.00-12.00 | Mugar 231  |
| Lecture 20 | Wed Nov 13 | 3.20 – 4.35 | Cabot 702 |
| Lecture 21 | Mon Nov 18 | 3.20 – 4.35 | Cabot 702 |
| Lecture 22 | Wed Nov 20 | 3.20 – 4.35 | Cabot 702 |
| Lecture 23 | Mon Nov 25 | 3.20 – 4.35 | Cabot 702 |
| Lecture 24 | Wed Nov 27 | 3.20 – 4.35 | Cabot 702 |
| Lecture 25 | Wed Dec 4 | 3.20 – 4.35 | Cabot 702 |
| Lecture 26 | Mon Dec 9 | 3.20 – 4.35 | Cabot 702 |

The virtual portion of the class will be conducted via Zoom with Poll Everywhere integrated into the lectures. Students are requested to bring a smartphone to class to access the poll everywhere app during lectures, but otherwise will not need any form of technology. Guidance on how to access poll everywhere is found at the end of the syllabus. Students without a smart phone are asked to be in touch with Ginn library or the Professor asap.

**Laptop Policy*:*** Students are requested to take notes in class by hand (pen and paper or handwriting on a tablet). Laptops are only permitted upon agreement with the professor. Consider bringing a clipboard or something hard to write.

***Connecting Outside Class Time***

Students are encouraged to use office hours and the DME Canvas discussion forum to raise questions or explore ideas outside of the class time. Please note: I am committed to making this course a significant learning experience. If you are experiencing barriers to your engagement or have ideas for better methods I encourage you to reach out to discuss.

1. Office Hours: Professor Scharbatke-Church will offer office hours virtually (Skype) and in-person when on campus. Sign up is available via a [googlesheet](https://docs.google.com/spreadsheets/d/1IY81S13WxiGKs9rKkqEgsgBbanJoWbg7NpaKSd2RuDI/edit?usp=sharing) on a first come, first serve basis. [<http://bit.ly/PSCOfficeHours>] ***Students are requested to be conscientious to others and remove themselves from the list if they no longer able to meet, as hours tend to fill up.***

For the virtual Skype office hours, do note:

* if it is your first time connecting with me please send a contact request prior to your meeting time. My skype address is cheyannealexa.
* at your meeting time, please send me a short ***chat*** message to indicate you are available and *I will call you*.
* please be in a quiet location with a connection strength that will enable video.
1. Canvas Discussion: There is an online discussion forum on the DME Canvas site where questions or content related discussions can take place outside of the classroom. Students are encouraged to answer their peer’s questions as it is an excellent way to test your own knowledge. The discussion will be monitored by the professor. Students can access the forum by signing into the class Canvas site, clicking on Discussions on the left-hand side of the site, and either starting a new discussion or adding to an existing one. *Note: canvas discussion participation is included in your participation grade.*
2. PSC Canvas Page: This page is different from the DME course Canvas site and serves as PSC's personal bulletin board where you can find information about ***office hours, internships, new research, speakers, and professional conferences and opportunities***. This information is not sent out on the course Canvas sites (i.e. DME), only on the Professor Scharbatke-Church Canvas site. We keep the site up to date with various opportunities so do check it often.

In order to access PSC's Canvas site:

* Sign in to Canvas with your Tufts ID and password
* Click on Courses on right-hand side
* Click on All Courses to see a list of courses with which you have access

Click on Browse More Courses button to see list of “public” courses available to Tufts community

* Click on Professor Scharbatke-Church's Site tile

***Course Requirements***

Reading & Preparation

You are expected to ***read*** between 50-75 pages/class. Guidance is provided in the syllabus when a student should focus their attention on specific pages within a text. It is anticipated that students will be prepared for class in such a way that they can apply the material to the course discussion. Your participation in class is critical to your ultimate success in the course.

Practice

DME concepts are simple, their application, however, is not. Having fluency in the concepts is the first step to their solid application. Quizzes and worksheets that are required but not graded will be used to assist students in their integration of DME concepts. This is particularly important since DME concepts are cumulative; one needs D to do M and knowing M is important to do E and E aids D!

* Canvas Self-Test (required, but not graded)

Short Canvas quizzes will be used periodically throughout the course to help students self-assess their learning. These are to be completed within 24 hours of the class finishing (e.g. quiz will close at 4.35pm the next day). Quizzes are not graded, but are required as part of the participation grades. The purpose of these quizzes is to test your fluency of concepts. Fluency is a combination of accuracy and accessibility of idea – in other words do you know it cold or are you still puzzling things out. Quizzes must be taken in one sitting and are timebound e.g. 15 minutes. Note, my understanding is if you close out, the system does not let you back in.

* Worksheets (required, but not graded)

A set of required ***worksheets*** are found on the Canvas site under Files. These are not graded, but required to be completed and submitted. Upon checking your answers against the Answer key, students should indicate their perception of their level of understanding of the concepts. Please use the options in this key:

* Totally clear: after reviewing the answer key where applicable, student feels that they have a strong grasp of the concept and its application. In other words “*I’ve got this and can rock it out*!”
* Clear: upon reviewing the answer key where applicable, student feels that the core point of the concept and application makes sense*.* In other words *“I’m pretty clear, but no expert*!”
* Comme ci comme ca: upon reviewing the answer key where applicable, students feel that their grasp of the concept and/or application is so-so. In other words, “*I wouldn’t want to have to explain what this means to someone else, but I’m not lost*.”
* Hmmmm: upon reviewing the answer key where applicable, student feels that the concept or its application are not clear. In other words, *“I do not get it!”*

The worksheets are intended to give students an opportunity to apply the concepts discussed in class. Past students have reported that the worksheets provide invaluable reinforcement and practice applying the concepts covered in the course.  **Students are encouraged to use the Canvas discussion, or Office Hours to explore questions generated from the Worksheets in further detail or clarify concepts.** They will not be covered in regular class time due to lack of time.

***Worksheets*** (deadline is 5pm Eastern; means of submission TBD)

|  |  |  |
| --- | --- | --- |
| ***Worksheet*** | ***Due date*** | ***Content Covered in:***  |
| 1: It’s All About the Change | Friday, Sept 13 | Class 3 |
| Optional: More Types of Change | None | Class 3 |
| 2: Fluency | Monday, Sept 16 | Class 4 & 5 |
| 3: Marketing | Tuesday, Oct 8 | Class 10 |
| 4: Great Managers Monitor | Friday, Oct 11 | Class 9 & 11 |
| 5: More Monitoring | Friday, Oct 25 | Class 12 & 13 |
| 6: Evaluation Approaches | Thurs, Nov 7 | Class 17  |
| 7: How is your flow? | Tues, Nov 12 | Class 18 & 19 |
| 8: Developing a TOR | Fri, Nov 22 | Class 21 & 22 |
| 9: Evaluation Mgt Terminology  | Tues, Dec 3 | Class 16 - 24 |

**Assignments & Grading**

This course uses multiple, nested assignments to build DME competencies. While the quizzes and worksheets foster conceptual clarity, recall of key concepts and some basic application, the assignments test student’s ability to use these ideas. Assignment one will test students’ ability to apply those concepts to existing material. Assignments two, three and four move into the generative realm, showcasing students’ ability to use the frameworks and ideas in a real context. These assignments will be completed in small teams put together by the Professor based on student bios. To the best of our ability the assignments place students in situations that require them to hone practical skill-sets. **Detailed explanations for each assignment *will be forthcoming* in an assignment briefing paper.**

|  |  |  |
| --- | --- | --- |
| ***Assignment*** | ***Due Date*** | ***Submission*** |
| 1: Design Quality Review | Fri, Sept 20 (5pm MST) | Email PSC (electronic) |
| 2: Redesign | Fri, Oct 18 (3pm EST) | Reception in HoF (hard copy) |
| 3: Monitoring Plans | Fri, Nov 1 (3pm EST) | Reception in HoF (hard copy) |
| Peer Review Team 1 | Wed, Nov 6 (in class) | Hard copy to class |
| 4: Evaluation TOR | Wed, Dec 11 (5pm MST) | Email PSC (electronic) |
| Peer Review Team 2 | Wed, Dec 18 | Email PSC (electronic) |

* Participation (10%): There are three elements to participation: contributions, professionalism and teamwork. *Contributions*: This portion is based on the completion of quizzes and worksheets coupled with the quality and consistency of contributions in all components of the course (the Canvas discussion forum, poll answers, class time contributions etc.). This should not be confused with pure quantity of contributions or assignment clarification/logistics questions, none of which contribute towards participation and may, in fact, diminish the quality of your participation. *Professionalism*: A student’s ability to be a self-organizing professional (e.g. be on time for class, problem-solve etc.) is considered as part of this grade. *Teamwork*: a confidential peer review of individual members of both teams will be submitted.
* Team 1: in hard copy in class to PSC **Wednesday Nov 6th** utilizing thetemplate provided.
* Team 2: emailed to PSC by **Wednesday Dec 18th** utilizing the template provided.

Assignment 1: Design Quality Review (10%)

Acting as the newly hired implementing project team, students will provide feedback on the strengths and weaknesses of the original design. Written for the recently arrived Head of Programming, this in-house memo will be no longer than 3 pages, 1.5 spaced.

Assignment one is graded on:

* Accurate identification of strengths and weaknesses
* Appropriate prioritization
* Technically correct use of D terminology
* Well written, professionally formatted

**Due:** Friday, September 20 by 5.00pm Mountain Time. Teams will electronically submit to Professor Scharbatke-Church.

Assignment 2: Redesign (25%)

Acting as the same implementing project team, students will redesign their project (same project as Assignment 1) to adhere to quality Design concepts. The newly developed theory of change narrative will be no more than 8 pages, 1.5 spaced. The newly summarized proposal framework and visual representation of the theory of change will be provided in an additional appendix.

Assignment two is graded on:

* Correct and comprehensive use of quality design concepts
* Clearly articulated explanation of the change process
* Appropriate translation from design to marketing template
* Professional presentation and formatting

**Due:** Friday, October 18 by3.00pm Eastern time in hard copy to Reception Desk Hall of Flags.

*Assignment Three: Monitoring Plans (20%)*

Working with the same team a monitoring plan will be devised to match the newly designed program.

Assignment three is graded on:

* Correct use of different monitoring elements
* Prioritized and realistic approach
* Professional presentation and formatting

**Due:** Friday, November 1 by 3.00pm Eastern time in hard copy to Reception Desk Hall of Flags.

*Assignment Four: Initial Evaluation TOR with guidance (35%)*

Working in *new* teams on *new* projects in the role of consultants, students will develop an Evaluation Terms of Reference (TOR) for their project with guidance to the implementing team regarding what decisions and follow-up is necessary in order to finalize the document.

Assignment four is graded on:

* Inclusion of all TOR elements in a manner that shows an understanding of the core decisions and their relationships
* Application of core evaluation decisions in an appropriate manner to the case
* Quality of writing and formatting that aids the reader in navigating the different types of material contained in the TOR

**Due:** Wednesday, December 11 by 5pm Mountain time. Teams will electronically submit to Professor Scharbatke-Church.

*In accordance with federal and state law, Tufts University provides for reasonable accommodation to students with documented disabilities. If you believe you have a disability requiring an accommodation, please contact Mary Dulatre, Registrar and Manager of Student Academic Programs, Goddard 212, (617) 627-2405.*

**Reading List**

Students are advised to read the syllabus closely before starting the reading for each class. There are often instructions labeled as ‘Professor’s Note’ to guide students in what or how to read.

***Required readings*** should be read closely and carefully. The readings that are ***highly recommended*** are quality contributions to the main idea, but could be reviewed more quickly. ***Optional readings*** are just that – optional pending your interest and time.

The required and highly recommended material is available on the course Canvas site under the “Files” section. If there is a problem with the Canvas site, students should alert the TA or pending the type of document find it on the Internet*.* Optional readings are not posted on Canvas; if students are interested and unable to find a reading please email the course TA.

**Readings by Class**

* 1. **Course Overview**
* Learning Objective: students will have an understanding of the learning objectives, expectations, format and requirements of the course

***Professor’s Note:*** The reading list for day 1 looks more daunting than it actually is! The vast majority are blog posts of only a few pages.

DME 2019 Course Syllabus. Please review the syllabus prior to class paying particular attention to dates and deadlines. Hard copies will be given out Day 1 of class.

Please read in the order listed:

* + Saez, Francisco, [The Four Productivity Styles](https://facilethings.com/blog/en/productivity-styles)
	+ After reading Saez’s blog, complete the work styles assessment: <http://www.carsontate.com/assessment/> (Note: you don’t have to sign up for anything to do the assessment but you do have to give your email to get the results back.) Remember your work style and bring it to class Day 1.
	+ Tate, Carson, “Your Team May Have Too Many Prioritizers and Planners”, Harvard Business Review Blog, 2015. Available as PDF on Canvas or [online](https://hbr.org/2015/05/your-team-may-have-too-many-prioritizers-and-planners).

Concept Note: Establishing systems to ensure and manage peaceful political protest in Bahrain. (Available on DME Canvas page) Bring hard copy with your notes to class 1.

Bond, [Adaptive Management What it means for CSOs](https://www.bond.org.uk/sites/default/files/resource-documents/adaptive_management_-_what_it_means_for_csos_0.pdf), 2016. Read the Exec Sum + Section 1 and 2 (pages 3 – 12)

**Highly Recommended:**

Bursztyny, Leonardo, Fujiwaraz, Thomas, and Pallais, Amanda. “[Acting Wife: Marriage Market Incentives and Labor Market Investments](https://scholar.harvard.edu/files/pallais/files/acting_wife.pdf).” April 2017.

* 1. **Visionary Aspirations**
* Learning Objective: to ground the course in the macro framework currently meant to drive foreign assistance

***Professor’s Note:*** Read the material in the order listed below and reflect on the following questions:

* What is the ‘end-state’ that peacebuilding or development is working towards?
* Do the SDGs equate to the ideal ‘end-state’?
* Is it feasible to plan work to create this ‘end-state’?

***Professor’s Note:*** the SDG document does not have page numbers. The numbers for this reading are the PDF page numbers.

* [United Nations Sustainable Development Goals](https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf), Please do a scan read of pages 1-18. Carefully read and reflect upon pages 18-32 on the goals and targets.

"[A New Deal for Engagement in Fragile States](https://www.pbsbdialogue.org/media/filer_public/07/69/07692de0-3557-494e-918e-18df00e9ef73/the_new_deal.pdf)." *International Dialogue on Peacebuilding and Statebuilding*. Web. 29 Dec. 2012.

“[Realization of the SDGs in Countries Affected by Conflict and Fragility: The Role of the New Deal](https://www.google.com/search?q=Realisation+of+the+SDGs+in+Countries+Affected+by+Conflict+and+Fragility%3A+The+Role+of+the+New+Deal&oq=Realisation+of+the+SDGs+in+Countries+Affected+by+Conflict+and+Fragility%3A+The+Role+of+the+New+Deal&aqs=chrome..69i57j69i60.354j0j4&sourceid=chrome&ie=UTF-8).” *International Dialogue on Peacebuilding and Statebuilding* Conceptual Note*.* Web. March 2017.

* Read Section 1 and 2 and review Annex B

Call, Charles T. and Elizabeth M. Cousens. “[Ending Wars and Building Peace](https://dra.american.edu/islandora/object/auislandora%3A55060/datastream/PDF/view)” Coping with Crisis Working Paper Series. New York: International Peace Academy, March 2007.

Richmond, Oliver P. and Jason Franks. “Liberal Hubris? Virtual Peace in Cambodia.” *Security Dialogue*, vol. 38 (1): 27-48, 2007.

**Highly Recommended:**

***Professor’s Note***: For those interested in the history of the New Deal, this is a good read.

* McCandless, Erin, *Wicked Problems in Peacebuilding and Statebuilding: Making Progress in Measuring Progress Through the New Deal*. Global Governance: A Review of Multilateralism and International Organizations: April-June 2013, Vol. 19, No. 2, pp. 227-248.

***Professor’s Note:*** to understand the history of setting global efforts read about the MDGs

* UN Millennium Development Goals. Available at: <http://www.un.org/millenniumgoals/>

**Optional:**

Covey Jack, Dziedzic Michael, Hawley Leonard Eds. The Quest for Viable Peace, International Intervention and Strategies for Conflict Transformation, United States Institute of Peace, 2005. Read Chapter 1, pages 3-22.

Barnett, Michael, Hunjoon Kim, Madalene O’Donnell, and Laura Sitea. “Peacebuilding: What Is in a Name?” *Global Governance*, 13 (2007): 35-58.

Fast L., Neufeldt R., “Envisioning Success: Building Blocks for Strategic and Comprehensive Peacebuilding Impact Evaluation,” Journal of Peacebuilding and Development 2, No. 2, 2005.

* 1. **At the Heart of the Matter**
	+ Learning Objectives: Pinpointing the role and types of change in analysis, design, monitoring, evaluation and learning (ADMEL) and an introduction to the technical vocabulary

Church C. and M. Rogers. “Understanding Change, Draft Chapter,” *Designing for Results 2.0*; Forthcoming 2020. This document is not for circulation or citation.

***Professor’s Note:*** bring the DME Project Cycle to class.

* DME Project Cycle. Available as a handout on Canvas.
* A Collection of Project/Program Cycles. Available as handout on Canvas.

***Professor’s Note:*** the following three short pieces are not only highly entertaining; they speak to reoccurring issues with impenetrable language. This language acts as a barrier to conceptual clarity which undermines good design practice.

* Holmes, Oliver. “[World Bank Economist Sidelined after Demanding Shorter Emails and Reports.”](https://www.theguardian.com/business/2017/may/26/world-bank-economist-sidelined-after-demanding-shorter-emails-and-reports)  The Guardian, Guardian News and Media, 26 May 2017.
* Alan Duncan, [DFID Internal Memo](http://www.telegraph.co.uk/news/politics/9349970/Alan-Duncan-issues-memo-at-DFID-banning-jargon-words-like-going-forward.html) 2012
* Murphy, Kate. “[Just to be clear: why Devspeak needs to adopt Plain Language](https://oxfamblogs.org/fp2p/just-to-be-clear-why-devspeak-needs-to-adopt-plain-language/).” Oxfam blog, 14 December 2018.

**Highly Recommended:**

Scharbatke-Church and Chebuske. Innovative Activities for Changing the Criminal Justice System, 2012.

* 1. **Making Change Happen: The Main Point**
	+ Learning Objective: understanding the multiple iterations a theory of change can take, setting a goal as the lynchpin to quality design and developing the subsequent change pathway

***Professor’s Note***: It is suggested that you read in the order provided below.

Church C. and M. Rogers. “Designing Effective Programming, Draft Chapter,” *Designing for Results 2.0*; Forthcoming 2020. This document is not for circulation or citation.

Vogel Isabel, [Theory of Change Review](http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/DFID_ToC_Review_VogelV7.pdf), DFID, 2014. Read: pages 3-6, 9, 33 – 37, 40-42

[USAID/CMM, Theories and indicators of change](http://pdf.usaid.gov/pdf_docs/pnaed181.pdf), March 2013, Read pages 13-26.

Reeler D., and Van Blerk R., “[Theories of Change, Concentrating on the truth of the work](https://www.scribd.com/document/348483440/Theories-of-Change-Concentrating-on-the-Truth-of-the-Work-By-Doug-Reeler-and-Rubert-Van-Blerk-2017),” The Community Development Resource Association, 2017.

***Professor’s Note:*** as you read this think about what it means for setting a goal

* Ross, Mark Howard. “'Good enough' isn't so bad: thinking about success and failure in ethnic conflict management.” *Peace and Conflict: Journal of Peace Psychology*, 6, no 1 (2000). Read pages 27-38.

**Highly Recommended:**

Phillips, Cynthia and Lisa Wyatt Knowlton, *The Logic Model Guidebook, Better Strategies for Great Results*, Sage Publications, 2009. Read Chapter 2: Building and Improving TOC Logic Models

Church C. and J. Shouldice, [The Evaluation of Conflict Resolution Interventions Part II: Emerging Practice & Theory.](http://www.incore.ulst.ac.uk/publications/research/THE%20FINAL%20VERSION%202.pdf) INCORE, 2003. Read Pages 30-39.

* 1. **Making Change Happen: The Devil is in the Details**
	+ Learning Objective: the ability to unpack assumptions, set appropriate dosage, engendering the theory of change and grounding design in evidence

***Professor’s Note:*** read in the order provided below. Don’t worry each is only a few pages in length!

* Corlazzoli, Vanessa and White, Jonathan, “[Back to Basics, A Compilation of Best Practices in Design, Monitoring & Evaluation in Fragile and Conflict-affected Environments](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/304632/Back-to-Basics.pdf),” DFID and Search for Common Ground, 2013. Read pages 14-16 on Mainstreaming Gender.
* Interagency Gender Working Group, “[A Manual for Integrating Gender Into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition)](https://www.prb.org/manual-integrating-gender-into-rh/),” 2009, Population Reference Bureau for the Interagency Gender Working Group (IGWG), USAID. Read the step descriptions (pg 18-20, 24-26, 30 and 34, the step examples are optional. Appendix 1 (pg 51-53) offers a useful glossary on key gender terms.
* Kabeer, Naila. “[Key gender questions at programme activities level](http://www.theoryofchange.nl/sites/default/files/resource/key_gender_questions_-_kabeer_-_hivos.pdf),” from *Reversed Realities: Gender Hierarchies in Development Thought,* 1994. Accessed July 31, 2019. Focus on first set of questions.
* Anouka van Eerdewijk and Jan Brouwers. "[Gender and Theories of Change](https://knowledge.hivos.org/gender-and-theories-change)." Hivos, June 2014.

Miller D. and Rudnik L., [*A Framework Document on Evidence Based Program Design*](http://www.academia.edu/1899674/A_Framework_Document_for_Evidence-Based_Programme_Design_on_Reintegration). 2012. Read pages 25-29.

Morell, Jonathan. “[Revealing Implicit Assumptions: Why, Where, and How](http://www.jamorell.com/documents/Revealing_Assumptions_Report.pdf)?” Prepared for Catholic Relief Services, 2018.Read Executive Summary, Eliciting Information from People and Groups (pg 7-12)

Vogel Isabel, [Theory of Change Review](http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/DFID_ToC_Review_VogelV7.pdf), DFID, 2014. Read: pages 26-28

***Professor’s Note:*** For students interested in looking to see what evidence exists on topics of interest here are some useful starting points:

* [Evidence Aid](https://www.evidenceaid.org/search-resources/)
* [International Initiative for Impact Evaluation (3ie)](https://www.3ieimpact.org/evidence-hub/systematic-review-repository)
* [Overseas Development Institute (ODI)](https://www.odi.org/search/site?f%5B0%5D=bundle%3Aresource&f%5B1%5D=sm_field_programme_page%3Anode%3A31520&solrsort=ds_sort_date%20desc)

**Highly Recommended:**

ODI, “[How to design and implement gender-sensitive social protection programmes](http://www.odi.org.uk/resources/docs/6262.pdf),” 2010. Read pages 1-29 and give particular attention to Pages 17-29.

Phillips, Cynthia and Lisa Wyatt Knowlton, *The Logic Model Guidebook, Better Strategies for Great Results*, Sage Publications, 2009. Read Chapter 4.

Cartoonstock, Great Goal Example

**Optional:**

More information may be found at [www.theoryofchange.org](http://www.theoryofchange.org)

[*Development-Oriented Transformation in Conditions of Fragile Statehood and Poor Government Performance*](https://www.bmz.de/en/publications/archiv/type_of_publication/strategies/konzept153.pdf), Bonn: Federal Ministry for Economic Cooperation and Development, 2007. Read pages 30-36.

* 1. **Theory of Change Archetypes & Strategies**
	+ Learning Objective: students gain familiarity with TOC archetypes and change strategies from a variety of disciplines

***Professor’s Note:*** Read this chapter first as it serves as an introduction. All students must read.

* Phillips, Cynthia and Lisa Wyatt Knowlton, *The Logic Model Guidebook, Better Strategies for Great Results*, Sage Publications, 2009. Read Chapter 7: Exploring Archetypes

***Professor’s Note:*** Students should read 2 of the following articles. Pending the articles develop short (60 – 90 sec) summaries on how change happens or key questions, challenges, or fundamental points that can be presented in class.

* Sarah Stachowiak. Pathways for Change: 6 theories about how policy change happens. Organizational Research Services.
* GIZ, “[Social and Behavior Change: Insights and Practice](https://www.snrd-africa.net/wp-content/uploads/2019/05/2019-05-13_GIZ_SBC-Pratitioners-GUIDE_WEB.pdf),” 2019. Please read Pg 8 – 18.
* Mani, Anandi, Mullainathan, Sendhil, Shafir, Eldar, & Zhao, Jiaying. (2013). Poverty impedes cognitive function. *Science,* *341*(6149), 976-980.
* Scacco, Alexandra, and Shana S. Warren. "Can social contact reduce prejudice and discrimination? Evidence from a field experiment in Nigeria." *American Political Science Review* 112, no. 3 (2018): 654-677.

**Highly Recommended:**

Jeni Cross, “[Three Myths of Behavior Change - What You Think You Know That You Don't](https://www.youtube.com/watch?v=l5d8GW6GdR0).” TedX-CSU Talk.

***Optional:***

Velicer, W. F, Prochaska, J. O., Fava, J. L. Norman, G. J., & Redding, C. A. “Smoking cessation and stress management: Applications of the Transtheoretical Model of behavior change.” *Homeostasis*, 38: 216-233, 1998.

Shapiro, Ilana. *Training For Racial Equity and Inclusion: A Guide to Selected Programs*. Washington, DC: The Aspen Institute, 2002. Review the flowcharts on pages 13, 21, 29, 37, 45, 53, 62, 69, 78, and 85.

Hendry. “Understanding and creating whole organizational change through learning theory.” *Human Relations*; May 1996.

* 1. **Complexity and Theories of Change**
		+ Learning Objective: a recognition of the limitations of a theory of change and the challenges complexity raises for program design

Morell, Jonathan. “[Revealing Implicit Assumptions: Why, Where, and How](http://www.jamorell.com/documents/Revealing_Assumptions_Report.pdf)?” Prepared for Catholic Relief Services, 2018. Read: Theories of Change pg 13-18

Patricia Rogers. Using Program Theory to Evaluate Complicated and Complex Aspects of Interventions, 2008.

Reeler. D., [*A Theory of Social Change and Implications for Practice, Planning, Monitoring and Evaluation*](http://www.cdra.org.za/threefold-theory-of-social-change.html), Community Development Resource Association, 2007.

Menocal, Alina Rocha, “[Getting real about politics: From thinking politically to working differently](https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8887.pdf),” ODI, March 2014. Read Pages 1 – 6.

**Highly Recommended:**

Andrews, Matt, Lant Pritchett, and Michael Woolcock. "Escaping Capability Traps Through Problem Driven Iterative Adaptation (PDIA)." World Development 51 (2013): 234-44.

* 1. **Theory of Change: Putting all of the pieces together:**
	+ Learning Objective: to strengthen connections between concepts and practice application.

Reading or preparation for this class will be determined based on the progression of the course.

* 1. **Accountability & Learning: An Introduction**
* Learning Objective: review concept of learning, understand the different forms of accountability

Valters, Craig, Cummings, Clare, and Nixon, Hamish. “[Putting learning at the center: Adaptive development programming in practice](https://www.odi.org/sites/odi.org.uk/files/resource-documents/10401.pdf).” Overseas Development Institute. March 2016. Read pages 5-17.

Sessa, Valerie I., and Manuel London. “[Continuous learning in organizations: Individual, group, and organizational perspectives](https://www-taylorfrancis-com.ezproxy.library.tufts.edu/books/9781315820941).” *Psychology Press*, 2015. Read Chapter 2.

Ebrahim, Alnoor, “Chapter 4: The Many Faces of Accountability,” In *The Jossey‐Bass Handbook of Nonprofit Leadership and Management.* 3rd Edition, San Franscisco: Joseey-Bass (2010), pages 101-121.

Guijt, I. “Exploding the Myth of Incompatibility between Accountability and Learning.” In J. Ubels, N.-A. Acquaye-Baddoo and A. Fowler, Capacity Development in Practice. London, Washington, DC: Earthscan (2010).

**Highly Recommended:**

***Professor’s Note:*** for those interested in humanitarian work a good discussion about accountability and humanitarian work.

* Davis Austen, “[Concerning Accountability of Humanitarian Action,”](https://odihpn.org/wp-content/uploads/2007/04/networkpaper058.pdf) HPN Network Paper Number 58, February 2007.
	1. **Marketing the Design**
* Learning Objectives: gain familiarity with dominant proposal templates and the ability to translate a theory of change

***Professor’s Note:*** it is recommended to read in the order below.

Vogel Isabel, “[Theory of Change Review](http://r4d.dfid.gov.uk/pdf/outputs/mis_spc/DFID_ToC_Review_VogelV7.pdf),” DFID, 2014. Read: pages 19-21, 46-47.

Department for International Development (DFID), “[How-to Note: Guidance on Using the Revised Logical Framework](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253889/using-revised-logical-framework-external.pdf),” February 2011. Read pages 1-22.

Bakewell, Oliver and Garbutt, Anne. “[The Use and Abuse of the Logical Framework Approach, A Review of International Development NGOs’ Experiences](http://pdf2.hegoa.efaber.net/entry/content/909/the_use_and_abuse_SIDA.pdf).” A Report for SIDA, November, 2005. Read pages 1-16.

USAID Bureau for Policy, Planning and Learning. “[Technical Note: Developing a Results Framework](https://www.usaid.gov/sites/default/files/documents/1865/_508_RF_Technical_Note_Final_2013_0722.pdf).” Version 1. July 2013. Accessed August 2019.

**Optional:**

***Professor’s Note:*** if you are familiar with the basics of logical frameworks this is an excellent, though not the most accessible, document, that provides more context and variation to the utilization of logical frameworks.

* Kellogg Foundation. “[Logic Model Development Guide](http://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide)*,*” 2001. Read Chapters 1 and 2.

Örtengren, Kari. “[The logical framework approach: a summary of the theory behind the LFA method: Understanding the theory behind the logical framework approach](http://unpan1.un.org/intradoc/groups/public/documents/un/unpan032558.pdf).” Swedish International Development Cooperation Agency (SIDA), 2004.

* 1. **The Forgotten ‘M’ – Monitoring**
* Learning Objectives: understanding the role of monitoring, the ability to develop a framework with an emphasis on the various dimensions of tracking

***Professor’s Note:***  Read these documents in the order provided.

Church C. and M. Rogers. Monitoring, Draft Chapter, *Designing for Results 2.0*; Forthcoming 2020. This document is not for circulation or citation.

[Identifying Monitoring Questions from your Program Logic](http://evaluationtoolbox.net.au/index.php?option=com_rubberdoc&view=doc&id=28&format=raw&Itemid=139), Read the slide called ‘And identify monitoring questions and indicators….”

Redman, Thomas C., “[Are you data driven? Take a Hard Look in the Mirror](https://hbr.org/2013/07/are-you-data-driven-take-a-har)”, Harvard Business Review blog, July 2013.

Interagency Gender Working Group, [A Manual for Integrating Gender Into Reproductive Health and HIV Programs: From Commitment to Action (2nd Edition)](https://www.prb.org/manual-integrating-gender-into-rh/),” 2009, Population Reference Bureau for the Interagency Gender Working Group (IGWG), USAID. Read pgs 38-39 + 44.

***Professor’s Note:***for those interested in monitoring of service delivery this chapter should be read carefully, otherwise it should be considered a quick read.

* Rossi, P.H. and Freeman, H.E. *Evaluation: A Systemic Approach.* (6th Ed.) California: Sage Publications, 2007. Read Chapter 6.

**Highly Recommended:**

***Professor’s Note****:* This very short, accessible piece offers an example of context monitoring in conflict situations.

* Burton, Charline, “[Conflict Scans as Monitoring Tools](http://dmeforpeace.org/sites/default/files/ConflicScansAsMonitoringTools_NPE_03272014_0.pdf),” Search for Common Ground (SFCG), 2014.

***Professor’s Note***: For those who are committed to working in active conflict contexts then this paper is a must read:

* USAID, “[Complexity-Aware Monitoring Discussion Paper](https://usaidlearninglab.org/library/complexity-aware-monitoring-discussion-note-brief),” Bureau for Policy, Planning, and Learning, 2013.

***Professor’s Note:*** This reading has to do with the application of conflict sensitivity to the full project cycle (including monitoring). The topic will receive limited attention in class due to lack of time; students should be familiar with the idea that conflict sensitivity applies to each stage of the project cycle.

* + The Conflict Sensitivity Consortium, “[How to Guide to Conflict Sensitivity](http://local.conflictsensitivity.org/wp-content/uploads/2015/04/6602_HowToGuide_CSF_WEB_3.pdf),” Feb 2012. Read Pages 7-23 if familiar with conflict analysis and if not read pages 3-23
	1. **How Well Do We Know Our Change?**
	+ Learning Objectives: SMART indicator purpose and development

Church C. and M. Rogers. Indicators, Draft Chapter, *Designing for Results 2.0*; Forthcoming 2020. This document is not for circulation or citation.

***Professor’s Note:*** Read the Introduction, and then pick 2 or 3 indicators that interest you and read the full section.

* Bamat, T., Chassy A., Hagens C. and Sharrok, G. “[GAIN Peacebuilding Indicators](https://www.crs.org/our-work-overseas/research-publications/gain-peacebuilding-indicators),” Catholic Relief Services, May 2010.

***Professor’s Note:*** Pick, at minimum, one of the following to review.

* Management Systems International, “[USAID Handbook of Democracy and Governance Program Indicators](http://pdf.usaid.gov/pdf_docs/PNACC390.pdf).” Technical Publication Series, 1998.
* Social Impact, “Monitoring, Evaluation and Learning for Fragile States and Peacebuilding Programs: Practical Tools for Improving Program Performance and Results,” 2011. Read pages 9-21.
* United Nations Department of Peacekeeping Operations, “[Rule of Law Indicators: Implementation Guide and Project Tools](https://www.un.org/en/events/peacekeepersday/2011/publications/un_rule_of_law_indicators.pdf),” 2011. Please review: Project tool No.1.

**Highly Recommended:**

Davies, R. and Jess Dart, “[Most Significant Change – A Guide to its Use](https://www.mande.co.uk/wp-content/uploads/2005/MSCGuide.pdf)*,”* 2005. Accessed January 2011. Read pages 8-14.

**Optional:**

***Professor’s Note:*** This document offers more indicator examples for peacebuilding.

* Laprise, A. *Programming for Results in Peacebuilding: Objectives ‘Tree’ and Performance Indicators.* Hull: Canadian International Development

UNDP, “Governance Indicators: a User’s Guide,” 2005.

World Bank, “Performance, Monitoring Indicators Handbook.” Read pages 32-46.

* 1. **Making Monitoring Real**
	+ Learning Objective: thinking beyond social science data collection; connection between monitoring and design and evaluation; understanding the main challenges to conducting quality monitoring and how to translate a great plan into a proposal template

Ladner, Debra. “[Strategy Testing: An Innovative Approach to Monitoring Highly Flexible Aid Programs](https://asiafoundation.org/resources/pdfs/AnInnovativeApproachtoMonitoringHighlyFlexibleAidPrograms.pdf).” The Asia Foundation, Working Politically in Practice Series – Case Study No. 3, September 2015. Read Pages 1-9 and 14 & 15.

***Professor’s Note****:* The following two pieces push the reader outside of classic social science data collection and explore alternative data collection means that can be used in a monitoring plan.

* UNDP, “[Innovations in Monitoring & Evaluating Results,](http://www.undp.org/content/undp/en/home/librarypage/capacity-building/discussion-paper--innovations-in-monitoring---evaluating-results.html)” Discussion Paper 5, November 2013.
* Vanessa Corlazzoli and Jonathan White, “[Measuring the Un-Measurable: Solutions to Measurement Challenges in Fragile and Conflict Environments](http://dmeforpeace.org/sites/default/files/0812_DFID%20Measuring%20the%20Unmeasurable_FINAL%202013_16%20July.pdf)*,*” DFID, 2013. Read Pages 15-32.

[How-To Note: Prepare and Maintain a Performance Management Plan (PMP)](https://usaidlearninglab.org/sites/default/files/resource/files/cleared_-_how_to_note_-_performance_management_plan.pdf), USAID Bureau for Policy, Planning, and Learning. March 2017.

USAID, “[Performance Monitoring Plan USAID Template.](https://www.usaid.gov/project-starter/program-cycle/pmp)” Accessed September 2019. Links to all elements of the PMP template can be accessed below the headers in the table.

**Highly Recommended:**

***Professor’s Note:*** For an example on how monitoring data is to be utilized read the following pages from the European Sourcebook.

* Community of Practice on Results Based Management (COP RBM), “[Sourcebook on Results based Management in the European Structural Funds](https://europa.eu/capacity4dev/iesf/document/sourcebook-results-based-management-european-structural-funds-ec-community-practice-2014),” 2014. Read pages 207 – 215.

***Professor’s Note:*** For those who come from environments that use the concept performance management (PM) these articles explain the similarities and differences between PM and ME.

* Hunter, David E.K., and Steffan Bohni Nielsen, “Performance Management and Evaluation: Exploring Complementarities,” *New Directions for Evaluation*, Vol. 2013 Issue 137, p. 10-15, Spring 2013.
* Harty, Harry P., “Sorting the Relationships Among Performance Measurement, Program Evaluation and Performance Management,” New Directions for Evaluation, Vol. 2013 Issue 137, p. 24-28, Spring 2013.
	1. **Actioning Accountability**
	+ Learning Objective: approaches to downward accountability and how to develop and deliver quality reporting practices (aka upward and internal accountability)

Anderson, Mary, Dayna Brown, and Isabella Jean. “Chapter 9:Informing and Communicating: Necessary but Not Sufficient,” in *Time To Listen: Hearing People on the Receiving End of International Aid*. Cambridge, MA: CDA Collaborative Learning Projects, 2012.

***Professor’s Note:*** Read *at least one* of the follow pieces on downward accountability in action and reflect on pros/cons:

* Jacobs, Alex and Robyn Wilford, “Listen First: a pilot system for managing downward accountability in NGOs,” Development in Practice, 20.7 (2010): 797-811.
* Bonino, Jean and Clarke, [Closing the Loop, Effective feedback in humanitarian contexts, Practitioner Guide](http://www.alnap.org/resource/10676.aspx), ALNAP-CDA Guidance, 2014.
* Kashurha, Christian Chiza, [When will we get a report on your findings?: reflections on researcher accountability from DRC](https://oxfamblogs.org/fp2p/when-will-we-get-a-report-on-your-findings-reflections-on-researcher-accountability-from-drc/?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+FromPovertyToPower+%28From+Poverty+to+Power+%3A+Duncan+Green%29), Oxfam blog, June 2019. Be sure to read the comments to get ideas of practical responses that support downward accountability.

***Professor’s Note***: Read the documents in the order listed here.

International Federation of Red Cross and Red Crescent Societies, "[Project/programme monitoring and evaluation (M&E) guide](http://www.ifrc.org/Global/Publications/monitoring/IFRC-ME-Guide-8-2011.pdf)," 2011, Read pages 57-68.

Meg Gawler. “Preparing Reports for Aid Agencies: Ten Basic Principles.” ARTEMIS Services, 1999.

***Professor’s Note:*** reflect on how well the principles and guidance laid out in the above two documents are represented in this sample quarterly report. Come to class ready to discuss pros and cons.

* Justice League Fiji Quarterly Report

**Highly Recommended:**

Featherstone, Andy, “Improving Impact: Do Accountability Mechanisms Deliver Results?”Christian Aid, Humanitarian Accountability Partnership and Save the Children, 2013. Read: Executive Summary.

* 1. **Taking Indicators to Scale**
	+ Learning Objectives: understanding the pros/cons of dashboards and universal indicators.

Simister, Nigel. "[Complex M&E Systems: Raising Standards, Lowering the Bar](https://www.intrac.org/wpcms/wp-content/uploads/2019/03/Praxis-Series-6.-Complex-ME-Systems.pdf)." Intrac for Civil Society, 2019. Read pages 32 - 42

Smith, Veronica S. "Data dashboard as evaluation and research communication tool." *New Directions for* Evaluation no. 140 (2013): 21-45.

***Professor’s Note:*** Read the following three excerpts from articles at the same time and consider the pros and cons of universal indicators.

* Vera Institute for Justice, [Developing Indicators to Measure the Rule of Law](https://storage.googleapis.com/vera-web-assets/downloads/Publications/developing-indicators-to-measure-the-rule-of-law-a-global-approach/legacy_downloads/Developing_Indicators_to_Measure_the_Rule_of_Law_Online_version2.pdf), 2008. Read pages 1-13 and 23-26.
* Anderson M., and L. Olson, [*Confronting War: Critical Lessons for Peace Practitioners*](https://www.cdacollaborative.org/publication/confronting-war-critical-lessons-for-peace-practitioners/)*.* CDA, 2003. Read pages 14-19.
* United States Department of State, [Master List State F Indicators.](https://www.state.gov/foreign-assistance-resource-library/#managing)

Read: pick topics of interest and read in detail

**Highly Recommended:**

***Professor’s Note:*** for those interested in seeing how a dashboard and index are being used to track movement on the SDGs.

* Schmidt-Traub, Guido, Christian Kroll, Katerina Teksoz, David Durand-Delacre, and Jeffrey D. Sachs. "National baselines for the Sustainable Development Goals assessed in the SDG Index and Dashboards." *Nature geoscience* 10, no. 8 (2017): 547.

***Professor’s Note:*** To see how one country is tracking their SDG commitments.

* Government of Canada, [Sustainable Development Goals Data Hub](https://www144.statcan.gc.ca/sdg-odd/index-eng.htm), accessed Sept 1, 2019
	1. **Introduction to Evaluation**
	+ Learning Objectives: what is evaluation and why do it? Clarity on results terms, understanding of the history of the field; common roles in the evaluation process

***Professor’s Note***: The Mertens e-book is available through [the Ginn Library Website](http://www.library.tufts.edu/ginn/), when you are signed into your tufts account. Search for the name of the book in “Jumbo search” and select the e-book option.

* Mertens D., Wilson Amy, “Chapter One: Introduction to Evaluation” in *Program Evaluation Theory and Practice*. Read pages 3-15.

Salib, Monalisa. “[What Difference Does Collaborating, Learning, and Adapting Make to Development? Key Findings from a Recent Literature Review](https://usaidlearninglab.org/lab-notes/what-difference-does-collaborating-learning-and-adapting-make-development-key-findings).” USAID Learning Lab, 20 September 2016.

Scharbatke-Church, Cheyanne, Peacebuilding Evaluation: Two Decades of Evaluation, Chapter Forthcoming 2019.

The Center for High Impact Philanthropy ,“[What Are We Talking About When We Talk About Impact?](https://www.impact.upenn.edu/wp-content/uploads/2016/2014/12/What_Are_We_Talking_About_When_We_Talk_About_Impact.pdf)” Working Paper, September 20, 2013.

***Professor’s Note:*** this course trains you to be a great evaluation manager – you should know what the role entails! Here is how one organization envisioned it:

* Scharbatke-Church, Cheyanne, Evaluation Manager Guidelines Handout, 2011

**Highly Recommended:**

***Professor’s Note***: this looks at U.S. domestic non-profits, so useful for those thinking of working domestically.

* Morariu, Johanna et. al. “[State of Evaluation 2016: Evaluation Practice and Capacity in the Nonprofit Sector](http://www.innonet.org/media/2016-State_of_Evaluation.pdf),” *Innovation Network*, October 2016.

***Professor’s Note:*** For those of you familiar with RBM, this is a concise explanation of the RBM-Evaluation relationship. For those not familiar: optional.

* Tarsilla, M., “From RBM-ization to Normalisation: A Field Practitioner’s Reflection on ECD Current Trends,” OECD Development News, July 2014.

***Professor’s Note:***for those interested in working in peacebuilding, this explains the early history/origins of the field in terms of M&E

* Church C., and J. Shouldice, “[The Evaluation of Conflict Resolution Interventions: Part I: Framing the State of Play](http://www.incore.ulst.ac.uk/policy/evaluation/).” 2002. Read pages 9-19.

***Professor’s Note***: for those interested in working for or with the USG in foreign assistance as it covers the state of the USAID on evaluation.

* USAID, “[Strengthening Evidence-Based Development: Five Years of Better Evaluation Practice at USAID 2011 – 2016](https://www.usaid.gov/sites/default/files/documents/1870/Strengthening%20Evidence-Based%20Development%20-%20Five%20Years%20of%20Better%20Evaluation%20Practice%20at%20USAID.pdf),” March 2016.
	1. **Evaluation Approaches**
* Learning Objective: understand the diversity of evaluation possibilities and where the content of this course fits into the wider evaluation landscape

***Professor’s Note:*** it is recommended to read in the order provided.

***Professor’s Note:*** this article is an important read to understand the breadth and depth of the evaluation field. It is used in far more detail in Advanced Evaluation, so at this stage a macro level read is sufficient.

* Alkin, Marvin, ed. *Evaluation Roots: Tracing Theorists’ Views and Influences*. Sage Publications, 2004. Read “Chapter 2: An evaluation theory tree.”

Church C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. SFCG, USA, March 2006. Read pages 114-123 in Chapter 8.

Quinn Patton, M., “Utilization Focused Evaluation Checklist,” 2002.

***Professor’s Note***: these are examples illustrating UFE evaluation

* Sajwani, Afroz, Shariq Khoja, and Hammad Durrani, “[PANACeA Formative Network Evaluation](https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/48142/1/IDL-48142.pdf),” May 2011. Read pages 10-22.

***Professor’s Note:*** it is recommended to print and bring the 10 base steps slide to class to take notes on the document.

* Scharbatke-Church, Cheyanne. "10 Base Evaluation Steps." Powerpoint Slide. Jan 2015.

**Highly Recommended:**

***Professor’s Note:*** Use the BetterEvaluation page as a ‘cheat sheet’ to different evaluation approaches.

* BetterEvaluation, “[Approaches](https://www.betterevaluation.org/approaches),” Web, accessed August 2019.
	1. **Building the Evaluation Foundation:Key First Steps**
	+ Learning Objectives: how the key evaluative decisions that are taken during project design are critical to later evaluation success

***Professor’s Note***: It is recommended to read in this order as the material will make more sense.

Church C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. SFCG, USA, March 2006. Read Chapter 8: Evaluation Preparation – Stage 1, pages 97-135.

Buchanan-Smith, Margie, John Cosgrave, and Alexandra Warner, “[Evaluation of Humanitarian Action Guide](https://www.alnap.org/system/files/content/resource/files/main/alnap-evaluation-humanitarian-action-2016.pdf),” ALNAP, 2016. Read pages 41 – 51 (evaluation purpose discussion) and 65-68 (evaluation audience discussion).

***Professor’s Note:*** When reading the next three (very short) documents, identify similarities and differences and bring your results to class to discuss. The third document offers a table format to compare definitions:

1. OECD, “[DAC Criteria for Evaluating Development Assistance](https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm),” Web, accessed August 2019.
2. OECD DAC, “Evaluating Peacebuilding Activities in Settings of Conflict and Fragility, Improving Learning for Results,” 2012. Read pages 55-61.
3. “OECD D4R Criteria Comparison,” 2016, Table created for Fletcher E Class.

**Highly Recommended:**

***Professor’s Note:*** For statements of actual evaluation purposes please look at these resources. This is not a comprehensive list to all possible purpose types nor are they each of equal value in terms of being representative of ‘good’ purposes. They should act as illustrative examples that can be improved upon:

* Molund, Stefan and Goran Schill, “[Looking Back, Looking Forward SIDA Evaluation Manual](https://www.betterevaluation.org/sites/default/files/SIDA3753en_Looking_back_0.pdf),” SIDA, 2004. Read page 62 - the bulleted list of evaluation purposes.
* Guijt, I. “Exploding the Myth of Incompatibility between Accountability and Learning,” In J. Ubels, N.-A. Acquaye-Baddoo and A. Fowler, *Capacity Development in Practice*, 2010. Read Table 21.1, Pg. 285.
	1. **Building the Evaluation Foundation: Part 2**
	+ Learning Objective: the relationships between foundation decisions, with an emphasis on baselines

Gaarder M., Annan J., “[Impact Evaluation of Conflict Prevention and Peacebuilding Interventions](https://www.oecd.org/dac/evaluation/ImpactEvaluationofConflictPreventionandPeacebuildingIntervention.pdf),” Policy Research Working Paper 6496, June 2013.

* For those new to impact evaluation read pages 1-4 carefully to understand ‘what are impact evaluations’
* Everyone review pages 5-20 (pay attention to pages 13 - 18 to understand ‘why one would select impact evaluations’)

Church, C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. SFCG, USA, March 2006. Read Chapter 5: Baseline.

USAID, “[Baseline and Targets,”](https://www.usaid.gov/project-starter/program-cycle/pmp/baselines-and-targets) July 2019. Please read Collecting Baseline Values and Setting Performance Targets (links at bottom of main page)

**Highly Recommended:**

Bamberger, Michael. “[Strengthening the evaluation of programme effectiveness through reconstructing baseline data](https://ideas.repec.org/a/taf/jdevef/v1y2009i1p37-59.html)”, Journal of Development Effectiveness, 1: 1, 37 — 59. 2009.

Paul J. Taylor, Darlene F. Russ-Eft and Hazel Taylor. “[Gilding the Outcome by Tarnishing the Past : Inflationary Biases in Retrospective Pretests](https://journals-sagepub-com.ezproxy.library.tufts.edu/doi/abs/10.1177/1098214008328517).” *American Journal of Evaluation*: Volume 30 Number 1. March 2009.

**Professor’s Note:** to learn more about post-project evaluations (technically called ex-post).

* Zivetz, Laurie , et al. “[Building the Evidence Base for Post-Project Evaluation: Case Study Review and Evaluability Checklists](http://valuingvoices.com/wp-content/uploads/2013/11/The-case-for-post-project-evaluation-Valuing-Voices-Final-2017.pdf).” Valuing Voices, Faster Forward Fund and Valuing Voices, May 2017.

**Optional:**

Association for Strengthening Agricultural Research in Eastern and Central Africa (Asareca). “[Guidelines for Project Baseline Studies](https://www.scribd.com/document/298359169/Guidelines-for-Project-Baseline-Studies).” October 2010.

* 1. **Applying what we have learned**

*Preparation/reading to be determined.*

* 1. **Translating Ideas to Operations: Terms of Reference Part 1**
	+ Learning Objectives: Setting up the Terms of Reference as a conceptual and practical roadmap

***Professor’s Note***: read in the order listed below

Church C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. SFCG, USA, March 2006. Read Chapter 9:

Evaluation Management. Pages 137-153.

Rossi, P.H. and Freeman, H.E. *Evaluation: A Systemic Approach.* (6th Ed.) California: Sage Publications, 1998. Read Chapter 3, pages 79-90.

Feinstein, Osvaldo. “[Checklist for Evaluation Recommendations. Field Test Version January 2019](https://wmich.edu/sites/default/files/attachments/u350/2019/Checklist%20for%20Evaluation%20Recommendations%20Field%20Test%20Version.pdf).” The Evaluation Center, School of Public Affairs and Administration Western Michigan University, 2019.

* 1. **Terms of Reference Development Part 2**
	+ Learning Objectives: Testing the robustness of TORs

Besa, Evaluation Terms of Reference General Template, 2016.

American Evaluation Association, “[Program Evaluation Standards](http://www.eval.org/p/cm/ld/fid%3D103).” Web, accessed August 2019.

***Professor’s Note:*** review the following TORs against what you have learned makes a good quality TOR and bring your assessment of strengths and weaknesses to class ready to discuss.

* Eurasia Foundation, *“*Terms of Reference for a Mid-Term Evaluation Equal before Law: Access to Justice in Central Asia Program,” July 13, 2012.
* Swiss Agency for Development and Cooperation, “Strategy Evaluation of the Pakistan Hindukush Programme (PHP) 2010 – 2014, Terms of Reference for the Consultant,” 2014.

**Optional:**

Skolits, Morrow, Mehalic Burr, “Reconceptualizing Evaluator Roles,” *American Journal of Evaluation*, Volume 30, Number 3, Sept 2009.

National Science Foundation, Directorate for Education and Human Resources. “[User Friendly Handbook for Mixed Method Evaluation](http://www.nsf.gov/pubs/1997/nsf97153/chap_7.htm),” 1997. Read Chapter 7.

OECD DAC, “[Quality Standards for Development Evaluation,”](http://www.oecd.org/development/evaluation/qualitystandards.pdf) 2010.

M. Quinn Patton, *Utilization Focused Evaluation*, 3rd Edition, (Sage, 1997). Read Chapter 11, pages 241-264.

* 1. **Evaluability Assessment**
	+ Learning Objective: where and how to use evaluability assessment

DFID, “[Planning Evaluability Assessments, A Synthesis of the literature with recommendations](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/248656/wp40-planning-eval-assessments.pdf)*,*”Working Paper 40, 2013.

Scharbatke-Church, C., and Rogers, M. Evaluability Assessments – DRAFT Chapter, Forthcoming 2020.

* 1. **Evaluation Challenges**
	+ Learning Objectives: understand the common challenges associated with evaluations

Clements, P., Chianca, T., Sasaki, R., “Reducing World Poverty by Improving Evaluation of Development Aid,” *American Journal of Evaluation*, Vol. 29, Number 2, June 2008, 195-214.

***Professor’s Note:*** students will read two of the following articles and prepare short explanations of the critical points to present in class.

* IDRC Evaluation Unit, “[Addressing the Question of Attribution in Evaluation](https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/32643/123644.pdf?sequence=1&isAllowed=y),” March 2004.
* Bush, K., and Duggan, C., “Evaluation in Conflict Zones, Methodological and Ethical Challenges,” *Journal of Peacebuilding & Development*, 8:2, 5-25, 2013.
* Raftree, L., and Bamberger, M., “[Emerging Opportunities: Monitoring and Evaluation in a Tech-Enabled World](https://assets.rockefellerfoundation.org/app/uploads/20150911122413/Monitoring-and-Evaluation-in-a-Tech-Enabled-World.pdf),” ITAD and the Rockefeller Foundation, September 2014. Read pages 1-7 and pages 37-40.
* Buffardi, Anne L., Tiina Pasanen, and Simon Hearn. "Measuring the Hard-to-Measure in Development: Dimensions, Measurement Challenges, and Responses." In *Development in Turbulent Times*, pp. 31-45. Springer, Cham, 2019.

**Highly Recommended:**

Bollen, Kenneth, Pamela Paxton and Rumi Morishima, “Assessing International Evaluations: An Example From USAID’s Democracy and Governance Program.” *American Journal of Evaluation* Vol. 26 No. 2, June 2005.

* 1. **Evaluation Use**
	+ Learning Objectives: What is use; Primary barriers to use; Strategies to enable great evaluation uptake

Donnelly. "Optimizing Use in the Field of Program Evaluation by Integrating Learning from the Knowledge Field." *The Canadian Journal of Program Evaluation = La Revue Canadienne D'évaluation De Programme.* 31.3 (2017): 1.

Church, C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. SFCG, USA, March 2006. Read Chapter 10: Evaluation Utilization – Stage Three.

Grasso Patrick G., “What Makes an Evaluation Useful? Reflections from Experience in Large Organizations,” *American Journal of Evaluation* 2003 24: 507.

Watch short video: Ricigliano, Rob. *YouTube*, YouTube, 16 June 2015, [www.youtube.com/watch?v=9UgyelNq6xI](http://www.youtube.com/watch?v=9UgyelNq6xI) .

**Highly Recommended:**

Church, C. “[Mind the Gap: Policy Development and Research on Conflict Issues](http://www.incore.ulster.ac.uk/policy/rip/RIP.pdf),” INCORE, 2005. Read pages 22-35.

Engineers without borders Canada, “[2011 Failure Report: Learning From our Mistakes](http://my2.ewb.ca/site_media/static/library/files/10/failure-report-2011.pdf)”.

**Optional:**

Bamberger M., Rugh J. and L. Mabry, *Real World Evaluation*, Sage 2006. Read Reconciling Different Priorities and Perspectives – Making It Useful – Helping clients and Other Stakeholders Utilize the Evaluation. Read pages 156-167.

The World Bank, Operations Evaluation Department, “[Influential Evaluations: Detailed Case Studies](http://siteresources.worldbank.org/EXTEVACAPDEV/Resources/4585672-1251727474013/influential_evaluation_case_studies.pdf),” January 2005. Read pages 1-12, 38-44, 50-57, 64-69.

* 1. **Two Fine Lines: Ethics & Politics AND Closing**
	+ Learning Objectives: Knowledge of the role politics plays in the evaluation process; Understanding of common ethical dilemmas; Knowledge and ability to apply guiding principles

***Professor’s Note:*** there are a number of readings here, but they are all quite short and offer different insights.

Church C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs*. SFCG, USA, March 2006. Read Chapter 11: Ethics in Evaluation.

Hendricks M., and Bamberger M., “The Ethical Implications of Underfunding Development Evaluations,” *American Journal of Evaluation,* 31:549, 2010.

Quin Laura, “[Forcing nonprofits to lie about data](https://digitalimpact.io/forcing-nonprofits-to-lie-about-data/),” Digital Impact blog. Oct 21, 2014.

American Evaluation Association, “[Guiding Principles,”](https://www.eval.org/p/cm/ld/fid%3D51) Web, accessed August 2019.

***Professor’s Note:* To close out this course please bring the 3 most important lessons you have taken away from the course.**

**Highly Recommended:**

Grasso, Patrick. “Ethics and Development Evaluation: Introduction.” *American Journal of Evaluation.* 31:533 2010.

Blum, Andrew, and Kawano-Chiu, Melanie. “Guiding Principles for Donors to Foster Better Peacebuilding Evaluation: An Update on the Consultation Process.” *Journal of Peacebuilding and Development*. 8:2, 105-109, Sept 2013.

O’Flynn, Peter, Chris Barnett, and Laura Camfield. "Assessing Contrasting Strategies for Ensuring Ethical Practice within Evaluation: Institutional Review Boards and Professionalisation." *Journal of Development Effectiveness* 8.4 (2016): 561-568.

**Optional:**

Bamberger M, Rugh J. and L.Mabry, *Real World Evaluation*, Sage, 2006. Read Pages 113-131: “Reconciling Different Priorities and Perspectives – Addressing Political Influences.”

De Lay & Manda, “Politics of Monitoring and Evaluation: Lessons from the AIDS Epidemic.” *Global Advances in HIV/AIDS Monitoring and Evaluation, New Directions in Evaluation 103*. Fall 2004.

Bamberger, M. “Ethical Issues in Conducting Evaluation in International Settings” *Current and Emerging Ethical Challenges in Evaluation New Directions in for Evaluation 82*, 1999.

United Nations Evaluation Group, “[Ethical Guidelines](http://www.uneval.org/document/detail/102).” 2008.

**Appendix 1: Additional Recommended Resources**

*Recommended Group Work Reading Material*

* Guidance Note for Students: Strategies for Effective Group Work, *Created by* Kirsten Zeiter with assistance from Professor Scharbatke-Church
* Schwarz, Roger, Stu Heinecke, and Renee Cullinan. "[8 Ground Rules for Great Meetings](https://hbr.org/2016/06/8-ground-rules-for-great-meetings?cm_mmc=email-_-newsletter-_-management_tip-_-tip_date&referral=00203&utm_source=newsletter_management_tip&utm_medium=email&utm_campaign=tip_date&spMailingID=15547051&spUserID=Mzc5MDMxODA1S0&spJobID=880188793&spReportId=ODgwMTg4NzkzS0.)." Harvard Business Review. September 24, 2016. Accessed July 31, 2017. Schwarz, Roger, Stu Heinecke, and Renee Cullinan. "8 Ground Rules for Great Meetings." Harvard Business Review. September 24, 2016. Accessed July 31, 2017.
* Rowland, Deborah. "[What's Worse than a Difficult Conversation? Avoiding One."](https://hbr.org/2016/04/whats-worse-than-a-difficult-conversation-avoiding-one?cm_mmc=email-_-newsletter-_-management_tip-_-tip_date&referral=00203&utm_source=newsletter_management_tip&utm_medium=email&utm_campaign=tip_date&spMailingID=15370886&spUserID=Mzc5MDMxODA1S0&spJobID=860595835&spReportId=ODYwNTk1ODM1S0.) Harvard Business Review. April 14, 2016. Accessed July 31, 2017.
* Cullinan, Renee, Amy Gallo, Roger Schwarz, and Elizabeth Grace Saunders. ["Run Meetings That Are Fair to Introverts, Women, and Remote Workers."](https://hbr.org/2016/04/run-meetings-that-are-fair-to-introverts-women-and-remote-workers) Harvard Business Review. September 12, 2016. Accessed July 31, 2017.

*Additional Useful Evaluation Resources:*

* [OECD/DAC Glossary of Key Terms in Evaluation and Results Based Management](http://www.oecd.org/dac/2754804.pdf). Note: this is not a document to read, but rather a useful reference to keep on hand to check terms for clarity.
* [American Evaluation Association](http://www.eval.org/)
* [BetterEvaluation](http://betterevaluation.org/)
* [The Evaluation Center at University of Western Michigan](http://www.wmich.edu/evalctr/)

*Recommended Peacebuilding and Conflict Pre-reading Material*

If you are unfamiliar with conflict and/or peacebuilding concepts, you will benefit from gaining a basic familiarization with key ideas and terminology due to their niche particularity. There will be little time during the class to do additional reading so you are encouraged to tackle this before the class starts. For those not primarily interested in peacebuilding, rest assured that the course and its concepts are applicable across the breadth of development assistance.

* World Bank, *2011 World Development Report*(Washington, DC: World Bank, 2011). This is a good introduction to peace and conflict issues and language. It is available [online](http://books.google.ca/books?id=UoL0Wxniua4C&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false).
* Simon Fisher et al., *Working with Conflict: Skills & Strategies for Action* (London: Zed Books, 2000). This book is an excellent introduction to peacebuilding programming. Reading the full book is preferable but if time is limited focus on Chapter 2: Tools for Conflict Analysis; and, Chapter 4: Building Strategies to Address Conflict.
* Peter Woodrow and Diana Chigas, “[A Distinction with a Difference: Conflict Sensitivity and Peacebuilding](https://www.cdacollaborative.org/publication/a-distinction-with-a-difference-conflict-sensitivity-and-peacebuilding/)”. Reflecting on Peace Practice Project, CDA Collaborative Learning Projects, October 2009.
* Zelizer, C. *Integrated peacebuilding: innovative approaches to transforming conflict*. Boulder: Westview Press, 2013, p 3-26.
* To stay current with peace and conflict research, subscribe to the peace science digest at: <http://communication.warpreventioninitiative.org/category/digest-issues/>

**Appendix 2:**

**Poll Everywhere (in-class response system) Instructions**

Poll Everywhere is a classroom response system that I will use to ask questions during virtual lectures and see the classroom’s responses in real-time. Please follow the instructions below prior to the first class and **bring a smartphone** so you can participate.

**Logging in to Poll Everywhere**

You will need to log in to Poll Everywhere to participate in your instructor’s sessions. Follow these instructions to log in with your Tufts username and password: <http://tuftsedtech.screenstepslive.com/s/19028/m/73482/l/812154-how-to-log-into-poll-everywhere> When asked for the URL at the top of your instructor’s presentation use: [www.pollev.com/dme](http://www.pollev.com/dme)

Enrolled students are asked to answer one question before the first day of class, if it doesn’t appear automatically after enrolling it is available here: https://PollEv.com/multiple\_choice\_polls/2tKtZbgMwtFMI0DOTNcWs/respond

**Using Poll Everywhere in class**

Poll Everywhere can be accessed from any web-browser or from the Poll Everywhere mobile app (iOS and Android). For the best experience use the mobile app on your smartphone. For more information see the getting started guide:

<http://tuftsedtech.screenstepslive.com/s/19028/m/73482/l/812155-student-getting-started-guide>

**IMPORTANT NOTES ABOUT USING POLL EVERYWHERE:**

* **Always log in to Poll Everywhere before class starts.**
* In the classroom, **always connect your device to the "Tufts\_Secure” wireless network** for a fast and secure connection. For more information visit: <https://it.tufts.edu/securewireless>.
* If you run into any problems with Poll Everywhere please contact [edtech@tufts.edu](https://exchange.tufts.edu/owa/Diane.McKay%40tufts.edu/redir.aspx?C=gpEUesYLNxMgBOfWWyfsE3dlLTh3mdodGPlSt9NaJgghH_wr7anUCA..&URL=mailto%3aedtech%40tufts.edu).