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PA 388K Fall 2013

Evaluation Methods for Global Development and Humanitarian Assistance

[Unique: 63603]
Thursdays 9:00 am – 12:00 pm
SRH 3.122

Overview

This seminar overviews the various methods used in both poverty assessment, program design and program evaluation in international development and humanitarian assistance work. We will emphasize training in qualitative methods such as Participatory Assessment, Environmental and Social Assessment, Beneficiary Assessment and Stakeholder Analysis, and Experimental Design and Evaluation. We will also study data collection methods such as interviews, focus groups, surveys, and sampling techniques. While this course will primarily focus on qualitative methods, it will strongly emphasize wide exposure to the means by which we collect, analyze and use data in international development work, and the ethical and analytical concerns that arise therein. We will also closely examine the results-based monitoring and evaluation policies and practices of key international organizations and non-profit/ non-governmental organizations that work in international development and humanitarian assistance. We will study how to evaluate both sector-wide/strategy approaches, such as governance and anti-corruption, health and post-conflict aid, as well as program/project-level evaluations in areas such as sustainable livelihoods, food security and health. We will end with an examination of the feedback mechanisms and learning culture of agencies, and how evaluation is used (or not) within international organizations.

Assignments will focus on the critical assessment and application of evaluation tools, meta-evaluation strategies, and the design of an approach paper for a program or project evaluation. The course is intended to complement the quantitatively-oriented courses on program evaluation and advanced methods for global policy analysis that will be offered in the Spring 2014.

Required Book:

Linda G. Morra Imas and Ray C. Rist. 2009. *Road to Results: Designing and Conducting Effective Development Evaluations*. Washington, DC: World Bank. Available online through the World Bank's Open Knowledge Portal at <https://openknowledge.worldbank.org/bitstream/handle/10986/2699/526780PUB0Road101Official0Use00nly1.pdf>

All other required readings are available on Blackboard in PDF format or available as free downloads on the internet (I have provided the website addresses in the reading schedule below). I have not pre-ordered a separate coursepack and assume that many of you will wish to read these documents on-line or print at your discretion. NOTE: I reserve the right to add or subtract readings from the required list during the course of the semester.

Assignments and Grading

I. In-Class Participation (10%)

Minimal participation in classroom discussion requires that you read, think about, and bring to class the assigned reading materials; be prepared to discuss the reading materials; and show respect for other participants as well as the instructor. The discussion evaluation guideline attached to the end of this syllabus differentiates contributors in the following areas: mastery of material, quality of ideas, effectiveness of argumentation, respectful and active engagement of others in the discussion, and general impression. Positive class participation is not based on a quantitative measure of how many times you speak in class. Rather, good participation entails actively staying engaged during class by asking questions, making useful comments, and posing an argument relevant to the topic at hand. A willingness to play devil's advocate is encouraged. I will assess your participation on two fronts: your participation in general class discussions and your proactive and constructive participation as part of in-class exercises.

II. Evaluation Methods Portfolio (Four assignments @ 10% each = 40%)

In the reading schedule, I have listed seven possible assignments that correspond to particular class session topics. Each assignment is brief in length (usually 1-2 pages) and designed to apply or further explore an evaluation approach or methodology that we will read about and discuss in class. Some of the assignments can be done in teams, which you may construct according to your own preferences. Where feasible, I have also built in a lot of choice to each assignment to allow you to explore your particular substantive interests in international development or humanitarian assistance.

You must choose FOUR (4) assignments from this list of seven and complete them according to the due dates listed in the reading schedule. See the assignment details in the reading schedule provided in this syllabus. For your convenience, I have constructed a table below that summarizes the topics and due dates. In every case, the assignment should be posted to the Blackboard Discussion Board by 9:00 pm on the due date (which is always a Tuesday to allow time for tackling the required course readings between assignment deadlines and the next class). Importantly, all of these assignments are due before any part of your final project, so there will no opportunity to backload all of your work in the class to the end of the semester!

Assignment	Corresponding Class Session	Number of Students Allowed	Due Date (9:00 pm)
1. Assessment Report Summary	September 5	1-2	Sept.17
2. Rough Draft Approach Paper for a Meta-Evaluation	September 19	1-2	Sept.24
3. DFID Project Design Matrix	September 26	3-4	October 1
4. Op-Ed: The Scope of Experimental Methods in Development Evaluation	October 3	1	October 8
5. Memo: Participatory Tools for Gender Impact Assessment, Micro-Lending Project in Calcutta, India	October 10	2-3	October 15
6. Focus Group Strategy Plan for Women's Political Empowerment Project in El Salvador	October 10	2-3	October 15
7. Sampling Strategy Memo for Baseline Needs Assessment, Sanitation Services Project in the Dadaab Refugee Camp, Kenya	October 17	2-3	October 22

III. Evaluation Approach Paper (50%)

For the final assignment, you will work in teams of 3-4 students to write a comprehensive approach paper that details the objectives, structure, methods and expected prescriptive utility of an evaluation design for a particular development or humanitarian project which is at the very earliest stage of conception. Your group may choose from one of the pre-set topics that will be provided in class by mid-September (each of which are real projects). Alternatively, you may propose a topic to me (and attain my approval) by October 15. Students recently returned from internships, for example, might wish to propose an evaluation approach paper for a project or program currently (or hypothetically) under consideration by their interning agency.

The approach paper should be 15-20 pages, single-spaced and 12 point type, inclusive of maps, charts and tables, references, and text. Your group will also present the approach paper on the last day of class and defend it in front of a panel of experts.

We will have five components to this project, which will be staged in such a way to minimize procrastination and maximize feedback opportunities. Each component's weight (in terms of your overall course grade) and due date are listed below.

Executive Summary and Outline (5%).....	Due October 31 by start of class
Rough Draft (10%).....	Due November 21 by start of class
Peer Review (5%).....	Due November 26 by email, 9:00 pm
Presentation and Panel Defense (10%).....	December 5 in class
Final Draft (20%).....	December 12 by email, 5:00 pm

My general late penalty is 10% grade deduction for every 24-hour period after the deadline.

On Academic Integrity

Students are expected to respect the LBJ School's standards regarding academic dishonesty. You owe it to yourself, your fellow students, and the institution to maintain the highest standards of integrity and ethical behavior. A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking, and paraphrasing, can be found at the Office of the Dean of Students web page and the Office of Graduate Studies. The University has also established disciplinary procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities section in UT's General Information Catalog.

Reading Schedule

August 29: Defining the Approach and Objectives of Evaluation

Key Concepts: definition, origins, history and purposes of evaluation; subjects and uses of evaluations; monitoring and evaluation; principles and standards of evaluation; agency- and intra-agency governance of evaluation.

Required Reading:

Road to Results, ch.1-2 and Appendix on “OECD DAC Network on Development Evaluation”

OECD/DAC. 2002. *Glossary of Key Terms in Evaluation and Results Based Management*. Paris: OECD/DAC Working Party on Aid Evaluation. Available at <http://www.oecd.org/dataoecd/29/21/2754804.pdf>

Recommended Reading:

Beck, T. 2006. *Evaluating Humanitarian Action Using the OECD-DAC Criteria: An ALNAP Guide for Humanitarian Agencies*. London: ALNAP. Available at http://www.odi.org.uk/alnap/publications/eha_dac/pdfs/eha_2006.pdf

September 5: Results-Based Monitoring & Evaluation (RBME) and Theories of Change Models

Key Concepts: RBME; data collection methods; logframes and theories of change models; front-end analysis; stakeholder (beneficiary) analysis; secondary research.

Required Reading:

Road to Results, Ch.3-4.

Four brief selections from Duncan Green’s *From Power to Poverty* blog:

“What Does a Theory of Change Look Like?” <http://www.oxfamblogs.org/fp2p/?p=5864>

“Theories of Change = Logframes on Steroids? A Discussion with DFID”

<http://www.oxfamblogs.org/fp2p/?p=10071>

“Can Theories of Change Help Researchers (or Their Funders) Have More Impact?”

<http://www.oxfamblogs.org/fp2p/?p=11181>

“What is a theory of change and how do we use it?” <http://www.oxfamblogs.org/fp2p/?p=15532>.

ODI Stakeholder analysis Toolkit: <http://www.odi.org.uk/publications/5257-stakeholder-analysis>

African Development Fund. 2013. *Community Roads Project in Support of the National Local Development Program: Appraisal Report*. June 2013. Available [here](#) and on BB. {Please read this in preparation for in-class exercise}

September 12: Approaches to Evaluation

Key Concepts: environmental and social assessment; participatory evaluation concepts and tools; rapid assessment.

Required Reading:

Road to Results, Ch.5

Child Protection Working Group Somalia. 2011. *Inter-Agency Child Protection Rapid Assessment Summary Report on the Protection Risks for Children as a Result of the Famine in South/Central Somalia*. December 2011. Available [here](#) and on BB.

Assignment 1: Assessment Report Summary

~Read/Skim thoroughly one of the following examples of an assessment report. Pay particular attention to the structure of these reports and the general content (not the details of the project or assessment). Write a summary of the report. Post this summary on the Blackboard discussion site by **9:00 pm on Tuesday, Sept.17**, and be ready to discuss in class upon request. You may do this assignment individually or partner with one other student.

USAID. 2011. *Environmental Assessment of the USAID/Haiti North Park Power Project*. June 2011. Available [here](#) and on BB.

Asian Development Bank. 2006. *People's Republic of China: Hefei Urban Environment Improvement Project Poverty and Social Assessment*. Available [here](#) and on BB.

United Nations. 2011. *Ivoirian Refugee Influx in Liberia: Joint Rapid Assessment of the Humanitarian Response and Coordination* (20-30 January 2011). Available [here](#) and on BB.

UN Habitat. 2008. *Lake Victoria Water and Sanitation Initiative Fast Track Capacity Building Programme for Utilities: Rapid Assessment Report* (August 2008). Available [here](#) and on BB.

Recommended Readings:

OECD DAC. 2006. *Applying Strategic Environmental Assessment: Good Practice Guidance for Development Co-operation*. Paris: OECD. Available [here](#)

Inter-Agency Standing Committee. 2009. *Initial Rapid Assessment (IRA): Guidance Notes*. Available [here](#).

Kumar, S. 2002. *Methods for community participation: a complete guide for practitioners*. Rugby: ITDG Publishing.

Chambers, R. 1994. "The Origins and Practice of Participatory Rural Appraisal." *World Development*, 22(7): 953-969.

September 19: Approaches to Evaluation: Synthesis and Meta-Evaluation
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Key concepts: evaluation synthesis; meta-evaluation.

Required Reading:

World Bank Independent Evaluation Group. 2013. *Delivering the Millennium Development Goals to Reduce Maternal and Child Mortality: A Systematic Review of Impact Evaluation*. Available at https://ieg.worldbankgroup.org/Data/reports/mch_eval.pdf

Assignment 2 (we will start this as an in-class exercise and then you will finish this at home): Design a 1-2 page rough draft approach paper for a meta-evaluation that examines one of the topics described below. Describe the key objectives and planned content of the meta-evaluation, the methods use to gather evidence, and key resources you would expect to draw from if your meta-evaluation was funded and implemented. **Due Tuesday, Sept.24 at 9:00 pm**. You may do this assignment individually or partner with one other student.

- a. Examination of the effectiveness of aid programs to enhance girls' access to secondary education in the Great Lakes region of Africa
- b. Examination of the effectiveness of aid agencies' efforts to reduce the incidences of alcohol- and smoking-related deaths in Russia, Ukraine and Belarus
- c. Examination of the impact of rule of law initiatives in South America on freedom of the media
- d. Examination of the quality and effectiveness of the development programs designed to foster small- and medium enterprise development in Jordan

September 26: Designing Evaluations: Starting Questions

Key Concepts: types and development of evaluation questions (descriptive, normative, cause and effect); elements of and matrices for evaluation design; participatory design

Required Reading:

[*Road to Results*](#), Ch.6

In preparation for an in-class exercise, please skim through the DFID Project: "Improving Governance of Land Use, Land-Use Change and Forestry in Indonesia" GB-1-202798. Read the project page here and then the Business Case and Summary, Logical Framework and Annual Review [here](#) (note: documents also available on BB if the website or link fails).

Assignment 3: (we will start this as an in-class exercise and then you will finish this at home): In teams of 4 people each, find a project on the United Kingdom's Department for International Development's new Development Tracker (<http://devtracker.dfid.gov.uk/>), which includes project level information on most of DFID's development aid and humanitarian assistance work worldwide. Click on country projects and chose a country. Find one project in this country's list for which there is fairly robust project information (look in particular for logframes, business case and summary, or annual review under "documents"). Pull together a design matrix for an impact evaluation that would be conducted at the end of the implementation of this project, using the template provided in the *Road to Results* chapter six. Be ready next week to present this matrix to the class, as well as provide commentary on the participatory elements of this design. Your design matrix is due **Tuesday, October 1 at 9:00 pm**.

October 3: Selection Evaluation Designs: Introduction to Experimental, Quasi-Experimental and Case Study Methods

Key Concepts: types of design (experimental, quasi-experimental, non-experimental; case studies); matching questions to appropriate designs (incl. before-and-after; interrupted time series; longitudinal)

Required Reading:

[*Road to Results*](#), Ch.7

Abhijit Banerjee and Esther Duflo. 2008. "The Experimental Approach to Development Economics," MIT Abdul Latif Jameel Poverty Action Lab. [paper available on BB]

Dan Levy "Impact Evaluation: Why Randomize?" JPAL Online course: http://ocw.mit.edu/resources/res-14-002-abdul-latif-jameel-poverty-action-lab-executive-training-evaluating-social-programs-2011-spring-2011/lecture-notes/MITRES_14_002S11_lec3.pdf [note that this is a PDF of a powerpoint]

Skim the resources available online from JPAL's executive training: <http://ocw.mit.edu/resources/res-14-002-abdul-latif-jameel-poverty-action-lab-executive-training-evaluating-social-programs-2011-spring-2011/>

Assignment 4: When Should We Use Experimental Design in Evaluation? Write a 1-2 page op-ed that answers this question. Use examples to support your argument. The key is for you to express your opinion on the scope conditions for the use of experiments in evaluation work: under what conditions is it appropriate, desirable and feasible? The op-eds should be posted on BB by **Tuesday, October 8 at 9:00 pm.**

Recommended Readings:

Lant Pritchett and Justin Sandefur. 2013. "Context Matters for Size: Why External Validity Claims and Development Practice Don't Mix." Center for Global Development Working Paper 336, 7 August 2013. Available [here](#).

Macartan Humphreys and Jeremy Weinstein. 2009. "Field Experiments and the Political Economy of Development," *Annual Review of Political Science*, 12: 367-378.

Macartan Humphreys, Raul Sanchez de la Sierra, Peter van der Windt. 2012. Social and Economic Impacts of Tuungane: Final Report on the Effects of a Community Driven Reconstruction Program in Eastern Democratic Republic of Congo. <http://cu-csds.org/wp-content/uploads/2012/06/20120622-FINAL-REPORT.pdf>

Carlos Barahona. 2010. "Randomised Control Trials for the Impact Evaluation of Development Initiatives: A Statistician's Point of View." Working Paper, Institutional Learning and Change Initiative. Available at http://www.bioversityinternational.org/fileadmin/bioversity/publications/pdfs/1391_Randomised%20control%20trials%20for%20the%20impact%20evaluation%20of%20development%20initiatives.pdf

William Savedoff. 2011. "Incentive Proliferation: Making Sense of a New Wave of Development Programs." Center for Global Development Essay, August 2011. Available at <http://www.cgdev.org/content/publications/detail/1425405>

October 10: Designing and Conducting Evaluations: Data Collection Strategies and Tools

Key Concepts: data collection strategies, characteristics of good measures, quantitative and qualitative data; tools (including participatory data collection, observation, structured and semi-structured surveys and interviews; focus groups, expert judgment).

Required Reading:

[Road to Results](#), ch.8

World Bank's Participatory Tools for Micro-Level Poverty and Social Impact Analysis: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTTOPPSISOU/0,,contentMDK:21421096~menuPK:4028954~pagePK:64168445~piPK:64168309~theSitePK:1424003,00.html> [Note: this includes a long list of tools. Each attachment is very short – usually one page describing each tool]

Assignment 5: In groups of 2-3 students, write a 2-3 page memo that describe how various participatory tools might be used to conduct a gender impact assessment of a hypothetical micro-lending project focused on ethnic minority women living in the slums of Calcutta, India. Post you memo on BB by **Tuesday, October 15 by 9:00 pm** and be prepared to discuss in class on October 17.

Assignment 6: In groups of 2-3, design a 2-3 page strategy plan for focus group analysis, to be implemented as part of a larger set of qualitative, participatory tools in a social assessment of a women's political empowerment project in El Salvador that is designed to integrate women more into the political arena through a voting rights awareness campaign and the recruitment and training of women to run for elected political offices at the local and national levels.

Recommended Readings:

Drever, E. 2003. *Using Semi-Structured Interviews in Small-Scale Research: a Teacher's Guide* (revised ed.). Glasgow: Scottish Council for Research in Education

Kvale, S., & Brinkmann, S. 2008. *Interviews: An Introduction to Qualitative Research Interviewing* (2nd ed.). Los Angeles: Sage

Rubin, H., & Rubin, I. 2005. *Qualitative Interviewing: The Art of Hearing Data* (2nd ed.). Thousand Oaks: Sage

Krueger, R., & Casey, M. 2009. *Focus Groups: A Practical Guide for Applied Research* (4th ed.). Thousand Oaks: Sage

Krueger, R. A. 2002. *Designing and Conducting Focus Group Interviews*. St Paul: University of Minnesota. Last viewed on 20 September 2008.

Yin, R. 2003. *Case Study Research: Design and Methods* (3rd ed. Applied Social Research Methods Series: 5). Thousand Oaks: Sage Publications Inc.

Atkinson, P., Coffey, A., Delamont, S., Lofland, J., & Lofland, L. 2007. *Handbook of Ethnography*. London: Sage

Hammersley, M., & Atkinson, P. 2007. *Ethnography : Principles in Practice* (3rd ed.). London: Routledge

Fowler, F. 2009. *Survey Research Methods* (4th ed. Applied social research methods: 1). Los Angeles: Sage Publications

October 17: Sampling Strategies and RealWorld / Real Time Evaluation Techniques

Key Concepts: types of sampling strategies, techniques to determine the sample size; pragmatic (RealWorld and real time) approaches to evaluation design and data collection.

Required Reading:

[Road to Results](#), Ch.9

Michael Bamberger. 2006. *Conducting Quality Impact Evaluation Under Budget, Time and Data Constraints*. Washington, DC: World Bank Independent Evaluation Group. Available at http://siteresources.worldbank.org/EXTEVACAPDEV/Resources/4585672-1251461875432/conduct_qual_impact.pdf

Skim: Emergency Capacity Building Project. (2007). *The Good Enough Guide: Impact Measurement and Accountability in Emergencies*. Oxford: Oxfam International. Available at: <http://oxfamilibrary.openrepository.com/oxfam/bitstream/10546/115510/1/bk-impact-measurement-accountability-090207-en.pdf>

Assignment 7: In teams of 2-3 students, construct a 1-2 page strategy memo that discusses the various sampling strategies to be included as part of a baseline needs assessment to be conducted for a joint UNHCR and UNDP proposed program to provide better sanitation services to the refugees communities in the Dadaab refugee camp in northeastern Kenya. The baseline needs assessment cannot exceed a budget of \$100,000, inclusive of staff and materials costs, and must be conducted and analyzed within one month of the approval of funding for the baseline needs assessment. Your sampling strategy memo should be posted on Blackboard by **Tuesday, October 22 at 9:00 pm**.

October 24: Planning For and Conducting Data Analysis

(Note: class will be rescheduled for a short 2 hour session earlier in the week due to Professor's travel to DC on Oct.23)

Key Concepts: developing data analysis strategies; qualitative analysis techniques; interpreting qualitative data; analyzing quantitative data

Required Reading:

[Road to Results](#), Ch.10

Recommended reading:

Field, A. (2005). *Discovering Statistics using SPSS* (2nd ed.). London: Sage

General Accounting Office. 1992. *Quantitative Data Analysis: An Introduction* (Methodology Transfer Paper PEMD-10.1.11). Washington: Program Evaluation and Methodology Division of the United States General Accounting Office. Last viewed on 4 July 2009. URL: <http://www.gao.gov/special.pubs/pe10111.pdf>

October 31: Evaluating Complex Interventions

Key Concepts: joint evaluations; country program evaluations; thematic evaluations; sector program evaluations; thematic evaluations; evaluations of global and regional partnership programs

**** Executive Summary and Outline of Evaluation Approach Paper Due ****

Required Reading:

[Road to Results](#), Ch.11

Skim (thoroughly): John Borton et al. 1996. "Humanitarian Aid and Effects," Chapter 3 in *Joint Evaluation of Emergency Assistance to Rwanda*. Available at <http://www.oecd.org/derec/50189439.pdf> (175 pp)

John Borton. 2004. "The Joint Evaluation of Emergency Assistance to Rwanda, *Humanitarian Exchange Magazine*, no.26, March 2004. <http://www.odihpn.org/humanitarian-exchange-magazine/issue-26/the-joint-evaluation-of-emergency-assistance-to-rwanda>

Recommended Readings:

OECD/DAC. 2000. *Donor Support for Institutional Capacity Development in Environment: Lessons Learned* (Evaluation and aid effectiveness: 3). Paris: Organisation for Economic Co-operation and Development, Development Assistance Committee. <http://www.oecd.org/dataoecd/10/27/2667310.pdf>

OECD Development Assistance Committee. 2008. *Guidance of Evaluating Conflict Prevention and Peacebuilding Activities*. <http://www.oecd.org/dac/evaluation/dcdndep/39774573.pdf>

World Bank. 2007. *Sourcebook for Evaluating Global and Regional Partnership Programs: Indicative Principles and Standards*. Washington: The Independent Evaluation Group of the World Bank. <http://siteresources.worldbank.org/EXTGLOREGPARPRO/Resources/sourcebook.pdf>

OECD/DAC. 2000. *Effective Practices in Conducting a Joint Multi-Donor Evaluation* (Evaluation and aid effectiveness: 4). Paris: Organisation for Economic Co-operation and Development, Development Assistance Committee. <http://www.oecd.org/dataoecd/10/28/2667318.pdf>

OECD/DAC. 2006. *Guidance for Managing Joint Evaluations*. Paris: OECD/DAC. <http://www.oecd.org/dataoecd/29/28/37512030.pdf>

OECD/DAC. 1999. *Evaluating Country Programmes: Vienna Workshop, 1999* (Evaluation and aid effectiveness). Paris: Organisation for Economic Co-operation and Development, Development Assistance Committee. <http://www.oecd.org/dataoecd/10/26/2667302.pdf>

World Food Programme. 2009. *Humanitarian Assistance in Conflict and Complex Emergencies: June 2009 Conference Report and Background Papers*. Rome, Italy: World Food Programme. <http://home.wfp.org/stellent/groups/public/documents/communications/wfp225450.pdf>

November 7: Evaluation of Organizational Strategies and Sector-Wide Programs

Key Concepts: sector program evaluations; thematic evaluations; organizational change

Required Reading:

(1) Please read one of the following World Bank IEG Reports (note: these reports appear long at first glance, but you only need to read the overview section, and then skim the main body of the report and the appendices. Read smartly.)

IEG. 2013. *The World Bank Group and the Global Food Crisis: An Evaluation of the World Bank Group's Response*. http://ieg.worldbankgroup.org/Data/reports/chapters/food_crisis_eval.pdf

IEG. 2010. *World Bank Country-Level Engagement on Governance and Anticorruption: An Evaluation of the 2007 Strategy and Implementation Plan*. World Bank: Washington, DC. http://ieg.worldbankgroup.org/Data/reports/gac_eval.pdf

(2) Then read one of these following short approach papers on forthcoming IEG evaluations:

IEG. 2013. "Approach Paper: IEG Evaluation of World Bank Group Support to Health Financing in Improving Health System Performance FY03-FY12." April 24, 2013. http://ieg.worldbankgroup.org/Data/reports/AP_Health_financing_eval.pdf

IEG. 2013. "Approach Paper: Restoring Confidence and Transforming Institutions: An IEG Evaluation of World Bank Group Assistance to Fragile and Conflict-Affected Situations." January 31, 2013. http://ieg.worldbankgroup.org/Data/reports/FCS_Approach_Paper.pdf

November 14: Managing and Presenting Evaluations

Key Concepts: design matrix management, contracting, managing budgets and staff in complex evaluations, writing and presenting the evaluation reports

Required Reading:

[Road to Results](#), Ch.12-13

In-class Exercise: Designing Evaluation Rubrics for Evaluation Approach Papers and Presentation

November 21: The Impact, Ethics, and Politics of Evaluation in International Organizations

Key Concepts: ethical dimensions of evaluation; independent of evaluation units; organizational feedback and learning

****Rough Drafts of Approach Papers Due****

Required Reading:

[Road to Results](#), Ch.14-15

Ocampo, J.A., S. Pickford, and C. Rustomjee. 2013. *External Evaluation of the Independent Evaluation Office: Report of the Panel Convened by the IMF Executive Board*. Washington, DC: International Monetary Fund. <http://www.imf.org/external/np/pp/eng/2013/010113.pdf>

Recommended Readings:

OECD/DAC NDE. 2006. *DAC Evaluation Quality Standards (for test phase application)*. Paris: Network on Development Evaluation, Development Assistance Committee of the Organisation for Economic Cooperation and Development. <http://www.oecd.org/dataoecd/30/62/36596604.pdf>

OECD/DAC NDE. 2008. *Evaluating Development Cooperation: Summary of Key Norms and Standards (Evaluation and aid effectiveness)*. Paris: Organisation for Economic Co-operation and Development, Development Assistance Committee Network on Development Evaluation. <http://www.oecd.org/dataoecd/12/56/41612905.pdf>

Borton, J., ed. 1994. *Code of Conduct for the International Red Cross and Red Crescent Movement and NGOs in Disaster Relief: Network Paper 7* (Network paper - Relief and Rehabilitation Network: 7). London: Relief and Rehabilitation Network, Overseas Development Institute. <http://www.odihpn.org/documents/networkpaper07.pdf>

Good Humanitarian Donorship. 2003. *Principles and Good Practice of Humanitarian Donorship*. Stockholm: Germany, Australia, Belgium, Canada, the European Commission, Denmark, the United States, Finland, France, Ireland, Japan, Luxembourg, Norway, the Netherlands, the United Kingdom, Sweden and Switzerland. <http://www.reliefweb.int/ghd/a%2023%20Principles%20EN-GHD19.10.04%20RED.doc>

November 28: No Class (Thanksgiving Break)

****Peer reviews of Rough Draft Approach Papers Due on Tuesday, Nov.26 by 9:00 pm (via email – one copy to group and one copy to Professor Weaver)****

December 5: Evaluation Design Proposal Presentations and Panel Defense (in class)

****Final proposals due by email on December 12 at 5:00 pm****

News Sources

You are expected to keep on top of the news, especially as it pertains to the themes of this course. Below are some of the most common placed you might find good news on international development and humanitarian crises and assistance. Please come prepared each day in class to answer the question, “what's going on in the world?” and be ready to apply the current news to the course topic of the day.

The Economist <http://www.economist.com>

Financial Times of London: <http://www.ft.com>

Wall Street Journal: <http://www.wsj.com>

New York Times: <http://www.nytimes.com>

Reuters World News: <http://www.reuters.com/news/world>

BBC World News: <http://www.bbc.co.uk/news/world/>

The Guardian Global Development page: <http://www.guardian.co.uk/global-development>

All Africa: <http://allafrica.com/> (news digest)

United Nations Development Program News Bulletin: <http://www.undp.org/dpa/journalists/subscribe.html>

United Nations High Commission for Refugees news: <http://www.unhcr.org/cgi-bin/texis/vtx/home>

IRIN: <http://www.irinnews.org/>

World Bank Press Reviews, Development News, and Research Bulletins:
<http://www.worldbank.org/news>

Blogs

Blogs are often informal opinion editorials, written quickly and often without substantial supporting evidence. Never read a blog uncritically. That said, blogs can be an excellent source of very timely analysis and can point you in the direction of the latest information on policy issues. Here are some of the blog sites I follow:

Duncan Green writes a daily blog, *From Poverty to Power*, for Oxfam International: <http://www.oxfamblogs.org/fp2p/>. It is one of the best places to find out about the newest reports on international development and the aid industry.

Owen Barder is a British national who has worked for over 20 years in development and is now a Senior Fellow and Director for Europe at the Center for Global Development in Washington, D.C. He runs a very interesting blog called “Owen Abroad: Poverty Matters” at <http://www.owen.org/>.

Center for Global Development: CGD, a leading development think tank based in DC, is ground zero for some of the most timely and policy relevant research papers, briefs and op-eds on global development. Their policy blogs are quite interesting (<http://blogs.cgdev.org/globaldevelopment/>), but for the purpose of this class you should pay special attention to the various working papers and op-eds from their Evaluation Gaps working group at <http://www.cgdev.org/page/evaluation-gap-updates>.

World Bank Blog on Development Impacts: <http://blogs.worldbank.org/impactevaluations/>

Shanta Devarajan, World Bank Chief Economist for Africa runs a great blog on “Africa Can End Poverty” at <http://blogs.worldbank.org/africacan/>. It also contains occasional commentaries from other prominent World Bank officials.

ODI (Overseas Development Institute)’s blog at <http://blogs.odi.org.uk/blogs/main/default.aspx>

The Guardian’s Poverty Matters blog: <http://www.guardian.co.uk/global-development/poverty-matters>

General Data Sources on International Development and Humanitarian Assistance

GapMinder: <http://www.gapminder.org/>

~ Hans Rosling's amazing world of visualized development and global health data.

www.WolframAlpha.com:

~a computational knowledge engine that digests simple searches and spits out answers in graphical and other data visualization forms (e.g. punch in "GDP per capita Ireland and Iceland" and it instantly produces a line graph).

MEDevEcon: <https://sites.google.com/site/medevecon/development-economics/devecondata>

~website that aggregates development data

Developmentdata: <http://www.developmentdata.org>

~a useful website that collects links to sources of data from international organizations and other official agencies on all kinds of things related to development (governance, population, debt, trade, etc).

World Bank World Development Indicators (WDI): <http://data.worldbank.org/>

~ your one-stop guide to all kinds of country-level information, ranging from GDP to literacy rates to per capita cell phone use.

World Bank Poverty & Equity Data: <http://povertydata.worldbank.org/poverty/home/> and PovCalNet: <http://iresearch.worldbank.org/PovcalNet/index.htm>

~World Bank's interactive data sites on regional poverty and inequality.

World Bank Microdata Library: <http://microdata.worldbank.org/>

~ another World Bank site that aggregates development data

United Nations Human Development Reports and HDI: <http://hdr.undp.org/en/statistics/>

~The counterpart to the World Bank's World Development Indicators, produced annually and now with an online interactive data site.

UNDP/ Millennium Development Goals Monitor: <http://www.mdgmonitor.org>

IMF World Economic Outlook (WEO), Global Financial Stability Reports and Global Monitoring Reports: <http://www.imf.org/external/pubind.htm>

~The World Economic Outlook (WEO) and the Global Financial Stability and Global Monitoring reports present the IMF staff's analysis and projections of economic developments at the global level, in major country groups (classified by region, stage of development, etc.), and in many individual countries. The WEO and GFSR focus on major economic policy issues as well as on the analysis of economic developments and prospects.

United Nations Conference on Trade and Development (UNCTAD), Statistics: <http://www.unctadstat.org>

~ Statistics, policy analysis and other information on global trade, finance and development with a particular focus on issues relevance to developing countries.

United Nation World Income Inequality: http://www.wider.unu.edu/research/Database/en_GB/database/

~data on income inequality for developed, developing, and transition countries

Organization for Economic Cooperation and Development: <http://www.oecd.org>

~ a good source of macroeconomic data on the OECD member states, as well as many analytical reports on salient economic policy issues

OECD Development Assistance Committee: <http://www.oecd.org/dac>
~ the OECD's site for tracking official development aid data from the OECD donors. It also includes several analytical reports, evaluations, and links.

OPHI's Multidimensional Poverty Index: <http://www.ophi.org.uk/policy/multidimensional-poverty-index/>
~ a new development index developed by the Oxford Poverty and Human Development Initiative, now adopted by the United Nations Development Program for integration into the annual Human Development Reports.

AidData: <http://www.aiddata.org>
~ An independent course of data on international aid flows and analysis on aid, in partnership with Development Gateway.

World Food Programme: <http://www.wfp.org/>
~ the UN's main agency for provide assistance in periods of food emergencies, as well as long term food security aid. The website has great stats on hunger rates and other data.

World Health Organization: <http://www.who.int/en/>
~ the WHO's site also includes great statistics and data on global health issues

United Nation Office for the Coordination of Humanitarian Affairs (UNOCHA): <http://www.unocha.org/>
~ The UN's main office for coordinating inter-agency responses to most humanitarian emergencies and long-term crises. OCHA's Humanitarian Bulletins are especially useful.

ReliefWeb: <http://reliefweb.int/>
~ sponsored by UNOCHA, ReliefWeb is one of the best placed to get the latest news, information and analyses on humanitarian crises and international responses.

IRIN: <http://www.irinnews.org/>
~ more great news and analysis on humanitarian relief efforts

United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org/>
~ The UN's main refugee agency. Its resources page is especially good for new, analysis and timely data on refugee and IDP situations, as well as evaluation reports.

Useful Resources for Evaluation (Guides, Handbooks, Evaluation Research Sites and Evaluation Databases)

Please note that nearly all major international aid and humanitarian assistance organizations have independent evaluation offices. There are too many to list here, so I only highlight a few.

3ie (International Initiative for Impact Evaluation): <http://www.3ieimpact.org/>
~ 3ie was set up to promote enhanced development effectiveness by providing financial resources and technical expertise to support rigorous impact evaluations that address questions of importance to policymakers and program managers in low- and middle-income countries. They advocate for "evidence based evaluation" (usually through quasi- and full experimental design).

Abdul Latif Jameel Poverty Action Lab: <http://www.povertyactionlab.org/>
~ Ground zero for development evaluation work and analysis using experimental (RCT) methods. Founded by Banerjee and Duflo of the *Poor Economics* fame. They have a lot of examples of experimental evaluations on the website, as well as training modules.

Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP): <http://www.alnap.org/>

- ~ ALNAP is a network of key humanitarian organizations and experts from across the humanitarian sector, including donors, NGOs, the ICRC, UN and academic groups. It is designed to be a “learning” network that seeks to improve humanitarian action through learning, peer-to-peer sharing and research. ALNAP also provided extensive “meta-evaluations”, including through its annual Review of Humanitarian Action. It also has a training module for evaluating humanitarian action available at <http://www.alnap.org/resource/5795.aspx>
- African Development Bank Evaluation: <http://operationsevaluation.afdb.org/en/>
- Asian Development Bank: Independent Evaluation: <http://www.adb.org/site/evaluation/main>
- Monitoring and Evaluation News: <http://mande.co.uk>
~ A news service focusing on developments in monitoring and evaluation methods relevant to development programmes with social development objectives
- Innovations for Poverty Action: <http://www.poverty-action.org/>
~ Affiliated with JPAL, this is another NGO that conducts randomized evaluation for development.
- Inter-American Development Bank Office of Evaluation and Oversight: <http://www.iadb.org/en/office-of-evaluation-and-oversight/ove-homepage,1556.html>
- International Organization for Cooperation in Evaluation (IOCE):
Interactive Map: <http://ioce.net/interactivemap/mapindex.html>
- International Development Evaluation Association (IDEAS): <http://www.ideas-int.org/home/index.cfm>
~ Network devoted to promoting best practices and lessons for international development evaluation.
- OECD Development Assistance Committee: Evaluation Resource Center (DERec): <http://www.oecd.org/derec/>
~ The OECD DAC’s evaluation resource center.
- United Nations Development Program Evaluation: <http://web.undp.org/evaluation/>
- United Nations High Commissioner for Refugees Evaluation and Research:
<http://www.unhcr.org/pages/4a1d28526.html>
- USAID Development Experience Clearinghouse: <https://dec.usaid.gov/dec/home/Default.aspx>
- World Bank Development Impact Evaluation ([DIME](#))
- World Bank: [Poverty Impact Evaluations Database](#)
~ the Bank’s database of impact evaluations data and results
- World Bank Independent Evaluation Group: <http://ieg.worldbankgroup.org/>
~ see especially the IEG’s list of impact evaluations

Useful (English-language) Journals

Development and Change
Development in Practice
Development Studies
Economic Journal
Gender and Development: An Oxfam Journal
Journal of Development Economics
Journal of Development Effectiveness
Journal of Economic Literature
Journal of International Development
Journal of International Relations and Development
Journal of International Trade & Economic Development
Oxford Development Studies
Public Administration and Development
Peace, Conflict, and Development
Studies in Comparative International Development
Third World Quarterly
World Development
World Politics

Evaluation Criteria for Participation

“A” Contributor

- Contributions in class and on the BB discussion board reflect exceptional preparation as evidenced by frequent authoritative and/or creative use of textual/material evidence.
- Ideas offered are always substantive (i.e., unusually perceptive, original, and/or synthetic) and provide one or more major insights as well as direction for the class.
- Agreements and/or disagreements are well substantiated and persuasively presented.
- If this person were not a member of the class, the quality of discussion would be diminished markedly.

“B” Contributor

- Contributions in class and on the BB discussion board reflect thorough preparation as evidenced by competent and occasionally authoritative and/or creative reference to textual/material evidence.
- Ideas offered are usually substantive, provide good insights and sometimes direction for the class.
- Agreements and/or disagreements are fairly well substantiated and/or sometimes persuasive.
- If this person were not a member of the class, the quality of discussion would be diminished.

“C” Contributor

- Contributions in this class reflect satisfactory preparation as evidenced by at least some acquaintance with textual/material evidence.
- Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for discussion.
- Sometimes disagreements and agreements are voiced with little to no substantiation.
- If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“D-F” Contributor

- Contributions in class reflect inadequate preparation.
- Ideas are seldom substantive, provide few if any insights, and never a constructive direction for the class.
- Integrative comments and effective challenges are absent.
- If this person were not a member of the class, valuable air-time would be saved.

Non-Participant

- Little or nothing contributed in class; hence, there is not adequate basis for evaluation.
- If this person were not a member of the class, the quality of discussion would not be changed.
- Said persons need to leave this category and move into a contributor category.

Guidelines For Peer Reviews of Rough Drafts of Approach Papers

Constructive peer reviews contain the following elements:

1. A concise summary of the driving questions, objectives, and proposed methods of the approach paper. This is essential, as it compels the reviewer to pay close attention and reiterate in his or her own words the key elements of the approach paper. If this summary is off, it signals to the author(s) that the arguments and organization are not clear and more work needs to be done on this front.
2. Comments on the overall organization of the approach paper, pointing out areas of confusion and offering helpful suggestions for reorganization, if needed.
3. Explanations of the weaknesses or flaws in the underlying logic of the approach or proposed set of evaluation tools.
4. Helpful suggestions on additional literature or data sources to consult, if needed, as well as suggestions on where visuals (charts, graphs, maps, etc) can be edited (for clarity), added or subtracted.
5. Generally corrects grammar, misspellings, awkward sentences, etc. However, it is not the job of the peer reviewer to micro-edit the paper. If you see consistent problems in the grammar or style of writing, point out an example, explain what is wrong, and tell the author that this occurs throughout the paper and needs to be fixed.
6. End the peer review with a concise summary of the key problems to address in revisions. While the tone should not be overly critical, it is not the job of the peer review to play cheerleader unless the draft approach paper is really in good shape. The majority of the peer review will be focused on the weaknesses of the paper so that the authors will be well prepared for the panel defense that will follow their in-class presentations of the approach paper.

A proper review can be done in 2-3 pages.