Course Lecturers:

Mark Daku, PhD
Institute for Health and Social Policy, McGill University
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Course Description
The implementation of the Millennium Development Goals is drawing to a close, and countries are reporting successes and failures in achieving these goals. On what basis do they make these claims? How do we know that a development intervention worked, and more importantly, how do we know that it did what it set out to do? How do we ensure that interventions don't have negative consequences, and how can we use all of this information to ensure that interventions are improved in the future?

This course will introduce you to the field of Monitoring and Evaluation by explaining and applying the primary tools that are currently employed in the industry. Through a combination of theoretical frameworks, practical tools, and in depth case studies, the objective of this course is to prepare the student to understand project design, implementation, monitoring, and evaluation in the development context.

All reading materials for this course will all be made available online.
COURSE OVERVIEW

Evaluation
1. In-class Group Work (10 x 2% = 20%), Throughout the term
2. Mid-term (25%), February 13th
3. Inception Report: Group Project (30%), Due April 3rd
4. Final Exam (25%), TBD (Exam Period)
5. Extra Credit: ISID Conference (5%), Late March

E-mail Policy
Please do e-mail me about:
1) Technical issues (i.e. broken links to readings).
2) To set up an appointment if you cannot make office hours.
3) If you are sick (and have a doctor’s note) and will be missing a test / just missed a test.
4) Interesting material that you come across that you feel should be shared with the class.

Please do not e-mail me:
1) If you are going to miss a class or a test. This is your decision, and it is your responsibility to figure out a way to keep up with the material.
2) If your final paper is going to be late. Unless you have a doctor’s note, the late penalty will apply (1/3 letter grade per 24-hour period) without exception.

In general, I would encourage you to come see me during my office hours to discuss course material.

Disabilities
Disabilities and other special needs. Students with disabilities should advise the instructor at the start of term, either directly or through the Office for Students with Disabilities. They should also contact the Office for Students with Disabilities (514-398-6009, www.mcgill.ca/osd). I cannot stress this enough. If you have any barriers to learning this material, please make this known ahead of time so accommodations can be made.

Students facing personal issues should consider seeking help at McGill’s Counselling Service (514-398-3601, www.mcgill.ca/counselling), and should also inform the instructor of any delays likely to occur.
**Academic Integrity**

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

I take academic integrity **very** seriously. So rest assured that any cases of cheating, plagiarism, or other academic offences will be fully pursued with the University.

**Language**

In accord with McGill University’s Charter of Students’ Rights, students have the right to submit in English or in French any written work that is to be graded.

En accord avec la Charte des droits de l’étudiant, les étudiants ont le droit de soumettre en anglais ou en français tout travail écrit pour évaluation.
Part 1: Why Evaluate, and what to do before an Evaluation

Week 1: Introduction

Jan 7: Evaluation in Context: The MDGs and the nature of modern development programs

- What’s wrong with the MDGs? (http://www.cgdev.org/files/3940_file_WWMGD.pdf)

Jan 9: What exactly is M&E?


Week 2: Tailoring Evaluations (Evaluation Questions & Methods)

Jan 14: Identifying Issues and Formulating Questions


Jan 16: Workshop: Formulating Evaluation Questions
Week 3: Needs Assessment

Jan 21: Needs Assessment


Jan 23: Workshop: Performing a Needs Assessment

Week 4: Program Theory

Jan 28: Logical Frameworks

- Project monitoring and evaluation: a method for enhancing the efficiency and effectiveness of aid project implementation (http://ac.els-cdn.com/S0263786302000601/1-s2.0-S0263786302000601-main.pdf?_tid=093865fc-8956-11e4-b2ac-00000aab0f6b&acdnat=1419196514_c835bf7f8d70ac8b65b8b4d593fdddb1c)

Jan 30: Workshop: Creating a Logical Framework
Week 5: Program Theory (Continued)

Feb 4: Logical Frameworks (Critiques, Revisions, and Variations)

February 6: Guest Lecture

Week 6: Review & Mid-Term

Feb 11: Review

Feb 13: Mid Term

Part 2: Types of Evaluations

Week 7: Measuring and Monitoring Program Outcomes

Feb 18: Measuring and Monitoring Program Outcomes
- Shapiro, J. (2007). Monitoring and Evaluation (pp. 1–51). CIVICUS.

Feb 20: Workshop: Measuring and Monitoring Program Outcomes

Week 8: Impact Evaluation and Quasi-Experimental Design

Feb 25: Impact Evaluation & Quasi-Experimental Design

Feb 27: Workshop: Designing an Impact Evaluation
Week 9
READING WEEK – NO CLASSES

Week 10: Participatory Evaluations

March 11: Participatory Evaluations

March 13: Designing a Participatory Evaluation

Week 11: Equity Focused Evaluations

March 18: Lecture / Workshop: Designing an Equity Focused Evaluation

Reading

March 20: ISID Conference (TBC)

Week 12: Gender and Rights Based Evaluations

March 25: Gender and Rights Based Evaluations

March 27: Workshop: Designing Gender and Rights Based Evaluations
Part 3: Final Thoughts and Review
Week 13: Critiques of Development Programs
April 1

April 3 (NO CLASS)
Inception Reports Due via e-mail

Week 14: Group Presentations
April 8: Inception Report Presentations and Evaluations
April 10: Inception Report Presentations and Evaluations

Week 15: Review of Key Concepts
April 15: Review

Final Exam Date TBD