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Spring 2-1-2017

### IDS 497.01: Monitoring and Evaluation in International Development

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**Monitoring and Evaluation in International Development**  
IDS 497 UG  
Tuesday 12:10-3:00  
Spring 2017

**Kimber Haddix McKay, Professor**  
213 Social Sciences  
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**Plan**



**Implement**



**Present**

### Course Description:

IDS 497 is a course designed to enhance the participants' understanding of important methods used in the evaluation of international development programs. The toolkit of a student completing this course will include knowledge of basic methods and standard systems used worldwide for conducting such evaluations. You will learn how to design, conduct, report on and orally present your findings as if you are speaking to a group of donors, project planners or other stakeholders. You will study how to derive important monitoring and evaluation questions from existing literature, how to aim for specific professional outcomes such as the generation of a professional talk, poster, or paper, and the steps required along the way to get you to those outcomes. Survey design, identification and definition of critical M&E variables, predicting required analyses of those variables, LogFrame, Social Frameworks, and CapacityWORKS will be taught in this class.

The class outcomes will include:

- Background in the history and use of M&E
- Learn how to construct an evaluation question and set of testable hypotheses
- Learn how to identify key stakeholders
- Learn about standard participatory rural appraisal tools
- Learn how to design and manage databases using statistical and database management software including SPSS
- Develop report writing skills
- Develop oral reporting skills

### Readings:

1. Rossi, Lipsey, and Freeman. Evaluation: A Systematic Approach. 7th edition. Thousand Oaks, CA: Sage Publications, 2004. This is an ebook available on amazon.com (rent for term = \$25).
2. Imas and Rist, The Road to Results: Designing and Conducting Effective Development Evaluations, World Bank Training Series, 2009.
3. Coleman, Logical framework approach to the monitoring and evaluation of agricultural and rural development projects, Project Appraisal, Vol. 2, Iss. 4, 1987.
4. Fujita, Beyond LogFrame: Using Systems Concepts in Evaluation, FASID, 2010.
5. Readings posted on Moodle.

**Requirements:**

- Class participation (and thus attendance) is mandatory. I expect you to have read the assigned readings prior to the class for which they are assigned, and to be prepared to discuss them with your peers. Throughout the semester, your participation and preparation for class will be evaluated with discussions, problem solving activities, or data collecting or analysis. Keep in mind that if you miss a class, you may not make up missed class work or attendance without prior permission, which ultimately lowers your grade.
- There will be three exams or in-class exercises across the semester. These will be based upon the reading and the exercises we use in class to acquire specific skillsets and presentation modalities. These will include activities such as:
  - Essays that demonstrate your command of the assigned readings
  - Exercises that demonstrate your ability to analyze the key elements of a theory of change adopted by a development organization or project
  - Exercises that demonstrate your ability to identify the key stakeholders in a development project
  - Exercises that demonstrate your ability to design an M&E question or framework
- Your final grade will be calculated on the basis of attendance, class participation in discussions, your work in your small group, and your grades on **three exams**.
- Distribution of course grade:
 

Three exams/exercises/group project	75%
Attendance and participation in discussions	<u>25%</u>
Total	100%
- Additional information:-
  - Please feel free to come to my office hours, or to catch me before or after class with questions. You can also schedule an appointment to meet outside of office hours.
  - You cannot make up in-class exercises without a documented health issue or without prior permission. If you will miss class, you must tell me before class begins that you will be absent, and what your plan is for completing any in-class work from that day.
  - If you're taking this class pass/no pass, a pass > 69%.
- Academic Honesty
  - All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://life.umt.edu/vpsa/student\\_conduct.php](http://life.umt.edu/vpsa/student_conduct.php).
- Graduate Increment
  - Graduate students will lead small groups that will, over the course of the semester, analyze an NGO's work and will produce a hypothetical M&E framework for it. At the end of the process the graduate student will present the group's findings and evaluation to the class in an oral presentation.

Week/Date	Topic	Reading/Notes
<b>1</b> <b>Jan 24</b>	Introduction	

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*PLAN*

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**2**  
**Jan 31**      History and conceptual framework behind M&E, and the utility of anthropology to this work      Rossi et al Chpt 1  
Bell and Aggleton 2012 sections 1-2  
Imas and Rist 14

Exercise: Meet group, discuss project plan, do IRB training module online

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**3**  
**Feb 7**      So what is a ‘theory of change’? The evaluation context      Rossi et al Chpts 4-5  
Imas and Rist 3-5

Exercise: Case study analysis – what is the theory of change of this non-profit’s work?

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**4**  
**Feb 14**      Asking the right questions, designing the right study      Rossi et al Chpts 2-3  
Imas and Rist 6-7

Exercise: What are the correct questions to ask regarding the effectiveness of this non-profit’s work? How would you ask them?

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**5**  
**Feb 21**      **Exam 1**

**Begin group project**

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*IMPLEMENT*

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**6**  
**Feb 28**      When do you do M&E and how much of the budget do you allocate?      Michaela Raab blogs

Exercise: Design a budget

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**7**  
**Mar 7**      Data collection instruments, sampling strategy      Rossi et al Chpts 7-8  
Bell and Aggleton 2012 bottom pg 799 and pg 800  
Imas and Rist 8-9

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<b>Week/Date</b>	<b>Topic</b>	<b>Reading/Notes</b>
<b>8</b> <b>Mar 14</b>	Logical Framework aka Logframe Critiques  Exercise: SPSS and Excel	Coleman, entire Fujita Chpt 1-3 Bell and Aggleton 2012 pgs 801-806
<b>9</b> <b>Mar 21</b>	<b>Spring Break</b>	
<b>10</b> <b>Mar 28</b>	Social Frameworks: People-centered evaluation Critiques  Exercise: SPSS and Excel	Davies, entire <a href="http://mande.co.uk/2008/uncategorized/the-social-framework-as-an-alternative-to-the-logical-framework-2/">http://mande.co.uk/2008/uncategorized/the-social-framework-as-an-alternative-to-the-logical-framework-2/</a>
<b>11</b> <b>April 4</b>	CapacityWORKS Critiques  Exercise: SPSS and Excel	Fujita Report Readings on Moodle
<b>12</b> <b>April 11</b>	Identify and admit failure: When M&E reveals problems  <b>Exam 2</b>	Michaela Raab blogs
<b><i>PRESENT</i></b>		
<b>13</b> <b>April 18</b>	Presentation methods: Consider your audience, using a mixed methods approach to include written, audio, visual and spoken prompts  Exercise: Work on Group Project	Imas and Rist 13
<b>14</b> <b>April 25</b>	Project presentations	
<b>15</b> <b>May 2</b>	Project presentations	
<b>16</b> <b>May 10</b>	<b>Final exam 1:10pm</b>	Evaluations and Final