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Asia-Pacific Evaluation Association



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Enhancing Monitoring and Evaluation Education in Asia Pacific: Curriculum for Academic Courses

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Forward

It is with great pleasure that Asia Pacific Evaluation Association's Consortium of Institutions on Monitoring and Evaluation (M&E) presents this comprehensive Evaluation Capacity Development Curriculum for the Asia Pacific Region. This curriculum has been carefully crafted to provide a comprehensive understanding of M&E concepts, tools, and techniques. Thus, this curriculum comprising 11 modules serves as a structured pathway for students to gain knowledge, skills, and competencies in the M&E field.

We would like to express our deepest gratitude to all the contributors from the Consortium of Institutions on M&E who worked diligently to develop this curriculum on M&E. Their dedication and passion for M&E education have made this work possible.

We hope that this comprehensive Evaluation Capacity Development Curriculum for the Asia Pacific Region serves as a valuable resource for academic institutions, voluntary organizations for professional evaluations (VOPEs), EvalYouth Chapters, and development agencies to provide training and courses in M&E. It is APEA's belief that by designing and delivering M&E courses it can help to professionalize the evaluation field and develop evaluation capacity among evaluation professionals in the Asia Pacific Region.

Thank you for joining us on this educational journey. May it empower you to make a positive impact in the world through M&E.

Dr. Asela Kalugampitiya

President of APEA

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Introduction

The Asia Pacific Evaluation Association (APEA)'s "Consortium of Institutions on Monitoring and Evaluation" is pleased to present a new Evaluation Capacity Development Curriculum, designed in accordance with its Asia-Pacific Regional Evaluation Strategy. This curriculum, consisting of modules aligns with eight core strategic themes: professionalizing evaluation, developing partnerships, promoting new evaluators, strengthening community engagement, promoting evaluation use, building evaluation capacity at country level, employing innovative evaluation approaches, and ensuring evaluation quality.

Competencies for evaluators are crucial for professionalization of evaluation. Evaluator competencies are specified in the competency framework developed by the Asia Pacific Evaluation Association (See Figure 1).¹ The curriculum was developed in line with the competency framework for evaluators in Asia Pacific.

Figure 1: Competency Domains



The curriculum's purpose is to provide structured training in evaluation, a key discipline in development cooperation, humanitarian action, gender issues, and environmental protection.

¹ APEA and UNFPA (April 2021). Competency framework for evaluators. Retrieved from https://docs.google.com/document/d/19mRy2pp_tz8OSh8S0iMhkMYRUmM6-JUQ/edit

By integrating theoretical knowledge and practical applications, it aims to professionalize the field of evaluation, enhance the skills of emerging evaluators, and promote the use of evaluation in decision-making.

The modules benefit both individuals and organizations, accommodating different organizational needs and fostering evaluation capacity at an institutional level. Each module is designed for active learner participation, enriching the learning process with their experiences.

The curriculum investigates three main facets of evaluation science: core principles and methodologies, specialized techniques, and diverse applications.

The first module lays the foundation by introducing evaluation principles and theories, while Module 2 discusses monitoring, a crucial evaluation tool. Specialized techniques are explored further in modules 3 to 5, which delve into logical models, needs assessment, and evaluation design.

Module 6 presents different types and approaches to evaluation, while Modules 7A and 7B respectively deep-dive into quantitative and qualitative methods, offering insights into data collection, analysis techniques, and software tools. Module 8 highlights the role of communication in evaluation, focusing on effective reporting and data visualization.

Module 9 addresses norms, standards, and ethics in evaluation, reinforcing their importance, followed by Module 10 which covers evaluation management. The final module, 11, subdivided into four parts, discusses evaluation applications in various contexts: development cooperation, gender-responsive evaluations, humanitarian action, and the environment-development nexus.

On completing the modules, learners will possess a solid understanding of evaluation theory and practice, professional evaluation design and conducting skills, and the ability to use evaluation findings for informed decision-making.

This curriculum is a proposal and institutions are free to modify it to suit their specific needs (See Table 1 below). However, any organization or academic institution that wishes to use the curriculum should recognize APEA and the authors. Prior to using the curriculum, institutions should write to APEA to inform them of their intent. Institutions are also encouraged to include a capstone, thesis, or practicum to test students' understanding and application of the curriculum.

In conclusion, this curriculum encapsulates APEA's commitment to bolster evaluation skills and promote sustainable and inclusive development in the Asia Pacific region. It represents an opportunity for institutions to partner with APEA in this endeavor, fostering a culture of evaluation and informed decision-making across the region.

Table 1: Proposed Modules for Type of Courses

Type of course	Remarks	Possible duration	Required modules	Optional modules
Certificate course	Stand-alone course in M&E	4 months - weekends	1 (requires the theory of change), 2, 5 (modified as per requirement)	2 from - 7A, 7B or 10 (practical + management)
Module in a degree course	Part of existing degrees courses	2 semesters	2 & 5 (modified as per requirement)	-
Post graduate Diploma	Stand-alone course in M&E	1 year	1-10 (modified as per requirement) + Practicum/ Capstone	-
Masters	Stand-alone course in M&E	2 years	1-10 + Practicum (year 1) + Thesis/ Research paper (Year 2)	11A, 11B, 11C and 11D

Credits

- Total credits are based on teaching hours, group activities, and tutorials hours
- Self-learning hours and assignments are separate hours
- 1 credit = 15 hours (1 hour = 60 minutes)

MODULE 1

Introduction: Principles and Basic Theories of Evaluation

Brief Overview of Module

This module introduces the audience to what “evaluation” basically and principally is and should be. The module will cover its definitions, history, unique characters, theories and practices of evaluation. It then explains what and how to “tailor” evaluation as evaluation can be accompanied by too many aspects to be handled at once in practice. In order to design, plan and conduct an effective evaluation, evaluators are asked to identify specific issues and formulate relevant and focused questions. After covering these broad but important aspects of evaluation, it concludes with a session introducing the principles and competencies of evaluators.

Learning Outcomes

Upon completing this module, the student should be able to:

- Understand the whole picture of the profession and science of evaluation, including theoretical, historical, and practical context that surrounds evaluation
- Describe the definitions, purposes, history and various theories surrounding evaluation and its science and practice
- Explain what and how to necessarily tailor (focus) evaluation, its design and implementation
- Apply the module’s lecture content to daily practices of evaluation while fully cognizant of limitations and challenges
- Understand the principles and competencies required in becoming a good evaluator

Number of Credits	1
Teaching Hours	4.3
Self-Learning Hours	4.5
Group Activities/Tutorials/Seminar Hours	11.7
Assignment Hours	10

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
“Evaluation” an overview	<ul style="list-style-type: none"> • What is (program) evaluation? • Brief history of evaluation • The defining characteristics of evaluation • Evaluation in practice • Terminology Map 	3 hours	Lecture (50%) Group Work (50%)	Rossi, Lipsey et al. (2004) CH1 Funnell and Rogers (2011) CH2
Purposes, theories and stages of evaluation	<ul style="list-style-type: none"> • Purposes of evaluation • Good theory for evaluation • Theories of Stage One, Two, Three 	2 hours	Lecture (40%) Group Work (60%)	Weiss (1997) CH2 Shadish, Cook et al. (1991) CH1 and CH2 Mathison (2004)

Tailoring evaluation	<ul style="list-style-type: none"> Aspects of evaluation to be focused Features of the situation to take into account Evaluator-Stakeholder Relationship 	4 hours	Lecture (20%) Group Work (80%)	Rossi, Lipsey et al. (2004) CH2
Identifying issues and formulating questions	<ul style="list-style-type: none"> What makes a good evaluation question? Determining the specific questions the evaluation should answer Collating evaluation questions and setting priorities 	3 hours	Lecture (20%) Group Discussion (80%)	Rossi, Lipsey et al. (2004) CH3
Principles and competencies as evaluators	<ul style="list-style-type: none"> What are the principles and competencies as an “evaluator”? Q&A Session 	3 hours	Lecture (20%) Group Discussion (80%)	American Evaluation Association (2004)

References for Module

- American Evaluation Association (2004). "Guiding Principles."
- Funnell, S. C. and P. J. Rogers (2011). Purposeful Program Theory: Effective Use of Theories of Change and Logic Models, John Wiley & Sons.
- Mathison, S. (2004). Encyclopedia of evaluation, Sage publications.
- Rossi, P. H., et al. (2004). Evaluation: a systematic approach. Thousand Oaks, CA, Sage.
- Shadish, W. R., et al. (1991). Foundations of program evaluation: Theories of Practice, Sage.
- Weiss, C. H. (1997). Evaluation: Methods for Studying Programs and Policies. New Jersey, Prentice Hall.

MODULE 2

Introduction to Monitoring

Brief Overview of Module

Monitoring is the systematic and continuous collection and analysis of information about the progress of a development intervention. Monitoring is done to ensure that all the people who need to know about an intervention are properly informed, and so that decisions can be taken in a timely manner. There are many different types of monitoring, including financial monitoring, process monitoring and impact monitoring.

Learning Outcomes

Upon completing this module, the student should be able to:

- Define monitoring
- Explain different types of monitoring
- Describe the purposes of monitoring in program/project management
- Design appropriate tools for monitoring
- Apply the process of monitoring

Number of Credits	1
Teaching Hours	4
Self-Learning Hours	3
Group Activities/Tutorials/Seminar Hours	5
Assignment Hours	3

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Introduction to monitoring	● Concept of monitoring	4 hours	Lecture	A brief introduction to the topics shall be followed by Reading and Group Activities from the selected references. The learners shall be made to reflect on the topics to form the final Assignment.
	● Purposes of monitoring	5 hours	Group activities	
	● Types of monitoring	3 hours	Self-learning	
	● Tools and techniques of monitoring	3 hours		
	● Designing monitoring system		Assignment	
	● Process of monitoring			
	● Impact of monitoring			

References for Module

- Alnap (2016). *Evaluation of Humanitarian Action Guide*. London.
- Bakewell, O; Adams, J and Pratt, B (2003). *Sharpening the Development Process; A practical guide to monitoring and evaluation*. INTRAC, UK.
- DFID (2013). *International Development Evaluation Policy*. Department for International Development (DFID), UK, May 2013.
- Family Health International (2017). *Monitoring and Evaluation Training Guidelines*. USAID, Nepal.
- Family Health International (2011). *Introduction to Monitoring and Evaluation*.
- Germano, BP, Cesar, SA & Ricci, G (2007). *Guidebook for Monitoring and Evaluation*. Marine Laboratory, Institute of Tropical Ecology, Philippines.
- IFAD (2002). *Managing for Impact in Rural Development: A Guide for Project M&E*. International Fund for Agricultural Development (IFAD), Rome, pp. 1–32.
- IFRC RCS (2002). *Handbook for Monitoring and Evaluation*. International Federation of Red Cross and Red Crescent Societies.
- ILO (2022). *Basic Principles of Monitoring and Evaluation*.
- IOM (2017). *IOM Project Handbook*. World Bank.
- London Capital Computer College (n.d.). *Monitoring and Evaluation Course Outline*.
- M&E Specialist (2007). *Monitoring and Evaluation Orientation Course Manual*. South African Management Development Institute.
- NuPITA Project (2009). *Monitoring and Evaluation Training Curriculum*. USAID.
- OECD (2010). *Evaluating Development Cooperation: Summary of key norms and standards*, 2nd edition. OECD DAC Network on Development Evaluation.
- OECD (2022). *Monitoring and Evaluation Framework*. OECD.
- Office of Monitoring and Evaluation (2013). *Monitoring and Evaluation: Showing how democracy and governance programs make a difference*. International Republican Institute.
- Osman, I. (2002). *Handbook for Monitoring and Evaluation*, (1st Ed.). International Federation of Red Cross and Red Crescent Societies, Geneva.
- SOAS (n.d.). *Project Planning and Management, Unit 10 - Monitoring and Evaluation*.
- Tearfund (u.d.). *Guidelines for Terms of Reference*, sourced on p46 of Bakewell et. al. (2003)
- UKES (2013). *Guidelines for Good Practice in Evaluation*.
- UNDAF (2017). *Monitoring and Evaluation: UNDAF Guidance*.
- UNDP (2003). *Monitoring and Evaluation Training Guide*. UN Development Group.
- World Vision (2007). *Learning Through Evaluation with Accountability and Planning (LEAP)*, 2nd edition. World Vision.

MODULE 3

Logic Model and Theory of Change

Brief Overview of Module

Logic model is a tool to plan and evaluate projects, programmes and even policies. A logic model provides a representation of a causal relation between project components such as inputs, activities, outputs, outcomes, and impact. This module will introduce theory of logic model, define differences between logic model and the "theory of change", and identify key issues for better planning and evaluation.

Learning Outcomes

Upon completing this module, the student should be able to:

- Describe the concept and the role of Logical Framework and Theory of Change
- Understand the programme theory and causal analysis of inputs, outputs, outcomes, and the long-term goal
- Explain the role of verifiable indicators, means of verifications, assumptions, (and or baselines, targets, risks)
- Develop a logical framework based on the case
- Explain the difference between logical framework and theory of change

Number of Credits	1
Teaching Hours (lecture)	7
Self-Learning Hours	5
Group work	8

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
What is a logic model?	<ul style="list-style-type: none"> • History of logic model (How it was developed and used) • Basic components and definitions 	2 hours	Lecture	
Understanding causal relation	<ul style="list-style-type: none"> • What is causal relation and why it is important for planning 	2 hours	Lecture and group work	
Developing log frame	<ul style="list-style-type: none"> • How to develop a log frame 	2 hours	Lecture and group work	Case
Log frame (logic model) variations	<ul style="list-style-type: none"> • Review several agencies and sectors log frame, and understand the concept and utilization 	2 hours	Group work & presentation	UN agencies project documents

Results (outcome) based evaluation	<ul style="list-style-type: none"> Understand the importance of results, and results-based evaluation 	2 hours	Lecture and group work	
Theory of change	<ul style="list-style-type: none"> Concept of theory of change Difference between Log frame and ToC 	2 hours	Lecture and group work	
Utilization of log frame and ToC	<ul style="list-style-type: none"> Communicating to stakeholders, different case 	2 hours	Lecture and group work	
Review & reflections	<ul style="list-style-type: none"> Log frame and ToC for better planning, implementation, monitoring and evaluation 	1 hour	Lecture	

References for Module

Recommended Reading – Mandatory and Optional

(Books, E Books, Journals, Magazines, Web Based teaching material and sites):

- Ellis, J., Parkinson, D. & Wadia, A., 2011. *Making Connections; Using a Theory of Change to Develop Planning and Evaluation*. s.l.: Charities Evaluation Services.
- Funnell, S. C. & Rogers, P. J., 2011. *Purposeful Program Theory: Effective Use of Theories of Change and Logic Models*. San Francisco: Jossey-Bass.
- Roberts, D. & Khattri, N., 2012. *Designing A Results Framework for Achieving Results: A How - to Guide*. Washington: Independent Evaluation Group, World Bank.
- Taplin, D. H., Clark, H., Collins, E. & Colby, D. C., 2013. *Theory of Change TECHNICAL PAPERS; A series of papers to support development of theories of change based on practice in the field*, New York: ActKnowledge.
- UNFPA, 2017. *Formative Evaluation of the UNFPA Innovation Initiative. VOLUME 2; Reconstruction of the Theory of Change*, New York: UNFPA
- Vaessen, J., Washington. *Using 'Theories of Change' in international development*, 2016: IEG.
- Van Es, M., Guijt, I. & Vogel, I., 2015. *Theory of Change Thinking in Practice; A stepwise Approach*. Hague, Netherlands: Hivos.
- Vogel, I., 2012. *Review of the use of 'Theory of Change' in international development*, s.l.: UK Department for International Development.
- Woodrow, P. & Oatley, N., 2013. *Practical Approaches to Theories of Change in Conflict, Security & Justice Programmes*, s.l.: Department for International Development, UKaid

Web Links

- Logframe. [Online]. Available at:
<https://logframer.eu/content/what-logical-framework>

MODULE 4

Needs Assessment and Evaluability Analysis

Brief Overview of Module

The module introduces the process of conducting needs assessment and evaluability analysis to the participants. The participants would learn the key steps of the assessment such as defining the scope (geographical as well as thematic), objectives of the assessment, methodological design, including data collection and analysis, and actionable recommendations. Overall, the module will help participants build their understanding of the significance of needs assessment and evaluability analysis, and its contribution to program design.

Learning Outcomes

Upon completing this module, the student should be able to:

- Describe requirements and process of applying these tools in the context of program design as well as evaluation of the development interventions.
- Explain the significance and importance of these methods.
- Apply knowledge gathered through this module in the field and conduct the analysis themselves.

Number of Credits	1
Teaching Hours	10
Self-Learning Hours	20
Group Activities/Tutorials/Seminar Hours	2
Assignment Hours	5

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Needs assessment: An introduction	<ul style="list-style-type: none"> ● What are needs? ● Difference between needs and wishes. ● Why is the Needs assessment required? ● What can happen when needs assessment is not done? 	1 hour	Lecture	Benge, M. et. Al. (2019). Conducting Needs Assessment #1: Introduction. IFAS Extension, University of Florida.
How to plan a needs assessment	<ul style="list-style-type: none"> ● Determine the need and utility of needs assessment. ● Determine the scope and required resources 	1 hour	Lecture	Susan Guyette (1983). Community-based Research: A Handbook for Native Americans (Chapter 2). UCLA.

Evaluability assessment	<ul style="list-style-type: none"> What is an evaluability Assessment? And why is it needed? 	1 hour	Lecture	J. Z. Kusek and Ray C. Rist (2004). Ten Steps to a Results-based Monitoring and Evaluation System. World bank, Washington, D. C.
Planning for the evaluability assessment	<ul style="list-style-type: none"> When to conduct it, whom to conduct and how it should be conducted? 	1 hour	Lecture	J. Z. Kusek and Ray C. Rist (2004). Ten Steps to a Results-based Monitoring and Evaluation System. World bank, Washington, D. C.
Methodology for the needs assessment and evaluability assessment	<ul style="list-style-type: none"> What would be the methodological scheme to conduct it? 	3 hours	Lecture	J. Z. Kusek and Ray C. Rist (2004). Ten Steps to a Results-based Monitoring and Evaluation System. World bank, Washington, D. C.
Data collection and analysis for needs assessment and evaluability assessment (with recommendation)	<ul style="list-style-type: none"> How data is to be collected for the evaluability assessment? How will analysis be carried out? How to write reports What to recommend? 	2 hours	Lecture	J. Z. Kusek and Ray C. Rist (2004). Ten Steps to a Results-based Monitoring and Evaluation System. World bank, Washington, D. C.
Presentations of the participants	<ul style="list-style-type: none"> Presentation to be made by the participants on a given assignment 	1 Hour	Interaction	

References for Module:

- J. Z. Kusek and Ray C. Rist (2004). Ten Steps to a Results-based Monitoring and Evaluation System. World bank, Washington, D. C.
- David Royse. *et.al.* (2009). Needs Assessment. Oxford University Press.
- Ryan Watkins, et. Al. (2012). A Guide to Assessing Needs. World Bank. Washington DC.
- Susan Guyette (1983). Community-based Research: A Handbook for Native Americans (Chapter 2). UCLA.
- Benge, M. et. Al. (2019). Conducting Needs Assessment #1: Introduction. IFAS Extension, University of Florida.

MODULE 5

Evaluation Design

Brief Overview of Module

This module provides an overview on how to design an evaluation study. During this module, participants will learn about key evaluation questions, OECD/DAC criteria, indicators, data collection methods, and types of evaluation designs. Participants will also learn how to create an evaluation design matrix for evaluation studies.

Learning Outcomes

Upon completing this module, the student should be able to:

- Explain and apply evaluability assessment
- Understand to develop key evaluation questions
- Describe OECD/DAC evaluation criteria
- Understand to develop indicators
- Explain and apply evaluation designs for evaluation studies
- Understand to create an evaluation design matrix for evaluation studies

Number of Credits	3
Teaching Hours	19
Self-Learning Hours	16
Group Activities/Tutorials/Seminar Hours	32
Assignment Hours	5

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Introduction	<ul style="list-style-type: none"> ● Brief introduction to the module content 	0.5 hours	Lecture	
Developing key evaluation questions	<ul style="list-style-type: none"> ● Types of questions (Descriptive, normative, and cause and effect) 	3 hours	Lecture	Evaluation in organizations (Russ-Eft, D.; Preskill, H., 2009)
	<ul style="list-style-type: none"> ● Characteristics of good evaluation questions (Avoid yes/no questions, overreaching questions etc) 	4 hours	Group activity practicing developing evaluation questions	
	<ul style="list-style-type: none"> ● How do create good evaluation questions 	6 hours	Self-learning hours	
OECD/DAC evaluation criteria	<ul style="list-style-type: none"> ● OECD/DAC evaluation criteria (Relevance, Coherence, efficiency, effectiveness, 	4 hours	Lecture	OECD (2022). Understanding the six criteria: Definitions, elements for analysis and key challenges.
		4 hours	Group activity	
		6 hours	Self-learning hours	

	<ul style="list-style-type: none"> impact and sustainability) Developing evaluation questions using the OECD/DAC criteria 			Retrieved from https://www.oecd-ilibrary.org/sites/543e84ed-en/1/3/4/index.html?itemId=/content/publication/543e84ed-en&csp_=535d2f2a848b7727d35502d7f36e4885&itemIGO=oecd&itemContentType=book#section-d1e2474
Developing indicators	<ul style="list-style-type: none"> Definition of indicator Why we need an indicator Types of indicators (Quantitative and qualitative) Characteristics of good indicators (Specific, measurable, attainable, relevant, timely) 	2 hours	Lecture	Building a Result Based Monitoring & Evaluation System (Imas, L.M; & Rist, R.C)
		2 hours	Group activities	
		3 hours	Self-learning hours	
Overview of Data collection methods	<ul style="list-style-type: none"> Document reviews Direct observations Survey questionnaire (Online and paper based) Key informant interviews (Telephone and in-person) Focus group discussions 	2 hours	Lecture	Evaluation in organizations (Russ-Eft, D.; Preskill, H., 2009)
		1 hour	Group work	
		3 hours	Self-learning hours	
Evaluation designs	<ul style="list-style-type: none"> Evaluation design types (Experimental design, quasi-experimental design, and non-experimental design) 	6 hours	Lecture	Building a Result Based Monitoring & Evaluation System (Imas, L.M; & Rist, R.C)
		2 hours	Group work	
		5 hours	Self-learning hours	

	<ul style="list-style-type: none"> Validity of evaluation designs (internal validity and external validity) Common challenges and solutions in evaluation design 			
Evaluation design matrix	<ul style="list-style-type: none"> Outline for evaluation design matrix (Key evaluation questions, indicators, data source, and data collection methods) Practical applications on how to develop an evaluation matrix 	2 hours	Lecture	Evaluation in organizations (Russ-Eft, D.; Preskill, H., 2009)
		5 hours	Group work using case studies	
		6 hours	Self-learning hours	

References for Module

- Imas, L. M., & Rist, R. C. (2009). *Building a Result Based Monitoring & Evaluation System*. In *The Road to Results; Designing and Conducting Effective Development Evaluations* (pp. 105-140). Washington DC: The World Bank.
- OECD (February 2019). Better criteria for better evaluation. Retrieved from <https://www.oecd.org/dac/evaluation/evaluation-criteria-flyer-2020.pdf>
- OECD DAC Evaluation Criteria: Summary of Consultation Responses: https://ieg.worldbankgroup.org/sites/default/files/Data/DAC-Criteria/ConsultationReport_EvaluationCriteria.pdf
- Russ-Eft, D.; Preskill, H. (2009). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*, 2nd Edition.
- USAID (June 2020). *Development evaluation in Sri Lanka. Practitioners' guidelines a step by-step approach*.
- UNDP & UNICEF (29 April 2022). *Case Studies of Best Practice Evaluations by UN Agencies in Asia and the Pacific*. Retrieved from <https://www.undp.org/publications/case-studies-best-practice-evaluations-un-agencies-asia-and-pacific>

MODULE 6

Types and Approaches of Evaluation

Brief Overview of Module

This module provides an overview on types and approaches of evaluation. The main focus of this module is for participants to gain appreciation for the different evaluation types and evaluation approaches and thus being able to choose the most appropriate evaluation method based on the evaluation objectives.

Learning Outcomes

Upon completing this module, the student should be able to:

- Explain the commonly used evaluation approaches and their appropriate use
- Explain the most common types of evaluation
- Explain the link between evaluation types and approaches

Number of Credits	3
Teaching Hours	30
Group Activities/Tutorials/Seminar Hours	7
Assignment Hours	8

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Overview of the types of evaluation	● Main types (formative/summative)	2 hours	Teaching hours	
	● Types of evaluation by <ul style="list-style-type: none"> ● Agent ● Participant ● Issue ● Time period 	1 hour	Group activities	
Critical review of the different evaluation approaches	● Stakeholder Engagement Approaches: <ul style="list-style-type: none"> ● Participatory Evaluation ● Indigenous Evaluation ● Empowerment Evaluation 	26 hours	Teaching hours	(Baum, et al., 2019) (Vaughn & Jacquez, 2020) (Chouinard & Cram, 2020) (Fetterman, 2023)
		5 hours	Group activities	
	● Utilization-Focused Approaches: <ul style="list-style-type: none"> ● Utilisation Focused Evaluation ● Developmental Evaluation 	8 hours	Assignments	
				(Patton, 2018)
				(Chen, 1994) (Weiss, 1997)

	<ul style="list-style-type: none"> ● Theory-Oriented Approaches: <ul style="list-style-type: none"> ● Theory-Based Evaluation ● Realist Evaluation ● Equity and Social Justice-Oriented Approaches: <ul style="list-style-type: none"> ● Equity Focused and Gender Responsive Evaluation ● Methodological Approaches: <ul style="list-style-type: none"> ● Case-Based Evaluation ● Process Evaluation ● Appreciative inquiry ● Organizational Level Approaches: <ul style="list-style-type: none"> ● Organizational Evaluation ● Program Evaluation ● Cost-Effectiveness and Cost-Benefit Evaluation 			<p>(Bamberger & Segone, 2011)</p> <p>(Yazan, 2015)</p> <p>(Calabrese & Cohen, 2013)</p> <p>(Levin & McEwan, 2003)</p>
Review of approaches by use of evaluation findings	<ul style="list-style-type: none"> ● Use of evaluation findings: <ul style="list-style-type: none"> ● Instrumental use ● Conceptual/ enlightenment use ● Persuasive/ Political use ● Process use 	<p>2 hours</p> <p>1 hour</p>	<p>Teaching hours</p> <p>Group activities</p>	<p>(Alkin & King, 2016)</p>

References for Module

- Bamberger, M., & Segone, M. (2011). *How to design and manage Equity-focused evaluations*. UNICEF Evaluation Office.
- Baum, F., Delany-Crowe, T., MacDougall, C., Eyk, H. v., Lawless, A., Williams, C., & Marmot, M. (2019). *To what extent can the activities of the South Australian Health in All Policies initiative be linked to population health outcomes using a program theory-based evaluation?* *BMC Public Health*, 1-16.
- Calabrese, R., & Cohen, E. (2013). *An Appreciative Inquiry into an Urban Drug Court: Cultural Transformation. The Qualitative Report*, 18(2), 1-14.
- Chen, H. T. (1994). *Theory-Driven Evaluation*. Sage Publications.
- Chouinard, J. A., & Cram, F. (2020). *Culturally responsive approaches to evaluation: Empirical implications for theory and practice*. Thousand Oaks: Sage.
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MODULE 7A

Quantitative Methods for Evaluation

Brief Overview of Module

This module provides an overview on quantitative data collection methods and analysis for evaluation studies. The main focus of this module is for participants to gain practical skills in designing questionnaires, collecting primary data through surveys and analysing primary and secondary quantitative data.

Learning Outcomes

Upon completing this module, the student should be able to:

- Describe basic principles and methods of primary quantitative data collection for an evaluation
- Explain the appropriate sampling method for an evaluation
- Explain use of computer software for quantitative data entry and analysis
- Apply relevant statistical methods to analyse collected quantitative data
- Explain results of statistical outputs in meaningful for the evaluation

Number of Credits	2
Teaching Hours	18
Group Activities/Tutorials/Seminar Hours	6
Assignment Hours	6

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Selecting methods for quantitative data collection in evaluation	<ul style="list-style-type: none"> • Use of experimental and quasi-experimental designs 	3 hours	Teaching	(IPDET, 2007)
	<ul style="list-style-type: none"> • Factors to consider in deciding quantitative data collection methods • Use of questionnaires to gather data • Different types of questions and questions to avoid • Measurement scale • Reliability and validity • Repeatability, accuracy, and biases • Concepts of pre-testing • Respondent fatigability • Principles to follow in translations • Interviewer instructions guide 	1 hour	Group activity	



Sampling techniques and sample size determination for evaluation	<ul style="list-style-type: none"> • Types of sampling methods • Probability of sampling methods • Non-probability sampling methods 	2 hours	Teaching	(Lakens, 2022)
		2 hours	Assignment	
Using statistical methods for exploratory and confirmatory data analysis	<ul style="list-style-type: none"> • Descriptive and summary statistics • Use of inferential statistics • Use of non-parametric statistics • Time series analysis (e.g. secondary or monitoring data) 	8 hours	Teaching	(Mishra, Pandey, Singh, Keshri, & Sabaretnam, 2019)
		4 hours	Assignment	
Using software for quantitative data entry and data analysis	<ul style="list-style-type: none"> • Overview of quantitative software SPSS, STATA, R • Principles of data coding, data entering • Data cleaning • Data analysis using statistical software 	3 hours	Teaching	Software – SPSS, STATA, R
		4 hours	Group practice	
Linking evaluation question to methods data and evaluation findings	<ul style="list-style-type: none"> • From evaluation questions to methods and data 	2 hours	Teaching	(Nel, 2019)
	<ul style="list-style-type: none"> • From data to results • Linking results to evaluation questions. 	1 hour	Group activity	

References for Module

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MODULE 7B

Qualitative Data Collection and Analysis

Brief Overview of Module

This module provides an overview on qualitative data collection methods and analysis for evaluation studies. The main focus of this module is for participants to gain practical skills in conducting key informant interviews, focus group discussions, and observations for evaluation studies.

Learning Outcomes

Upon completing this module, the student should be able to:

- Describe the factors to consider when selecting qualitative data collection methods
- Explain and apply the different types of interviewing
- Explain and apply the different types of observation
- Conduct qualitative data analysis
- Understand how to use a qualitative software for data analysis

Number of Credits	2
Teaching Hours	25
Self-Learning Hours	35
Group Activities/Tutorials/Seminar Hours	11
Assignment Hours	5

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Selecting qualitative data collection methods	<ul style="list-style-type: none"> • Factors to consider when selecting qualitative data collection methods for evaluation studies (Evaluation questions, resources, stakeholders preferred types of data, level of acceptable intrusiveness, cultural considerations, instrument validity, reliability, availability of data, timeliness, objectivity etc) 	2 hours	Lecture	Evaluation in organizations (Russ-Eft, D.; Preskill, H., 2009)
		1 hour	Group activity	
		2 hours	Self-learning hours	
Interviewing for evaluation studies	<ul style="list-style-type: none"> • Types of interviews (Telephone, key informant interviews, focus group discussions etc) • When to conduct interviews 	10 hours	Lectures	Qualitative research methods (Hennink, Hutter, Bailey, 2011)
		4 hours	Group activities that include creating interview protocols and	

	<ul style="list-style-type: none"> • Advantages and disadvantages of key informant interviews and focus group discussions • Guidelines for constructing interview guides for key informant interviews and focus group discussions (Types of interview questions, probes, pilot testing) • Guidelines for conducting key informant interviews and focus group discussions (Recruiting participants, scheduling) • Social and communication skills needed for interviews (Establishing rapport, listening, showing empathy etc) • Tips on how to facilitate interviews (Confidentiality of interviewees responses, asking probing questions, valuing silence etc.) • Managing the interview process (Logistics, keeping records etc) 	13 hours	<p>practicing interviewing</p> <p>Self-learning hours</p>	<p>Evaluation in organizations (Russ-Eft, D.; Preskill, H., 2009)</p> <p>Moderating FGDs video</p>
Observations for evaluation studies	<ul style="list-style-type: none"> • Types of observer roles (Full participant, partial, nonparticipant) • When to conduct observations • Advantages and disadvantages of conducting observations • How to create an observation checklist/form 	<p>4 hours</p> <p>2 hours</p> <p>6 hours</p>	<p>Lectures</p> <p>Group activities related to creating an observation protocol and practicing how to use it</p> <p>Self-learning hours</p>	<p>Qualitative research methods (Hennink, Hutter, Bailey, 2011)</p> <p>Evaluation in organizations (Russ-Eft, D.; Preskill, H., 2009)</p>

	<ul style="list-style-type: none"> Preparation and conducting observations Writing observation field notes 			
Analyzing qualitative evaluation data	<ul style="list-style-type: none"> Deriving categories from the theoretical literature, existing framework, or current data set Developing codes Procedures for analyzing qualitative data 	5 hours	Lectures	Qualitative research methods (Hennink, Hutter, Bailey, 2011)
		2 hours	Group activities related to categorizing and coding data	
		8 hours	Self-learning hours	
Using software for qualitative data analysis	<ul style="list-style-type: none"> Overview to qualitative software tools such as NVivo, Atlas.ti and MAXQDA etc. 	4 hours	Lectures	NVivo qualitative software Atlas.ti qualitative data analysis and research software
		2 hours	Group activities that relate to practicing a qualitative software	
		6 hours	Self-learning hours	

References for Module

- Hennink, M., Hutter, I. & Bailey, A. *Qualitative Research Methods*. Thousand Oaks, CA: Sage, 1-293.
- Miles, B. Matthew, Huberman, A. Michael, & Saldana, J. *Qualitative Data Analysis*. Sage, 1-362.
- Russ-Eft, D.; Preskill, H. (2009). *Evaluation in organizations: A systematic approach to enhancing learning, performance, and change*, 2nd Edition.

MODULE 8

Reporting and Communication

Brief Overview of Module

Reporting and communication module aims to enhance the ability of the student to effectively communicate evaluation results through reporting and other means. Effective communication of evaluation results will help to improve use of evaluation. Therefore, communication skills are important.

Learning Outcomes

Upon completing this module, the student should be able to:

- describe the characteristics of effective communication and be able to adopt effective communication strategies
- explain the key components needed for writing an effective quality evaluation report
- explain communicating and reporting practices throughout the evaluation
- present evaluation data in varied manner and formats
- write quality evaluation reports
- develop skills in disseminating, communicating, and presenting evaluation findings

Number of Credits	2
Teaching Hours	20
Self-Learning Hours	15
Group Activities/Tutorials/Seminar Hours	3
Assignment Hours	5

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Qualities of effective communication	<ul style="list-style-type: none"> • Define communication, verbal, and non-verbal communication • Use of different forms and modes of communication and explain the qualities which make communication effective 	3 hours	Lecture Role play on verbal, non-verbal communication	https://osepideas.thatwork.org/sites/default/files/CI_PP2_Effectively_Communicating_Evaluation_Findings_2017_Section_508_Com....pdf
Key factors involved in communication	<ul style="list-style-type: none"> • Factors and purpose of a communication process • Audience (i.e., stakeholders - key, primary, secondary) and information each group needs to be aware of • Purpose of communication 	3 hours	Lecture	https://osepideas.thatwork.org/sites/default/files/CI_PP2_Effectively_Communicating_Evaluation_Findings_2017_Section_508_Com....pdf

	<ul style="list-style-type: none"> Improving the program - design, results, lessons learned, way forward 			
Communication throughout evaluation	<ul style="list-style-type: none"> Successful communicating and reporting practices Steps to take to effectively communicate the findings of an evaluation Strategies for sharing evaluation information 	2 hours	Lecture Group work	-
Write and appraise evaluation reports conforming to the evaluation standards	<ul style="list-style-type: none"> Explain key components of an evaluation report UNEG checklist for a quality evaluation report. How to appraise a report Strategies for writing strong reports Best way to format reports and present data Best way to present effective recommendations Useful writing tips – e.g., complete sentences, correct spellings 	5 hours	Presentation Group work on case studies	https://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/main/site/about_iom/eva_techref/UNEG_Eval_Report.pdf
Data visualization techniques for effective communication	<ul style="list-style-type: none"> Techniques for effective presentation Video/PowerPoint/posters/photo story Appealing format, presentation and visual effects 	3 hours	Presentation Group activities	https://planningtank.com/planning-techniques/data-presentation-and-analysis
Feedback mechanism	<ul style="list-style-type: none"> Conduct stakeholder consultation on evaluation findings Analyze and incorporate feedback Managing various types of feedback 	2 hours	Lecture Role play	

<p>Disseminating, communicating evaluation findings</p>	<ul style="list-style-type: none"> • Writing summary sheets and a brochure on evaluation findings • Write an article for an academic journal based on the evaluation findings • Prepare and disseminate a policy brief • Use of electronic media to present evaluation findings - blogs/interactive webpages • How to tailor communication and reporting for different audiences 	<p>3 hours</p>	<p>Lecture</p> <p>Group assignment</p>	
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References for Module

- USAID, 2010. Constructing an Evaluation Report. Performance Monitoring and Evaluation TIPS.
- UNEG, 2010. UNEG Quality Checklist for Evaluation Reports.
- UNDP, 2009. Handbook on Planning, Monitoring and Evaluating for Development Results. New York: UNDP.
- UNAIDS, 2015. Advocacy Communication and Culture for HIV M&E Systems. In: HIV Monitoring, Evaluation and Strategic Information Curriculum for Countries with Generalized and Hyper-endemic HIV Epidemics. Geneva: Joint United Nations Programme on HIV/AIDS.

MODULE 9

Norms, Standards, and Ethics of Evaluation

Brief Overview of Module

This module provides an overview on practices/principles in standards, norms, ethics and code of conduct in evaluation and how best to practice them. The main objectives of this module are for participants to gain insights on the importance of adhering to ethics, norms, code of conduct and standards in evaluation and prepare them to address ethical dilemmas in evaluation studies successfully.

Learning Outcomes

Upon completing this module, the student should be able to:

- Describe the practices in standards, norms, ethics and code of conduct in evaluation and how best to practice them.
- Explain the importance of adhering to ethics, norms, code of conduct and standards in evaluations.
- Apply principles of norms, standards, ethics and code of conduct to successfully address ethical dilemmas in evaluation studies.

Number of Credits	1
Teaching Hours	9
Self-Learning Hours	28
Group Activities/Tutorials/Seminar Hours	6
Assignment Hours	3

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Ethics in evaluation	<ul style="list-style-type: none"> • Importance of ethical practice in Evaluation • Steps required to ensure evaluations are conducted ethically and guidelines for ethical practice 	1hr	Lecture (Guest Speaker)	Ethical Guidelines for Evaluation (UNEG, 2008)
		5hrs	Self-learning	
Norms in evaluation	<ul style="list-style-type: none"> • Purpose and principle for developing norms • UNEG guidelines for norms (Ten Norms) and guidelines for institutional norms (outline) 	1hr	Lecture	Norms and Standards for Evaluation (UNEG, 2017)
		5hrs	Self-learning	

Code of Conduct in evaluation	<ul style="list-style-type: none"> • Definition of “code of conduct” • How best to practice the code of conduct 	1hr	Lecture	Code of Conduct (UNEG, 2008)
		3hrs	Self-learning	
Standards in evaluation	<ul style="list-style-type: none"> • Standards published by the UNEG on overseeing, managing, conducting, and reporting the results of evaluations (6 UNEG Standards) 	1hr	Lecture	Norms and Standards for Evaluation (UNEG, 2017)
		5hrs	Self-learning	
Why should we adhere to ethics, norms, code of conduct and standards?	<ul style="list-style-type: none"> • Practices in standards, norms, ethics and code of conduct in evaluation and why we should adhere to them • Ethical dilemmas in evaluation studies 	1hr	Lecture	
		3hrs	Self-learning	
		3hrs	Group activity on ethical dilemmas: Scenarios for discussion	
Culturally responsive evaluation	<ul style="list-style-type: none"> • Theories, frameworks, core principles, practices and strategies for conducting evaluations that respect and account for cultural diversity • Using case examples, offer insights and tools to help evaluators engage with diverse communities and develop culturally appropriate evaluation strategies. 	4hrs	Lecture	Culturally Responsive Evaluation and Assessment by Stafford Hood, Rodney Hopson, and Henry Frierson
		3hrs	Case Studies	
		7hrs	Self-learning	

Assignment: Group activity report on ethical dilemmas in evaluation studies- Scenarios for discussion

References for Module

- Ethical Guidelines for Evaluation (UNEG, 2008)
- Norms and Standards for Evaluation (UNEG, 2017)
- Code of Conduct (UNEG, 2008)
- Culturally Responsive Evaluation and Assessment by Stafford Hood, Rodney Hopson, and Henry Frierson
- Culturally Responsive Evaluation: Theory, Practice, and Future Implications by Rodney K. Hopson, Karen E. Kirkhart, and Tiffany Berry
- American Evaluation Association (AEA) Statement on Cultural Competence in Evaluation
- Asian Development Bank (ADB) Evaluation Policy
- "Culturally Responsive Evaluation and Culturally Competent Evaluation in Asia-Pacific Contexts" by Fiona Cram, Phyllis S. Morgan, and Kim O. Noar
- Culturally Responsive Evaluation in the Asia-Pacific Region edited by Fiona Cram and Phyllis S. Morgan

MODULE 10

Managing Evaluations

Brief Overview of Module

Managing an evaluation is important for evaluators as well as evaluation managers/commissioners. All evaluation professionals should be skilled with managing an evaluation. This module covers key aspects of managing an evaluation.

Learning Outcomes

Upon completing this module, the student should be able to:

- describe steps in implementing an evaluation and designing an inception report
- identify important components to manage an evaluation process and ensure quality output
- explain the purpose of a Terms of reference (TOR) and be able to write a quality TOR for an evaluation
- explain the purpose and importance of a contract and design a contract for an evaluation
- explain factors and methods to be considered when selecting an evaluation service provider
- explain the importance and principles of negotiating skills in evaluation and identify competencies required for negotiations in evaluation
- explain the management response to an evaluation and an improvement plan

Number of Credits	2
Teaching Hours	20
Self-Learning Hours	15
Group Activities/Tutorials/Seminar Hours	3
Assignment Hours	5

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Steps in managing an evaluation	<ul style="list-style-type: none"> • 10 steps in managing evaluation • Importance of each step 	2 hours	Lecture	
Preparation of TORs and assessing the quality of a TOR	<ul style="list-style-type: none"> • The purpose of a TOR for an evaluation • Preparation, process, and the content (10 elements) included in a TOR • How to assess the quality of a TOR 	3 hours 3 hours	Lecture Group work and presentation of developing a TOR	https://ieg.worldbankgroup.org/sites/default/files/Data/reports/ecd_man_evals.pdf
Budgeting and cost considerations in evaluation	<ul style="list-style-type: none"> • Budgeting for an evaluation • Cost items for an evaluation 	2 hours	Lecture	

	<ul style="list-style-type: none"> Deciding fee for evaluation team Managing the budget 		Group work on preparation of a budget	
Contracting for an evaluation	<ul style="list-style-type: none"> Concept and purpose of contracting Contents of the contract Important steps in conducting successful contracting 	2 hours	Lecture	
Selecting an evaluation service provider	<ul style="list-style-type: none"> Criteria for the selection of an evaluation service provider The composition of the evaluation team Tools for objectively comparing competitive bids 	2 hours 1.5 hours	Lecture Group discussion	https://www.evalpartners.org/sites/default/files/toolkit/108550007718Guideline.pdf https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165972.pdf
Negotiation skills and evaluation	<ul style="list-style-type: none"> Importance, concept, and principles of negotiating skills in the context of the evaluation Competencies required for evaluation negotiations Key stages where negotiating skills are important in the evaluation 	2 hours 2 hours	Presentation Role play	
Preparation and approval of inception report	<ul style="list-style-type: none"> Purpose of an inception report Content for an inception report Reviewing inception report 	3 hours 5 hours	Lecture Assignment as part of the module	
Implementing an evaluation management steering and reference groups	<ul style="list-style-type: none"> Tasks and importance of steering, management, and reference groups 	2 hours	Lecture	UNEG 2010 quality check list

	<ul style="list-style-type: none"> Identifying appropriate members for the above groups Quality control and quality assurance 			
Management response to an evaluation and an improvement plan	<ul style="list-style-type: none"> Concept, procedure, and format of a management response How evaluation results are used 	2 hours 1 hour	Lecture Quiz	https://www.betterevaluation.org/sites/default/files/Key%20Considerations%20for%20Managing%20Evaluations.pdf

References for Module

- UNEG, 2010. Good Practice Guidelines for Follow-up to Evaluations. New York.
- UNEG, 2010. UNEG Quality Checklist for Evaluation Terms of Reference and Inception Reports, New York: United Nations Evaluation Group.
- Molund, S. & Schill, G., 2004. Looking Back, Moving Forward SIDA Evaluation Manual. In: Annex A Format for Terms of Reference. Stockholm: SIDA.
- Directorate-General Regional and Urban Policy, 2013. Guidance for the Terms of Reference for Impact Evaluations, s.l.: European Commission.
- SIDA, 2007. Annex a Format of Terms of Reference. In: Looking Back, Moving Forward: Sida Evaluation Manual. s.l.: Swedish International Development Cooperation Agency.
- Roberts, D., Khattri, N. & Wessel, A., 2011. Writing Terms OF Reference FOR an Evaluation: A how-To Guide. Washington: IEG The World Bank.
- UNDP, 2009. Handbook on Planning, Monitoring and Evaluating for Development Results. New York: UNDP.
- UNDP, 2014. Solutions related to challenges of independence, credibility, and Use of Evaluations Proceedings from the third International Conference on national evaluation Capacities. Sao –Paulo.
- Bell, J. B., 2010. Chapter 26: Contracting for Evaluation Products and Services. In: Handbook of Practical Program Evaluation. San Francisco: s.n., pp. 620- 6

MODULE 11A

Evaluating Development Cooperation

Brief Overview of Module

This session aims to cover (1) brief history and paradigm shift in development cooperation with focus on evaluation, (2) OECD-DAC evaluation criteria, and (3) evaluation practices and trends in major development cooperation organizations.

Learning Outcomes

Upon completing this module, the student should be able to:

- Explain paradigm shift of development cooperation in relation to evaluation.
- Explain OECD DAC evaluation criteria.
- Describe current evaluation practice in development cooperation.

Number of Credits	1
Teaching Hours	7
Self-Learning Hours	5
Group Activities/Tutorials/Seminar Hours	10
Assignment Hours	2

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
History of development cooperations after the WWII	<ul style="list-style-type: none"> • Introduction to development co-operation • Key paradigm shifts in development co-operations • Development process of evaluation 	5 hours	Lecture	
OECD-DAC evaluation criteria	<ul style="list-style-type: none"> • Relevance, Coherence, Efficiency, Effectiveness, Impact and Sustainability 	4 hours	Lecture & group discussion	
Evaluation guidelines & practice of the World Bank	<ul style="list-style-type: none"> • Policy, Guidelines, Structure, trends & practices 	2 hours	Group work and discussion	https://ieg.worldbankgroup.org/evaluations
Evaluation guidelines & practice of UNDP	<ul style="list-style-type: none"> • Policy, Guidelines, Structure, trends & practices 	2 hours	Group work and discussion	https://erc.undp.org/methods-center
Evaluation guidelines & practice of ADB	<ul style="list-style-type: none"> • Policy, Guidelines, Structure, trends & practices 	2 hours	Group work and discussion	https://www.adb.org/site/evaluation/main

References for Module

- OECD, 1991, *Principles of Evaluation in Development Assistance*, <https://www.oecd.org/dac/evaluation/2755284.pdf>
- OECD, 2019, *Better Criteria for Better Evaluation*, <https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf>
- OECD, 2021, *Applying Evaluation Criteria Thoughtfully*, <https://doi.org/10.1787/543e84ed-en>

MODULE 11B

Gender Responsive Evaluations

Brief Overview of Module

According to the UN Women, the main components of gender responsive evaluations are inclusion, participation, and power relations. This module provides a basic overview on how to conduct gender responsive evaluations. From this module, participants will learn about gender concepts, gender analytical frameworks, gender sensitive ethical measures, gender sensitive participatory tools and methods, and good practices in gender responsive evaluation approaches, tools, and methods.

Learning Outcomes

Upon completing this module, the student should be able to:

- Understand the link between gender and evaluations
- Describe gender responsive evaluations
- Explain and apply the different gender analytical frameworks
- Describe the gender sensitive ethical measures
- Explain and apply the different gender sensitive participatory tools and methods
- Understand the good practices in gender responsive evaluation approaches
- Understand the good practices in gender responsive evaluation tools and methods

Number of Credits	1
Teaching Hours	20
Self-Learning Hours	20
Group Activities/Tutorials/Seminar Hours	17
Assignment Hours	2

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Linking Gender and Evaluations	<ul style="list-style-type: none"> ● Brief overview of gender concepts and issues ● Legal frameworks and international obligations related to gender ● Importance of gender responsive evaluations 	2 hours	Audio-visual Lecture	<p>The facts about gender equality and the Sustainable Development Goals, https://www.youtube.com/watch?v=K-oc4GOoWOI</p> <p>UN Women (2015). How to manage gender responsive evaluations. Retrieved from https://www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation</p>

What is gender responsive evaluation?	<ul style="list-style-type: none"> History of feminist evaluation 	2 hours	Lecture	UN Women (2020). Good practices in Gender responsive evaluations. Retrieved from https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Good-practices-in-gender-responsive-evaluations-en.pdf
	<ul style="list-style-type: none"> Definition of gender responsive evaluation 	2 hours	Group activity on gender in evaluations	
	<ul style="list-style-type: none"> Gender concepts (Intersectionality, gender identity etc) 	2 hours	Self-learning hours	
	<ul style="list-style-type: none"> Minimum requirements of a gender responsive evaluation (Disaggregated data by gender, include gender analysis etc.) 			
Overview of gender analytical frameworks	<ul style="list-style-type: none"> Social relations framework 	2 hours	Lecture	UN Women (2020). Good practices in Gender responsive evaluations. Retrieved from https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Good-practices-in-gender-responsive-evaluations-en.pdf
	<ul style="list-style-type: none"> Longwe women's analytical framework 	2 hours	Group activity	
	<ul style="list-style-type: none"> Harvard analytical framework 	3 hours	Self-learning hours	
Gender-sensitive ethical measures	<ul style="list-style-type: none"> Ethics in gender responsive evaluation (Engaging stakeholders and participation of under-represented community groups, No discrimination of evaluators and participants, minimize possible harm to the environment, privacy and confidentiality, informed consent etc) 	2 hours	Lecture	Srivastava, A. (2021). Ethical standards in evaluation: Gender and child inclusive. Retrieved from https://drive.google.com/file/d/1u3veRkV5EFYaL_2ZOfNUllqj8dtsyрни/view UNEG (2011). Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance. Retrieved from http://www.uneval.org/document/detail/980
		1 hour	Group activity on ethical dilemmas	
		2 hours	Self-learning hours	

Gender sensitive participatory tools and methods	<ul style="list-style-type: none"> • Body mapping • The Community Life Competence Process (CLCP) and SALT: The path to ownership 	6 hours	Lecture	Murthy, R. (2013). Body mapping. Retrieved from http://gendereval.ning.com/forum/topics/body-mapping-and-mapping-of-control-over-body?xg_source=activity
	<ul style="list-style-type: none"> • Mapping of decision-making power from a gender lens • Intersectionality: A tool for Gender and Economic Justice • Gender analysis matrix 	8 hours	Group activities on gender sensitive participatory tools and methods	Nanda, R. B. (2015, July 18). Self-assessment & SALT visit to homes of domestic workers Retrieved from http://aidscompetence.ning.com/profiles/blogs/salt-home-visits
		6 hours	Self-learning hours	<p>Saha, S. (2016, June 9). Trade Unions doing SALT - 're-familiarizing' with the community. Retrieved from http://aidscompetence.ning.com/profiles/blogs/trade-unions-doing-salt-re-familiarizing-with-the-community</p> <p>Condensed and adapted from AWID, 2004, Intersectionality: A Tool for Intersectionality: A Tool for Gender and Economic Justice Gender and Economic Justice, Facts and Issues, Women's Rights and Economic Change No. 9, August 2004 https://lgbtq.unc.edu/sites/lgbtq.unc.edu/files/documents/intersectionality_en.pdf</p> <p>Chigateri S. and Saha. S (2016) Toolkit on Gender-sensitive</p>

				Participatory Evaluation Methods, p 88 Parker, Rani, "Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers" UNIFEM
Good practices in gender responsive evaluation approaches	<ul style="list-style-type: none"> Integrating human rights and gender equality criteria Mainstreaming OECD-DAC Criteria (Gender lens) 	3 hours	Lecture	UN Women (2020). Good practices in Gender responsive evaluations. Retrieved from https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Good-practices-in-gender-responsive-evaluations-en.pdf UNEG (2011). Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance. Retrieved from http://www.uneval.org/document/detail/980
		2 hours	Group work	
		4 hours	Self-learning hours	
Good practices in gender responsive evaluation methods and tools	<ul style="list-style-type: none"> Developing a gender results effectiveness scale to determine the type/nature of results (Gender negative, gender blind, gender targeted, gender responsive, and gender transformative) Gender@ work quadrants of change (Individual change, formal change, systemic change, and informal change) 	3 hours	Lecture	UN Women (2020). Good practices in Gender responsive evaluations. Retrieved from https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2020/Good-practices-in-gender-responsive-evaluations-en.pdf
		2 hours	Group work	
		3 hours	Self-learning hours	

<p>Special Topic: Evaluating Protection</p>	<ul style="list-style-type: none"> • Understanding the problem of protection (i.e., GBV, child protection, VAWC) • Issues and considerations in evaluating protection (identifying risks and mitigation mechanisms, data management and ethical implications) • Tools to consider when evaluating protection 	<p>2 hours 1 hour 2 hours</p>	<p>Lecture Group Work Self-learning</p>	<p>ALNAP (2018). Evaluation of Protection in Humanitarian Action. ALNAP Guide. Retrieved from: https://www.alnap.org/help-library/alnap-guide-evaluation-of-protection-in-humanitarian-action</p>
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MODULE 11C

Evaluating Humanitarian Action

Brief Overview of Module

How do we know if our humanitarian efforts are successful? Evaluation is one important way of finding out. At its core, evaluation aims to make an informed judgment on the value of activities and their results. Have we made a difference? Did we indeed help to save lives and alleviate suffering? Did we do so in the best way possible? Good and robust evaluations enable us to make a considered and evidence-based judgment on the degree to which a programme was successful, and the nature of the success.

In this module, students will learn about what evaluation in humanitarian action is and why it is important. It also provides an overview of the key steps/ process when evaluating humanitarian action and outlines key issues and challenges around evaluating humanitarian response.

Learning Outcomes

Upon completing this module, the student should be able to:

- Understand why evaluation matters in humanitarian action
- Recognize the importance of conducting evaluations of humanitarian action
- Learn key steps/ processes and tips when conducting or managing evaluations of humanitarian action
- Identify issues and challenges when evaluating humanitarian action

Number of Credits	1
Teaching Hours	18
Self-Learning Hours	10
Group Activities/Tutorials/Seminar Hours	10
Assignment Hours	2

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Why does evaluation matter in humanitarian action?	<ul style="list-style-type: none"> ● Brief overview of humanitarian crises and humanitarian action ● Key issues and challenges in measuring success of humanitarian action 	2 hours	Audio-visual Lecture	ALNAP (2016). Evaluation of Humanitarian Action Guide. Retrieved from https://www.alnap.org/help-library/evaluation-of-humanitarian-action-eha-guide
		1 hour	Group discussion	
What is evaluation of humanitarian action?	<ul style="list-style-type: none"> ● Key concepts in evaluation ● Definition of evaluation of humanitarian action 	1 hour	Lecture	ALNAP (2016). Evaluation of Humanitarian Action Guide. Retrieved from https://www.alnap.org/help-library/evaluation-of-humanitarian-action-eha-guide
		1 hour	Audio visual	
		1 hour	Group discussion	

	<ul style="list-style-type: none"> • Evolving EHA practice • Importance of EHA 	1 hour	Self-learning hours	<p>Chaplowe, S., Castleman, A.M. and Cho, M. (2021) Evolving evaluation practice: Past, present and future challenges. ALNAP Paper. London: ODI/ALNAP. Retrieved from https://www.alnap.org/help-library/evolving-evaluation-practice-past-present-and-future-challenges</p> <p>ALNAP (2006). Evaluating humanitarian action using the OECD-DAC Criteria: An ALNAP Guide for humanitarian agencies. Retrieved from https://www.alnap.org/system/files/content/resource/files/main/eha-2006.pdf</p> <p>Audio Visual: Unit 1: Introducing evaluation of humanitarian action and Unit 2: Planning for utilisation https://www.alnap.org/help-library/eha-e-learning-course-unit-1-introducing-evaluation-of-humanitarian-action</p>
How to conduct EHA	<ul style="list-style-type: none"> • Overview of steps in EHA • Tips for each stage of evaluation process 	2 hours 2 hours	Lecture Audio visual Self-learning hours	<p>ALNAP (2016). Evaluation of Humanitarian Action Guide. Retrieved from https://www.alnap.org/help-library/evaluation-of-humanitarian-action-eha-guide</p> <p>Audio-visual materials: 1. Deciding to do an evaluation, 2017 2. Initiating an evaluation, 2017 3. Managing the evaluation, 2018 4. Interview Techniques, 2018 5. Engaging with Affected People, 2018</p>

				https://www.alnap.org/help-library/eha-e-learning-course-unit-1-introducing-evaluation-of-humanitarian-action
Issues and challenges when conducting EHA	<ul style="list-style-type: none"> Common challenges when conducting EHA 	2 hours	Lecture	ALNAP (2016). Evaluation of Humanitarian Action Guide. Retrieved from https://www.alnap.org/help-library/evaluation-of-humanitarian-action-eha-guide
	<ul style="list-style-type: none"> Evaluation in the time of Covid-19 	2 hours	Group discussion	
	<ul style="list-style-type: none"> Good practices in EHA 	1 hour	Self-learning hours	<p>Raftree, L. (2021) Getting remote M&E right: Ethics, challenges and gaps. ALNAP Paper. London: ODI/ ALNAP. Retrieved from https://www.alnap.org/help-library/getting-remote-me-right-ethics-challenges-and-gaps</p> <p>Chaplowe, S., Castleman, A.M. and Cho, M. (2021) Evolving evaluation practice: Past, present and future challenges. ALNAP Paper. London: ODI/ALNAP. Retrieved from https://www.alnap.org/help-library/evolving-evaluation-practice-past-present-and-future-challenges</p>

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MODULE 11D

Environment-Development Nexus

Brief Overview of Module

This module introduces various important concepts and theories for understanding the intricacies of evaluating the environment and development nexus (the nexus). The nexus is the essence of sustainable development beyond political rhetoric. This is to achieve sustainability in both human and natural systems, so-called social-ecological systems (SES). It covers such important concepts as: challenges in evaluating sustainable development; complexity and the ecosystem approach; SES and Coupled Human and Natural Systems (CHANS); and various appropriate methods in evaluation.

Learning Outcomes

Upon completing this module, the student should be able to:

- Describe the complexity found in the nexus / social-ecological systems
- Explain the difficulties and challenges in evaluating the nexus and SES, and the types of evaluation methods that are suitable for evaluating the nexus
- Apply theory-based evaluation approaches in properly capturing important elements and milestones for relevant stakeholders in achieving sustainable development
- Define the environment-development nexus, social-ecological systems, sustainable development and the scope and types of evaluation methods for evaluating sustainable development at the nexus

Number of Credits	1
Teaching Hours	8.7
Self-Learning Hours	15
Group Activities/Tutorials/Seminar Hours	6.3
Assignment Hours	15

Key Topic	Content Areas to be Covered	Duration	Type of Pedagogy	Resources (Applicable to Content)
Environment-development nexus	<ul style="list-style-type: none"> • What it means to have a status of “sustainable development” and “sustainability” • “Two-system evaluand” and Environment-Development Nexus • Social-Ecological Systems (SES) • Natural Resources Evaluation (over-reliance on social science) • Importance of evaluating SD • Challenges in evaluating SD 	3 hours	Lecture (30%) Group Work (70%)	Rowe (2012), Rowe (2014) Ostrom (2009) Virapongse, Brooks et al. (2016)

Complexity	<ul style="list-style-type: none"> • Systems Thinking • “Complex,” “complicated,” and “simple” • Challenges in capturing and evaluating complex systems • Evaluating Complex Systems 	3 hours	<p>Lecture (50%)</p> <p>Group Work (50%)</p>	<p>Kay (2008)</p> <p>Funnell and Rogers (2011), CH5 “The Nature of the Situation and the Intervention” (pp.69-91)</p> <p>Rogers (2008)</p> <p>Norberg and Cumming (2008)</p> <p>Koleros, Jupp et al. (2016)</p>
Theoretical and implementation frameworks	<ul style="list-style-type: none"> • The Ecosystem Approach • Coupled Human And Natural Systems (CHANS) • Importance of Theory-Based/Driven Evaluation • Implementing the Ecosystem Approach – Managing the Complex • Evaluation, Monitoring Design and Indicator Development 	3 hours	<p>Lecture (70%)</p> <p>Group Discussion (30%)</p>	<p>Waltner-Toews, Lister et al. (2008)</p> <p>Liu, Hull et al. (2016)</p> <p>Uitto (2019)</p> <p>Waltner-Toews and Kay (2008)</p> <p>Boyle and Kay (2008)</p>
Methods and methodologies	<ul style="list-style-type: none"> • Broader/Nested Theory of Change • Triangulation • Cross-scale/layer comparison • Causal inference • Cross-site synthesis • Meta-analysis 	2 hours	<p>Lecture (70%)</p> <p>Group Discussion (30%)</p>	<p>Patton (2019), CH13 Theory of Transformation Principle</p> <p>Norberg and Cumming (2008)</p>
Case study	<ul style="list-style-type: none"> • Challenges of Biodiversity Conservation (Wolong Nature Reserve in China (CHANS)) • Climate Change Adaptation Project in the Philippines 	4 hours	<p>Lecture (20%)</p> <p>Group Work (80%)</p>	<p>Lister (2008)</p> <p>Chong, Treichel et al. (2017)</p>

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