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CLEAR South Asia
Interactive Course Manual

A Manual on Organizing and Running a Successful
Training Course on Evaluation Methods

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SOUTH ASIA

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Introduction

CLEAR South Asia Interactive Course Manual has been prepared for CLEAR regional centers like J-PAL, IPA, and the wider monitoring and evaluation (M&E) community that may be designing or re-evaluating their existing training components. It introduces different guidelines to make trainings on M&E methods more interactive, enjoyable, and fruitful learning experiences for the participants. The content of this manual is based on CLEAR South Asia, Center for Economic Research in Pakistan (CERP), and J-PAL South Asia's experience of conducting and promoting interactive trainings. It incorporates material that may be useful for other M&E centers in designing more effective trainings.

The primary goal of this manual is to help make the training process more interactive by encouraging collaborative learning. People are engaged as active learners, rather than passive participants. This not only enhances the motivation of participants, but also enables them to attain maximum gain from the training experience. In addition to the recommendations outlined in this training manual, another general way to promote greater interaction in the training course is to facilitate network creation among participants. This can be done by sharing their contact details at the end of the course, creating an email group, enabling them to avail opportunities for further professional development, or holding a social event at the end of the training.

This manual covers key information regarding the different components of interactive training. It also gives an overview of how to make Stata trainings more participant-friendly and how to incorporate information regarding the use of Training Assistants (TAs) as a vital component of promoting more interactive learning. The Annexure (1 to 8) provides samples of generic exercises, case study teaching notes, and Stata exercises as a reference for other centers interested in implementing more interactive trainings.

Organizing Interactive Training Sessions

There are seven components necessary to organize a course and make it successful:

1. Pedagogical Content (also known as curriculum or syllabus). This is summarized by the Course Agenda.

2. Willing (and able) lecturers
3. Training Assistants (TAs)
4. Participants (either predefined or if there is a known demand)
5. A course fee (or grant) that covers all costs
6. A venue where the training would be conducted
7. Staff who can manage logistics (travel, accommodation, venue, food, printing, etc)

There is another additional component necessary to make the course complete:

8. A real objective or set of objectives. Goals for at least a subset of your participants.

◾ Different Components of Interactive Training ⎯⎯⎯⎯

In-class Interaction

A key component of interactive training is in-class interaction between the instructor and participants and among the participants themselves. This ensures provision of a more collaborative learning experience and also leads to greater participant satisfaction. Some recommendations for promoting in-class interaction in training sessions include the following:

(a) Conduct an ice-breaker session and a round of brief introductions at the outset of the training to allow familiarization of the participants which would in turn make interaction more open and informal.
(b) Prepare a seating plan prior to each training session which designates a specific seat for each participant. This helps ensure that participants mingle and get to know each other better. This also helps ensure that participation comes from all around the room rather than from a cluster of active participants in one specific location.
(c) Prepare a name tag and name plate for each participant and place them at their respective seats where they are visible clearly to the instructors and other participants. This facilitates class engagement by ensuring that participants are more responsive and attentive since instructors can pose questions directly to them.
(d) Ensure that the instructors allot a specific amount of time for a Question and Answer Session at the end of each lecture. During this time the instructor

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can ask prepared questions to gauge the level of participant understanding and take queries directly from participants.

(e) Where possible, instructors should use clickers (classroom response systems or audience response devices which allow participants to actively engage with the slide-show material by giving real time feedback.) Clickers will allow the instructor to insert conceptual multiple choice questions in their lecture. This keeps the participants more alert and involved.

(f) Incorporating a final slide where participants can rate the content and delivery of the lecture via clickers also serves the purpose of feedback for the instructor and the course designers.

Case Studies

Training Assistant-led case study sessions are important components of interactive trainings. Case studies which are relevant to the lectures can be chosen to make the session both engaging and informative. Typically, these case studies serve as a supplement to the lectures which allow participants to absorb the concepts learnt in the lectures and apply them to practical situations.[1]

The following recommendations can be incorporated to make TA-led case study sessions more rewarding:

(a) Divide the participants into small groups of 5 to 6 people, each led by a single TA, to ensure greater interaction amongst the participants, as well as between the participants and the TA.

(b) Choose a case study that is not too complicated and can be completed adequately within the stipulated time. Moreover, the case study should be relevant to the topics covered in the lectures and should give the participants a sense of how to apply the lessons to real-world situations.

(c) Case studies should not include unnecessary details that can derail the main discussion.

(d) Give the TAs background information and an answer key to the case study in advance for preparation of the session.

(e) Conduct a TA training to coach TAs on how to respond to different types of questions from the participants and discuss examples they can use in their explanations.

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[1] Two sample case studies developed by J-PAL and CERP are provided in the annexures 3 and 4 as a reference.

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(f) Train TAs to use the board or chart paper for helpful illustrations such as diagrams and flow charts, wherever possible.

(g) Ensure that the TAs do not provide answers to the questions. They should instead encourage participants to arrive at the answers themselves through thought and discussion.

(h) Train TAs to facilitate the case study sessions in a manner that participation and contribution from each group member is encouraged and appreciated.

Group Work

Group discussion and group work are an integral part of interactive and dynamic courses. Groups can be assigned discussion questions or assignments such as group presentations which draw on concepts covered in the training. For example, groups can be asked to prepare and deliver a presentation on an evaluation design of a program of their choice.

To facilitate these types of sessions, participants should be divided into groups of four to five with one TA assigned to each group. Some general suggestions about group work are as follows:

(a) Group formation:
   (i) Participants are benefitted if their group is kept constant for the case study session, group discussions and exercise sessions. This gives them the opportunity to interact more thereby facilitating rapport building amongst group members.
   (ii) It is also useful to have a group comprising a mix of young and experienced professionals. This facilitates informed discussions and helps participants learn from each other.

(b) A TA's role is that of a moderator. TAs should ensure that participants contribute actively to the group discussions and assignments and do not go off track. TAs should also support and guide participants to apply tools and concepts learnt during the lectures in addition to answering any queries.

(c) The participants should be given clear instructions and a general format for the group presentation at the outset of training. This minimizes confusion as well as time spent on deciding and making formats, whilst ensuring consistency across groups. (A sample of the group presentation format is provided in annexure 1.)

(d) The presentation can be prepared over a few work sessions of the group.

Participants can work on sections of the presentation covered in the preceding lectures and sessions. Ideally participants should work on their group's presentation at the end of every session thereby implementing the day's learning while it is still fresh in their minds.

(e) Participants should be given 'suggested targets' each day to enable them to plan and schedule timelines for each section in an efficient manner. For instance, at the end of the first day, participants should have agreed on a program for their evaluation design; by the end of the second day, they should have formulated a logical framework or theory of change for the program evaluation.

(f) Groups should deliver their presentation within the allotted time on the last day of the course. Each member could present a different part of the presentation. All members should be prepared to answer questions on the content of the presentation.

Exercises

Individual or group exercises enhance understanding of the course content. Exercises are usually covered in TA-led sessions but individual exercises as part of the lecture can also be incorporated. In general, exercises should provide thorough practice of material, but not extend beyond 45 minutes–1 hour in duration. *(*A sample exercise is provided in annexure 2.)

Data and Software Exercises

Software training is useful for data management and staff training courses. Trainings on data entry, management, and analysis software such as MS Excel, Blaise, CS Pro and Stata can equip trainees with the necessary tools to carry out various data operations. Data and software trainings usually comprise a lecture in which the instructor demonstrates how a particular task is carried out using the software and a subsequent hands-on practical exercise. Some instructors may want the participants to solve the exercise as they go through the lecture. A few general guidelines about software training are given as follows:

(a) It is better to provide the software beforehand or at the outset of training to minimize time loss during the exercise session.
(b) It is recommended that for the participants who have no knowledge of the

software time should be set aside at the outset to enable familiarization with the software.

(c) It is recommended that participants be divided into two or three groups depending on their familiarity and expertize with the software. Parallel sessions may be conducted to cater to the requirements of each group.

(d) A soft copy or hard copy of the lesson handout should be provided to the participants for later reference.

(e) Training Assistant's familiar with the software should circulate the room during the exercise to help participants use it.

Interactive Stata Training

Stata training is a critical component of CLEAR and J-PAL trainings on data management and analysis. A team of TAs proficient in Stata is essential to lead the sessions and exercises no matter what is the proficiency level of the participants.

Designing Stata Training

In most cases participants will have different levels of expertize with Stata. It is therefore productive to differentiate between beginners, intermediate and/or advanced groups at the time of the registration. To facilitate the self-selection of Stata expertize it is necessary to give out information on what commands and functions of Stata are classified as beginner, intermediate and/or advanced level. In this way, sessions can be tailored to specific levels. The following are general guidelines about designing Stata trainings:

(a) For beginners, the exercises should be simple and straightforward allowing them to familiarize themselves with the software.

(b) Beginners might also benefit from self-paced materials which allows them learn the intuition behind the program at their own pace. This pace might vary significantly based on participants' previous exposure to software programing.

(c) For intermediate and advanced users tasks can be more challenging. However, it is recommended to divide relatively large tasks into smaller parts to facilitate thought process.

(d) It is also helpful to periodically ask the participants questions. It helps them remain alert and engaged. For example the first question can test basic

understanding of a concept, the second tests whether participants can apply the concept, and the third tests whether they can expand on the concept.

Conducting Stata Training

Some recommendations that can be incorporated to make the Stata sessions more interactive include:

(a) Have a team leading the Stata training in which each TA handles a specific part of the overall training.
(b) Good coordination and communication among the TAs is important so that there is no overlap in the content that they teach.
(c) The outline of the lecture content, exercises and solutions should be pre-designed to maintain uniformity across trainings. These tools should be improved upon and modified based on participant feedback and the particular audience.
(d) For beginners' Stata, the lead TA should try to teach different Stata functionalities using drop down menus rather than commands. It is difficult for beginners to remember long and complex commands.
(e) The TA could ask the participants questions on different tasks to be performed to keep them involved and active.
(f) A handout of commands should be provided at the start of each session.
(g) Distributing Stata learning handbooks with exercises to participants and TA handbooks which include answers is an effective way for participants to practice and familiarize themselves with new codes.

There should be two or three TAs in addition to the leading TA to help the participants with any difficulties they may face while doing the Stata exercises. (A sample Stata Exercises has been provided in annexure 5.)

Interactive Feedback Session

At the end of the training session, a TA-led feedback session can be incorporated to gather information about the strengths, weaknesses and areas which require improvement in the course. In this session, all participants are divided into groups and an informal debriefing session with their TA is held. The TA should be given clear instructions on what questions to ask about the quality, and applicability of

the material and which sessions or areas to focus more on in future workshops. Another method of collective feedback is to have feedback slides at the end of every session in which participants can vote by using clickers. While the exact type of feedback questions will change from course to course, general feedback questions would need to:

(a) Identify key strengths and weaknesses of each individual component of the course.
(b) Gauge participant feedback based on the discussion.
(c) Incorporate any important lessons learnt for future courses.

The TA should note down all the feedback and share it with the organizers in the staff feedback meeting held after the conclusion of the course. The feedback should be recorded and reported anonymously to ensure privacy.

Additionally, it is also recommended that an end-of-day recapitulation by a moderator takes place in order to make these trainings more effective. The participants can thus refresh the knowledge gained throughout the day. It also helps presenters focus their message for the day and integrate their sessions in a more holistic way.

Training Assistant Preparation

Training Assistant Selection Criteria

Training Assistants are an integral part of the CLEAR South Asia courses. Depending upon the extent of usage of case studies and exercises, TAs could end up leading half of the training. Therefore, a strict criterion should be followed in the selection of TAs. It is recommended that a TA should satisfy the following criteria:

(a) Hold a Master's degree in Economics, Public Policy or Statistics
(b) Have experience working on evaluation projects, ideally in a research organization
(c) Be well versed in M&E concepts and methods
(d) Be proficient in Stata (if required in the training)
(e) Have excellent communication skills
(f) Demonstrate ability to facilitate and lead discussions

Ideally, TAs and participants should share a similar background—this might mean selecting a diverse group of TAs (in terms of subject-specific and technical area expertize) to ensure a better participant-TA fit for the training. Depending upon the experience of a candidate and the needs of the course, one or more of the selection criteria can be relaxed. In the past, CLEAR South Asia and CERP have hired TAs who did not have a graduate degree but demonstrated competence in other criteria.

A brief description of TA duties and training is given as under. Readers can benefit from a detailed version prepared by J-PAL provided in annexure 7.

TA Duties

Training Assistant's for CLEAR courses are expected to facilitate different types of training, and to carry out day-to-day affairs of the course. In particular, a TA may be expected to conduct some or all of the following sessions:

(a) Case study discussions
(b) Group presentation discussion sessions
(c) Software lectures and exercises

In addition to conducting and leading the above sessions the TAs are expected to help with registration, time keeping, and distribution of course materials and evaluation forms. Moreover, TAs are required to attend a staff feedback meeting with the support staff at the end of the course.

Training Components

The TAs should receive training and instructions on each type of session they are expected to conduct during the course. In addition to this, TA training also involves providing the TAs with background reading and preparatory materials. In particular TAs will receive the following training:

(a) Practice and training on case studies.
(b) Training on leading and facilitating group discussion sessions.
(c) Practice and training on group exercises.
(d) Practice on software exercises.

Timeline

The stipulated time for organizing and implementing TA training is approximately 4–5 weeks depending upon the scope of content, number of case studies, and number of exercises included in the course. A timeline illustrating the TA training procedure is given in the annexure 6 along with a check list of materials required.

Case Study Training

The case study training should be led by an experienced Training Assistant or someone who has served as a TA in past courses. The case study training will:

(a) Solve all case studies in the class.
(b) Instruct the participants on how to tackle different questions in a particular case study and what examples to use.
(c) Equip TAs to handle and guide discussions involving challenging questions or trouble spots.
(d) Give detailed instructions on the role of a TA in the case study session.

The TA's role in the case study is to keep the discussion focused on the case and to ensure that participants do not digress from the discussion at hand. Moreover, the TA is not supposed to provide the answers to the questions but should direct the participants to arrive at the answer through thought and discussion. (Two sample case studies have been provided in annexures 3 and 4.)

Group Discussion Training

The group discussion training should also be led by an experienced Training Assistant, preferably someone who has served as a TA in past courses. Broadly, the following points should be covered in the training:

(a) Instruction on how to manage a group: this involves encouraging people to speak up while ensuring that no one participant hijacks the group discussion.
(b) Clarification about the role of the TA in the discussion: the TA is not in the driving seat, but a moderator for the discussion.
(c) Demonstration of how the TA's should explain the logic framework at the onset of the discussion and encourage participants to make their own presentations.

Annexure 1: Group Presentation Template

Project Title

Date

Team Members

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1. Background

- Talk briefly about general context, needs assessment, problem you want to solve.

2. Theory of Change

| Needs | Inputs | Outputs | Outcomes | Long-term Goal/Impact |

o   ...   o   ...   o   ...   o   ...   o   ...

- Describe the specific intervention that you are evaluating.
- Talk about how it will solve part of the problem you described in the background.
- You may want to mention other causes of a problem that your intervention will not solve.

3. Evaluation Questions and Outcomes

- These should be directly linked to the TOC described above.
- What outcomes do you need to measure to test your research hypothesis?

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4. Evaluation Design

- Unit of randomization, type of randomization (why did you choose these?)
- The actual randomization design, i.e. specific treatment group(s)

5. Data and Sample Size

- Outcomes
- Tell us where you will get the data – survey? Administrative?
- Power calcs
    – Justify where you got effect size and rho from, don't make it up.
    – You may need to do separate power calcs for separate outcomes.

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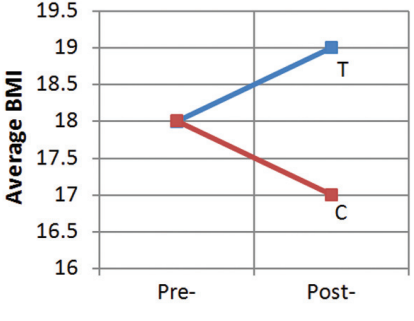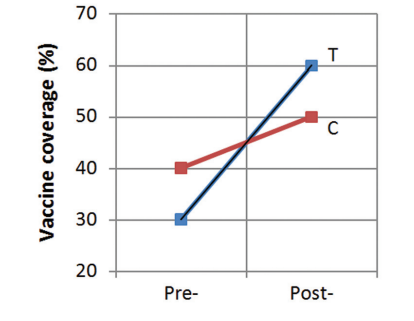Lerning on Evaluation and Results

6. Potential challenges

- Talk about threats (attrition, spillover, etc) and how you want to manage them.
- You may need to revise your power calcs.

7. Results

- Why (and for whom) they would be useful?
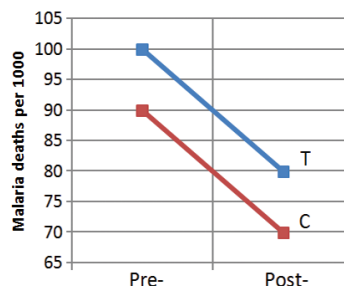- How would you disseminate them?

■ Annexure 2: Sample Exercise

1. School Feeding Program	2. Immunization Awareness Campaign
Questions	*Questions*
1. Pre-Post: What is the effect of the program using only pre-post treatment (T) group data?	1. Pre-Post: What is the effect of the program using only pre-post treatment (T) group data?
2. Simple Difference: What is the effect of the program using on post-intervention treatment (T)–control (C) data?	2. Simple Difference: What is the effect of the program using on post-intervention treatment (T)–control (C) data?
3. Difference-in-Difference: What is the true treatment effect, using a difference-in-difference methodology (T2-T1)-(C2-C1)?	3. Difference-in-Difference: What is the true treatment effect, using a difference-in-difference methodology (T2-T1)-(C2-C1)?
4. Based only on pre-post T group data, the effect of the program would be **under-/over-/accurately** estimated. (Circle one)	4. Based only on pre-post T group data, the effect of the program would be **under-/over-/accurately** estimated. (Circle one)
5. Based only on post-intervention T-C comparison, the effect of the program would be **under-/over-/accurately** estimated. (Circle one)	5. Based only on post-intervention T-C comparison, the effect of the program would be **under-/over-/accurately** estimated. (Circle one)
6. What is a possible scenario for the above data?	6. What is a possible scenario for the above data?
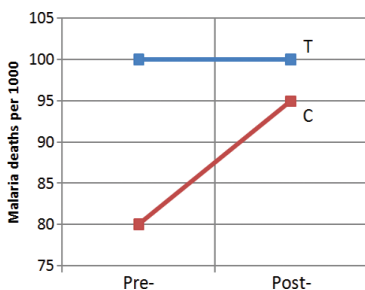
3. RDT + ACT Program	4. Insecticide Spraying
Questions	*Questions*

Questions (left)	Questions (right)
1. Pre-Post: What is the effect of the program using only pre-post treatment (T) group data?	1. Pre-Post: What is the effect of the program using only pre-post treatment (T) group data?
2. Simple Difference: What is the effect of the program using on post-intervention treatment (T)–control (C) data?	2. Simple Difference: What is the effect of the program using on post-intervention treatment (T)–control (C) data?
3. Difference-in-Difference: What is the true treatment effect, using a difference-in-difference methodology (T2-T1)-(C2-C1)?	3. Difference-in-Difference: What is the true treatment effect, using a difference-in-difference methodology (T2-T1)-(C2-C1)?
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5. Based only on post-intervention T-C comparison, the effect of the program would be **under-/over-/accurately** estimated. (Circle one)	5. Based only on post-intervention T-C comparison, the effect of the program would be **under-/over-/accurately** estimated. (Circle one)
6. What is a possible scenario for the above data?	6. What is a possible scenario for the above data?

"Education in Pakistan" with Teaching Notes

Case Study:
Education in Pakistan
Measuring the Effects of Information on the Quality of Education Services

Measurement and Outcomes

This case study is based on "Report Cards: The Impact of Providing School and Child Test-scores on Educational Markets," by Tahir Andrabi, Jishnu Das, and Asim Ijaz Khwaja.*

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* We thank the authors for allowing us to use their paper as a teaching tool.

In the next hour you will use an actual intervention as a tool to guide you through the process of designing a program evaluation. Please take a few minutes to read the following background information on the intervention. As you read through the text think about the following: (1) reason for the intervention, (2) steps taken to implement the intervention, (3) desired outcomes, and (4) how to measure outcomes by collecting data?

Key Vocabulary

1. **Logic Model:** A management tool used to facilitate the design, execution, and evaluation process of an intervention. It involves identifying strategic elements (inputs, outputs, outcomes and the impact) and their causal relationships, indicators, and acknowledging the assumptions and risks that may influence success and/or failure of the intervention.
2. **Hypothesis:** A proposed explanation of and for the effects of a given intervention. Hypotheses should be made prior (ex-ante) to the implementation of the intervention. These are usually based on data collected in the needs assessment or expert knowledge on the topic and the ways in which change can occur in a particular setting.
3. **Indicators:** Metrics used to quantify and measure specific short-term and long-term effects of a program. Choosing proper indicators to measure desired program outcomes is an important step in being able to determine the overall success of the intervention.

Education in Pakistan

In 2001, achievement tests of grade 3 students in three districts of Punjab, Pakistan showed that only 50 percent had mastered the mathematics curriculum for grade 1, and less than 20 percent were able to comprehend a simple paragraph. In an effort to increase school quality, researchers designed an intervention that examined the impact of providing school and child-level report cards based on the education system of rural villages in Pakistan. The intervention tracked public and private primary schools (on an average, there are seven schools per village) to determine if providing parents with information on school and child performance would generate enough credible competitive pressures between schools to increase their quality. Overtime, the evaluation

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measures whether improvements in the quality of education services lead to an increase in children's learning outcomes.

We will use this intervention to lead our discussion on the initial steps of developing an intervention and an appropriate evaluation design. Can information provision have an impact on improving students' educational achievement? The evaluation must collect data on appropriate indicators that would measure program impacts. What data should be collected? What are the appropriate indicators? What data collection methods should be used? We will discuss all this as under.

Challenges and the Reality of Pakistan's Education System

The education system in Pakistan has been improving in recent years, but continues to face two major challenges: low enrollment rates and low educational quality. In 2004, the primary school net-enrollment rate of Pakistan was 66 percent. This is extremely low, even when compared to neighboring South Asian countries, with 90 percent of primary school aged children enrolled in India, 97 percent in Sri Lanka and 78 percent in Nepal. While enrollment is a clear issue, low educational quality greatly contributes to poor learning outcomes. Mean student-teacher ratios in government schools exceed 35. Such high ratios have also been linked to Pakistan's below average achievement scores in reading and mathematics (scores mentioned earlier).

Providing Information to Improve Educational Quality

Recently, there have been several attempts in developing countries (e.g. Uganda, Madagascar, and India) to use information as an intervention that can improve outcomes related to health and education services. The World Development Report (2004) argues that information is a channel through which the users of services can hold providers accountable and therefore demand quality improvements. Based on previous studies, researchers designed a large-scale intervention that examined the impacts of providing school and child-level learning report cards in rural Pakistan.

With the recent rise of low-cost private schools in Pakistan, there has been an increase in the number of schools per village. This gives parents more choice

in selecting a school. Given high levels of adult illiteracy in Pakistan (nearly 50 percent), critics argue that parents have little hope in evaluating the progress of their child, much less evaluating the schools and making an informed investment decision on which school to enroll their child. By providing parents with more information, the intervention aims to improve parents' ability to make these informed investment decisions whilst simultaneously at the same time putting competitive pressures on the schools to improve their quality.

The Intervention: Distributing Report Cards

Based on parent, teacher, and school feedback report cards provided information on the academic performance of children by school subject, both on an absolute scale and relative to other children, and the average test scores for each school within the village. Different versions of the report cards were made for parents and teachers to provide them with information most relevant to their concerns. All participants were notified that report cards would be completed in the following year to ensure that intervention initiates behavioral changes.

Given widespread illiteracy of the parents, the report cards were delivered through discussion groups rather than mail. Before distributing the report cards to parents, there was a 30-minute open group discussion on the factors that influence test score results. Once they were given the report cards, a facilitator focused on positive aspects of the card rather than to assign blame. Although these discussions could have had a distinct impact of their own, they were seen as necessary since information without comprehension would greatly weaken the intervention.

Assignment

Evaluate Whether and How Information Motivates Schools to Improve Services?

Your evaluation team has been entrusted with the responsibility of estimating the impact of the report card program on improving educational quality. The evaluation design should address the various ways in which providing additional information on the quality of private and public schools could change the local education system. Through a facilitated discussion we will address the needs

of the community, the steps needed to reach the intervention's goals, and the channels or mechanisms through which change can occur.

Discussion Topic 1: Addressing Education Challenges in Pakistan*

As a first step, you wish to understand all you can about the report card program, including who is the targeted community and what were the needs the intervention addressed.

1. What are the major challenges of Pakistan's education system? Who is most affected by the current deficits of the system?
2. What were the main goals of implementing the report card intervention? What were the creators of the program trying to achieve by providing parents and teachers with this information?

Setting up an Evaluation

First, when planning an evaluation, you need to be clear about the likely effect(s) of the program. The data that you collect will be directly aimed at providing evidence on whether or not the intervention was fruitful. Examples of questions to keep in mind while moving forward are:

• What are the main outcomes that should be evaluated for the report card intervention?
• As a result of the intervention, what do you anticipate to change?
• What are the steps that must be taken to arrive at the desired final outcome?

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* GOAL: This discussion topic should mimic a "needs assessment" (who is the target, and what issue needs to be addressed). Participants should understand the case, the importance of the issue in the context of development and identify the goals of the intervention.

NOTE: This section should be discussed relatively quickly as it is more about reading comprehension, i.e. understanding the case. This will leave more time for the more pertinent questions below. About 10 minutes – discuss as a full group.

Discussion Topic 2: Use a Logic Model to Describe Outputs, Intermediate Outcomes and Final Outcomes of Interest

A logic model is a useful tool, used by organizations across the world that can help inform and strengthen the design of an appropriate intervention and evaluation. Since interventions can have many outcomes (intended vs. unintended, short-term vs. long-term, etc) the logic model helps to clearly identify the cause-and-effect sequences associated with each outcome at each stage of the intervention. This process provides a structure to think about the channels through which the intervention can cause change. Furthermore, the chain of effects mapped out in the logic model can contribute to the proper selection of indicators and data that can accurately indicate the success of the intervention and through which channels the change(s) occurred.

On the last page of this packet you will find a blank logic model. During this discussion topic we will work through the diagram to help identify the theory of how the intervention can lead to the desired outcomes and impacts.

In the first column of the logic model, write the need you identified in question 1 that the report card intervention will be addressing. This is the problem that the intervention will be aiming to help resolve or improve.

The input is the program that we are implementing. Often, the resources that are required for the intervention are listed here, but for simplicity, we will just list the intervention as the input "Report card intervention." Next, you will fill out the outputs of the program.

1. Outputs are what an intervention produces or provides to program participants. They are direct products of program activities and may include services delivered by the program. Outputs will be tracked through a process evaluation, also known as monitoring.

    (a) Work together to identify the output(s) of the project. Write the output(s) in the third column of the logic model.
    (b) What is the difference between outputs and outcomes?

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Identifying Outcomes and their Chain of Effect

Outcomes are the believed effects or changes that are anticipated to occur as a result of the intervention. These consequences of the intervention can be intended or unintended, positive or negative, as well as short term or long term. It is important to think of each type of outcome. For example, report cards may improve the overall quality of primary education; however this may lead to an unexpected outcome that poorer quality private schools shutdown resulting in less choice or competition between schools within a given village.

In the next three questions we will discuss outcomes, their timing and characteristics.

2. To begin, work with your group to make a list of possible effects associated with the report card intervention.

3. In this question you will think about the timing of the outcomes that you just listed above.

Look at your list and circle the immediate effects of the program. These are the short-term impacts. Identify the second-stage intermediate outcomes that each immediate impact might lead to. As a group, discuss the possible chain of outcomes.

(a) Fully identify at least one possible chain of outcomes for how you plan to get from the output to the main impact. Write the outcomes in this chain on the logic model diagram. The immediate and intermediate outcomes should be in the "Outcomes" column, while the final outcome should be listed in the "Primary Outcome (Impact)" column.

4. In creating the logical chain of outcomes you have likely mentioned assumptions that are necessary for the chain of outcomes to move from the output to the overall impact.

As a group, discuss the following and have someone take notes:

(a) What are the specific assumptions made at each point in the process of mapping out the chain of possible outcomes?

(b) Are these assumptions or conditions based on evidence or proven hypotheses of how participants will react to the intervention? (Or will you want to verify these assumptions?)

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What Data should You Collect?

You have just created a logic model for the report card intervention. Now that you have a visual mapping of the channels through which change may occur, it should be easier to determine the best indicators and data to collect. Using the diagram as a map, we will discuss which data should be collected at each step of the project to indicate the success of the intervention.

Discussion Topic 3: Determine Appropriate Indicators and Data to Collect

1. Suppose you had all the money and resources in the world and could collect data on each one of these indicators in reserved and unreserved communities, and compare them. How many indicators would you collect?
2. Based on the logic model that you have created, identify an indicator(s) for each of the main outputs of the intervention. Data collected on these indicators should help you determine if the outputs actually occurred and to what degree they occurred. This is the process evaluation or monitoring of the intervention.

   Next, for the main chain of effects that you mapped in your logic model, identify one to three indicators that could be used to evaluate the effect of the program.

   When choosing an indicator keep the following criteria in mind:

   • *The indicator must be measurable.*
     How can you quantify the change? Can change be measured monetarily, in time, number of people, attendance, etc?

   • *The indicator must be observable.*
     Although we could try to ask individuals how happy they are or if they feel smarter, it is more difficult to measure these perceptions. We would rather have test scores to indicate if an individual had actually learned more.

   • *The indicator must be directly related to the output/outcome.*
     For example, if we want to know the effects of providing access to
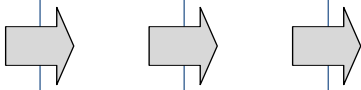
savings accounts then we want to know the amount of money in savings accounts or the number of savings account opened. These would serve all of the above criteria for indicators.

It may be more difficult to identify a good indicator for some outcomes versus others. Collecting information for some indicators will also be more difficult or expensive than others. Through identifying possible indicators, you will be able to select the best and most feasible ones for your evaluation. Discuss the strengths and weaknesses of each indicator.

3. Data Collection: Use the list of indicators that you have just created and the logic model as a resource to determine what data you should collect.

Discuss the following data collection considerations as group:

• How could you collect this data? Is any of the data already being collected for other purposes (also known as administrative data)?

Needs (The issue/ problem)	Input	Output (Discussion 2, Q: 1)	Outcome (Discussion 2, Qs: 2-4)	Impact (Primary outcome)	Long-term Goal

Case Study:
Learn to Read Evaluations
Evaluating the Read India Campaign
How to Read and Evaluate Evaluations

This case study is based on "Pitfalls of Participatory Programs: Evidence from a Randomized Evaluation in India," by Abhijit Banerjee (MIT), Rukmini Banerjee (Pratham), Esther Duflo (MIT), Rachel Glennerster (J-PAL), and Stuti Khemani (The World Bank)*#

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* J-PAL thanks the authors for allowing us to use their paper.

NOTE: Data used in this case study are real. "Articles" on the debate were artificially produced for the purpose of the case study. Education For All (EFA) never made any claims described herein.

Key Vocabulary

1. **Counterfactual:** What would have happened to the participants in a program had they not received the intervention. The counterfactual cannot be observed from the treatment group; it can only be inferred from the comparison group.
2. **Comparison Group:** In an experimental design, a randomly assigned group from the same population that does not receive the intervention which is the subject of evaluation. Participants in the comparison group are used as a standard for comparison against the treated subjects in order to validate the results of the intervention.
3. **Program Impact:** Estimated by measuring the difference in outcomes between comparison and treatment groups. The true impact of the program is the difference in outcomes between the treatment group and its counterfactual.
4. **Baseline:** Data describing the characteristics of participants measured across both treatment and comparison groups prior to implementation of intervention.
5. **Endline:** Data describing the characteristics of participants measured across both treatment and comparison groups after implementation of intervention.
6. **Selection Bias:** Statistical bias between comparison and treatment groups in which individuals in one group are systematically different from those in the other. These can occur when the treatment and comparison groups are chosen in a non-random fashion so that they differ from each other by one or more factors that may affect the outcome of the study.
7. **Omitted Variable Bias:** Statistical bias that occurs when certain variables or characteristics (often unobservable), which affect the measured outcome, are omitted from a regression analysis. Because they are not included as controls in the regression, one incorrectly attributes the measured impact solely to the program.

Why Learn to Read (L2R)?

In a large-scale survey conducted in 2004, Pratham discovered that only 39 percent of children (aged 7-14) in rural Uttar Pradesh could read and understand a simple story, and nearly 15 percent could not recognize even a letter.

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During this period, Pratham was developing the "Learn-to-Read" (L2R) module of its Read India Campaign. L2R included a unique pedagogy teaching basic literacy skills, combined with a grassroots organizing effort to recruit volunteers willing to teach.

This program allowed the community to get involved in children's education more directly through village meetings where Pratham staff shared information on the status of literacy in the village and the rights of children to education. In these meetings, Pratham identified community members who were willing to teach. Volunteers attended a training session on the pedagogy, after which they could hold after-school reading classes for children, using materials designed and provided by Pratham. Pratham staff paid occasional visits to these camps to ensure that the classes were being held and to provide additional training as necessary.

Did the Learn to Read project work?

Did Pratham's "L2R" Program Work? What is Required in Order for Us to Measure Whether a Program Worked, or Whether it had Any Impact?

In general, to ask if a program works is to ask if the program achieves its goal of changing certain outcomes for its participants, and to ensure that those changes are not caused by some other factors or events occuring at the same time. To show that the program causes the observed changes, we need to simultaneously show that if the program had not been implemented, the observed changes would not have occurred (or would be different). But how do we know *what would have happened*? If the program happened, it happened. Measuring *what would have happened* requires entering an imaginary world in which the program was never given to these participants. The outcomes of the same participants in this imaginary world are referred to as the *counterfactual*. Since we cannot observe the true counterfactual, the best we can do is to estimate it by mimicking it.

The key challenge of program impact evaluation is constructing or mimicking the counterfactual. We typically do this by selecting a group of people that resemble the participants as much as possible but who did not participate in the program earlier. This group is called the comparison group. Because we want to say that it was the program and not some other factor that caused the changes in outcomes, it is important that the only difference between the comparison

group and the participants is that the comparison group did not participate in the program. We then estimate "impact" as the difference observed at the end of the program between the outcomes of the comparison group and the outcomes of the program participants.

The impact estimate is only as accurate as the comparison group is successful at mimicking the counterfactual. If the comparison group poorly represents the counterfactual, the impact is (in most circumstances) poorly estimated. Therefore the method used to select the comparison group is a key decision in the design of any impact evaluation.

That brings us back to our questions: Did the L2R project work? What was its impact on children's reading levels?

In this case, the intention of the program is to "improve children's reading levels" and the Reading Level is the outcome measure. So, when we ask if the L2R project worked, we are asking if it improved children's reading levels. The impact is the difference between reading levels after the children have taken the reading classes and what their Reading Level would have been if the reading classes had never existed.

For reference, Reading Level is an indicator variable that takes value 0 if the child can read nothing, 1 if he/she knows the alphabet, 2 if he/she can recognize words, 3 if he/she can read a paragraph, and 4 if he/she can read a full story.

What comparison groups can we use? The following experts illustrate different methods of evaluating impact.*

Estimating the impact of the Learn to Read project

Method 1

News Release: Read India helps children Learn to Read

Pratham celebrates the success of its "L2R" Program—part of the Read India Initiative. It has made significant progress in its goal of improving children's

_____

* Refer to the table on the last page of the case study for a list of different evaluation methods.

literacy rates through better learning materials, pedagogical methods, and most importantly, committed volunteers. The achievement of the "L2R" Program demonstrates that a revised curriculum, galvanized by community mobilization, can produce significant gains and changes. Massive government expenditures in mid-day meals and school construction have failed to achieve similar results. In less than a year, the reading levels of children who enrolled in the L2R camps improved considerably.

Distribution of Endline Scores for Baseline Non-Readers (Zero)

Distribution of Endline Scores for Baseline Letter Readers
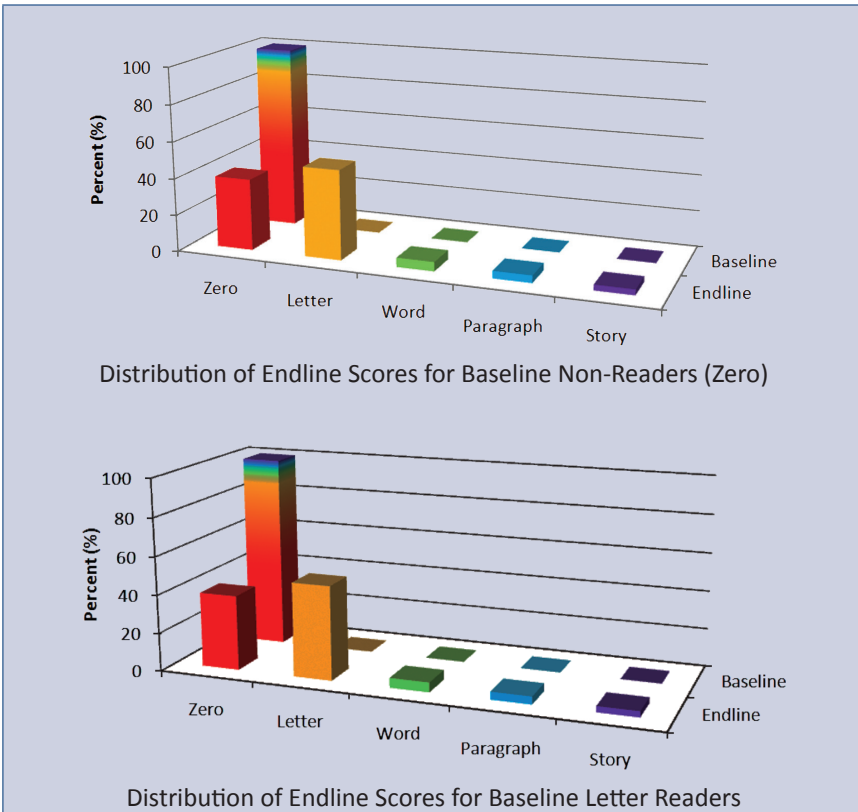
Just before the program started, half of these children could not recognize Hindi words—many none at all. But after spending just a few months in Pratham reading classes, more than half improved by at least one Reading Level, with a significant number capable of recognizing words and several able to read full paragraphs and stories! On an average, the literacy measure of these students improved by nearly one complete Reading Level during this period.

Discussion Topic 1

1. What type of evaluation does this news release imply?
2. What represents the counterfactual?
3. What are the problems with this type of evaluation?

Method 2

Opinion: The "Read India" Project not Up to the Mark

Pratham has raised millions of dollars, expanding rapidly all over India with its so-called "L2R" Program, but do its students actually learn to read? Recent evidence suggests otherwise. A team of evaluators from Education For All (EFA) found that children who took the reading classes ended up with literacy levels significantly below those of their village counterparts. After one year of Pratham reading classes, Pratham students could only recognize words whereas those who steered clear of Pratham programs were able to read full paragraphs.

Comparison of Reading Level of Children who took reading classes vs. Reading Levels of Children who did not take them

Notes: Reading Level is an indicator variable that takes value 0 if the child can read nothing, 1 if he/she knows the alphabet, 2 if he/she can recognize words, 3 if he/she can read a paragraph and 4 if he/she can read a full story.

If you have a money to spare, and want to contribute to the education of India's illiterate children, you may think twice before throwing it into the fountain of Pratham's promises.

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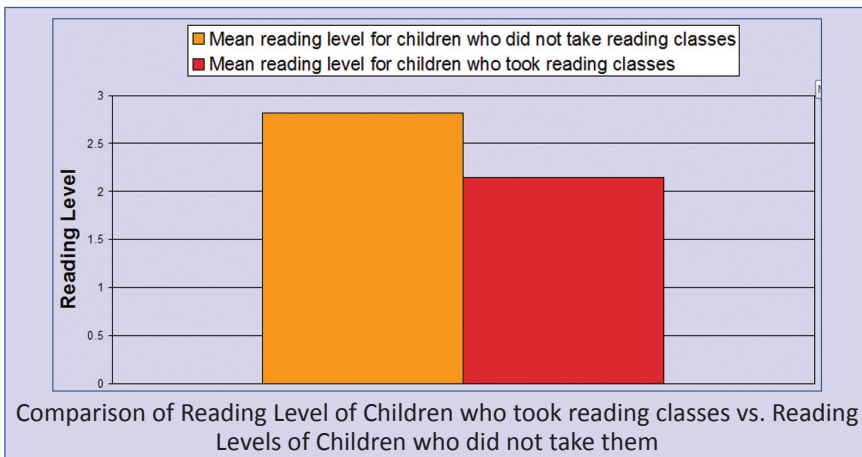Lerning on Evaluation and Results

Discussion Topic 2

1. What type of evaluation is this opinion piece employing?
2. What represents the counterfactual?
3. What are the problems with this type of evaluation?

Method 3

*Letter to the Editor: EFA should Consider Evaluating Fairly
and Accurately*

There have been several unfair reports in the press concerning programs implemented by the NGO Pratham. A recent article by a former EFA bureaucrat claims that Pratham is actually hurting the children it recruits into its L2R' camps. However, the EFA analysis uses the wrong metric to measure impact. It compares the reading levels of Pratham students with other children in the village—not taking into account the fact that Pratham targets those whose literacy levels are particularly poor at the beginning. If Pratham simply recruited the most literate children into their programs, and compared them to their poorer counterparts, they could claim success without conducting a single class. But Pratham does not do this. Realistically, Pratham does not expect its illiterate children to overtake the stronger students in the village. It simply tries to initiate improvement over the current state. Therefore the metric should be improvement in reading levels— not the final level. When we repeated EFA's analysis using the more-appropriate outcome measure, the Pratham kids improved at twice the rate of the non-Pratham kids (0.6 Reading Level increase compared to 0.3). This difference is statistically very significant.

Had the EFA evaluators thought to look at the more appropriate outcome, they would recognize the incredible success of Read India. Perhaps they should enroll in some Pratham classes themselves.

Discussion Topic 3

1. What type of evaluation is this letter using?
2. What represents the counterfactual?
3. What are the problems with this type of evaluation?

Method 4

The numbers don't Lie, Unless Your Statisticians are Asleep

Pratham celebrates victory, opponents cry foul. A closer look shows that, as usual, the truth is somewhere in between.

There has been a war in the press between Pratham's supporters and detractors. Pratham and its advocates assert that the Read India Campaign has resulted in large increases in child literacy. Several detractors claim that Pratham programs, by pulling attention away from the schools, are in fact causing significant harm to the students. Unfortunately, this battle is being waged using instruments of analysis that are seriously flawed. The ultimate victim is the public who is looking for an answer to the question: Is Pratham helping its intended beneficiaries?

This report uses sophisticated statistical methods to measure the true impact of Pratham programs. We were concerned about other variables confounding previous results. We therefore conducted a survey in these villages to collect information on child age, grade-level, and parents' education level, and used those to predict child test scores.

Table 1: Reading outcomes

Key Independent Variable: Reading classes are the treatment; the analysis tests the effect of these classes on reading

Control Variables: Independent variables other than the reading classes that may influence children's reading outcomes

Dependent Variables: Reading Level and improvement in Reading Level are the primary outcomes in this analysis.

Statistical Significance: The corresponding result is unlikely to have occurred by chance, and thus is statistically significant (credible)

	Level		Improvement	
	(1)	(2)	(3)	(4)
Reading Classes	-0.68 **	0.04	0.24 **	0.11
	(0.0829)	(0.1031)	(0.0628)	(0.1081)
Previous Reading Level		0.71 **		
		(0.0215)		
Age		0.00		-0.01
		(0.0182)		(0.0194)
Sex		-0.01		0.05
		(0.0469)		(0.0514)
Standard		0.02		-0.08 **
		(0.0174)		(0.0171)
Parents Literate		0.04		0.13 **
		(0.0457)		(0.0506)
Constant	2.82	0.36	0.37	0.75
	(0.0239)	(0.2648)	(0.0157)	(0.3293)
School-type Controls	No	Yes	No	0.37

Notes: The omitted category for school type is "Did not go to school". Reading Level is an indicator variable that, 1 if he knows the alphabet, 2 if he can recognize words, 3 if he can read a paragraph and 4 if he can read a full story.

Looking at the table, we find some positive results, some negative results and some "no-results," depending on which variables we control for. The results from

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column (1) suggest that Pratham's Program hurt the children. There is a negative correlation between receiving Pratham classes and final reading outcomes (–0.68). Column (3), which evaluates improvement, suggests impressive results (0.24). But looking at child outcomes (either level or improvement) controlling for initial reading levels, age, gender, standard and parent's education level–all determinants of child reading levels–we found no impact of Pratham Programs.

Therefore, controlling for the right variables, we have discovered that on one hand, Pratham has not caused the harm claimed by certain opponents, but on the other hand, it has not helped children learn. Pratham has therefore failed in its effort to convince us that it can spend donor money effectively.

Discussion Topic 4

1. What type of evaluation is this report utilizing?
2. What represents the counterfactual?
3. What are the problems with this type of evaluation?

	Methodology	Description	Who is in the Comparison Group?	Required Assumptions	Required Data
Quasi-Experi-mental Methods	Pre-Post	Measure how program participants improved (or changed) over time.	Program participants themselves—before participating in the program.	The program was the only factor influencing any changes in the measured outcome over time.	Before and after data for program participants.
	Simple Difference	Measure difference between program participants and non-participants after the program is completed.	Individuals who didn't participate in the program (for any reason), but for whom data were collected after the program.	Non-participants are identical to participants except for program participation, and were likely to enter program before it started.	After data for program participants and non-participants.
	Differences in Differences	Measure improvement (change) over time of program participants relative to the improvement (change) of non-participants.	Individuals who didn't participate in the program (for any reason), but for whom data were collected both before and after the program.	If the program didn't exist, the two groups would have had identical trajectories over this period.	Before and after data for both participants and non-participants.
	Multivariate Regression	Individuals who received treatment are compared with those who did not, and other factors that might explain differences in the outcomes are "controlled" for.	Individuals who didn't participate in the program (for any reason), but for whom data were collected both before and after the program. In this case data comprises indicators of outcomes, and other "explanatory" variables as well.	The factors that were excluded (because they are unobservable and/or have been not been measured) do not bias results because they are either uncorrelated with the outcome or do not differ between participants and non-participants.	Outcomes as well as "control variables" for both participants and non-participants.
	Statistical Matching	Individuals in control group are compared to similar individuals in experimental group.	Exact matching: For each participant, at least one non-participant who is identical on selected characteristics.	The factors that were excluded (because they are unobservable and/or have been not been measured) do not bias results because they are either uncorrelated with the outcome or do not differ between participants and non-participants.	Outcomes as well as "variables for matching" for both participants and non-participants.

Methodology	Description	Who is in the Comparison Group?	Required Assumptions	Required Data
	Propensity score matching: Non-participants who have a mix of characteristics which predict that they would be as likely to participate as participants.	The factors that were excluded (because they are unobservable and/or have been not been measured) do not bias results because they are either uncorrelated with the outcome or do not differ between participants and non-participants.	Outcomes as well as "variables for matching" for both participants and non-participants.	After controlling for the criteria (and other measures of choice), the remaining differences between individuals directly below and directly above the cut-off score are not statistically significant and will not bias the results. A necessary but sufficient requirement for this to hold is that the cut-off criteria are strictly adhered to.	Outcomes as well as measures on criteria (and any other controls).
	Instrumental Variables	Participation can be predicted by an incidental (almost random) factor, or "instrumental" variable, that is uncorrelated with the outcome, other than the fact that it predicts participation (and participation affects the outcome).	Individuals who, because of this close to random factor, are predicted not to participate and (possibly as a result) did not participate.	If it weren't for the instrumental variable's ability to predict participation, this "instrument" would otherwise have no effect on or be uncorrelated with the outcome.	Outcomes, the "instrument," and other control variables.
Experi-mental Method	Randomized Evaluation	Experimental method for measuring a causal relationship between two variables.	Participants are randomly assigned to the control groups.	Randomization "worked." That is, the two groups are statistically identical (on observed and unobserved factors).	Outcome data for control and experimental groups. Control variables can help absorb variance and improve "power."

Annexure 5: Sample Case Exercises

CERP Project and Data Management for
Impact Evaluation July 2012

Stata Beginners Training

Exercise 1

In this Exercise we will hone our skills on opening, saving and eye-balling the datasets and other basic operations.

Open Stata

1. Use sysuse auto to open the automobile dataset.
2. Save the dataset in Stata format on your desktop.
3. Read labels of all the variables to familiarize yourself with the data.
4. Use "describe" command to get information about all variables. How many variables are in integer format?
5. You will notice that the variable headroom has the Format 6.1f. What does this mean?
6. What is the character length of the variable make?
7. Now use the command codebook. What is the difference between codebook and describe?
8. What are the maximum and minimum values of the variable price? (Hint: use summarize command)
9. Browse the dataset and see what it represents.
10. Create a snapshot of the data.
11. Use edit window to change values of the variable Foreign.
12. Restore original data using your snapshot.
13. Count the number of observations in the data.
14. Make a frequency distribution of the variable Foreign. (It should show how many cars are foreign made and how many are domestic made.)
15. Go to edit window and delete some values in the variable Foreign.
16. Tabulate Foreign but this time also show the missing values.
17. Make a table of missing values in the entire dataset. (Miss table summarize)

CERP Project and Data Management for Impact Evaluation July 2012

Stata Beginners Training

Exercise 2

1. By referring to the help file, import the dataset excelauto.xlsx to Stata.

2. (a) Generate a new variable testing that is always takes the value 1.

   (b) Sort the data on the variable weight.

   (c) For the cases where the weight of the car is 3,000, replace the variable testing with 0.

   (d) Applying a label is a two-step process. We first define the label, giving it a name and assigning it parameters. In the second step we apply these newly defined labels to a variable of our choice (for us it will be the variable testing).

      (i) Define a variable by the name of testingweight, which assigns a label of "not 3,000" when a value is 1 and "3,000" when a value is 0.

      (ii) Now apply this label to the variable testing.

3. (a) Now generate another variable testing2 which is always equal to testing.

   (b) For testing2, replace its values with a numeral 2 where the weight of the car is 2,500.

   (c) As testing2 seems more comprehensive than testing, drop the variable testing.

   (d) Rename testing2 to testing.

   (e) Updating the existing label testing weight: We want to update the label defined previously to incorporate the changes that we have made to testing2. We want this label to assign "3,000" when a value is 0, "2,500" when the value is 2 and "other weight" when the value is 1.

   (f) Browse for the cases where the weight is either less than 2,500 (excluding 2,500) or more than 3,000 (excluding 3,000) and confirm that the label on testing2 is "other weight."

   (g) Drop observations for which testing2 is greater than 2. (Hint: Check the number of observations before and after dropping. Do they change?)

(h) Keep only those observations where the weight is either 3,000 or 2,500. Use drop command again to achieve this.

4. (a) Clear the existing dataset.

(b) Using sysuse command open auto dataset.

(c) Sort the dataset on price.

(d) Reorder the variables such that the first three variables are in the following order:

- Car type
- Turn circle, and
- Price

Annexure 6: Training Assistant Checklist and Timeline

1. Send confirmation to TAs

2. Share background readings on logic frameworks

3. Software session work plans and exercises

4. Training schedule

5. Case studies

6. Exercises

7. Solution of case studies and exercises

8. Modified exercises and solutions

9. Group member lists

10. Registration, time keeping duties

11. Evaluation forms

	WEEK 5	WEEK 4	WEEK 3	WEEK 2	WEEK 1	COURSE First Day	COURSE Last day
Identify TAs and send confirmation	←→						
Share background readings on logic frameworks	←→						
TAs leading software sessions to submit work plan and exercises		←→					
Share schedule, case studies and exercises		←→					
Time given to solve exercises and submit solutions	←→						
TAs to submit case study and exercise solutions			←→				
Share solutions of case study and exercises			←→				
Get feedback on difficulty level of exercises and case studies			←→				
Modify exercises in light of feedback				←→			
Share modified exercises and solutions				←→			
TA training on conducting case study and discussion sessions					←→		
Assign group and share group members information					←→		
Assign registration, time keeping, etc, duties					←→		
Give evaluation forms					←→		
Collect evaluation forms							←→
Get participant feedback							←→

Annexure 7: Detailed Training Assistant Guide

TA Role

Guide participants through the learning process.

TA Objective

Help participants central course concepts

- Importance of TAs
    o Key part of training to ensure participants understand the concepts they are taught
    o Lead case studies and facilitate development of M&E/RCT presentations
    o The expertize of a TA can make or break the quality of the training experience for participants
- TA Opportunity
    o Learn
    o Build your own capacity to teach
    o To get connect with the IPA/J-PAL/CERP network
    o Get connected with potential future partners
- Roles of TAs
    o Lead Sessions: Teach case studies, lead exercises and facilitate presentation preparation
    o Act as a resource–in terms of knowledge, experiences and skills
    o Guide participants to complete specific tasks
- Objectives of TAs
    o Ensure all group members understand core concepts
    o Ensure participants of all group members
    o Guide RAs in completing specific tasks and exercises
    o Reinforce what was learned in lectures
    o Complete planned activities in the agenda
    o Help participants LEARN

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- Role of TA is not to
  - o Display his/her own knowledge
  - o Do the task for participants
- Preparation is all important
  - o Know your group members: organizations, skill levels, motivations
  - o How to facilitate discussions
  - o Review background resources for developing evaluations/RCTs for presentations
  - o Complete and practice exercises

Key Teaching Concepts

- TA will need to consider the level of knowledge and skills of participants and teach appropriately
- Point participants to the correct answers (don't give them the answer)
- Ask questions that facilitate the conversation and the reinforcement of correct concepts
- If participants are misunderstanding or are unable to understand concepts, make sure to correct them in a polite but firm manner
- If TA don't understand, he/she should not hesitate to ask someone else
- Motivate participants
- Participants are colleagues; recognize that everyone has something to contribute
  - o Prepare case studies and background materials
  - o Review background resources for developing evaluations/RCTs for presentations
  - o Complete and practice exercises before the training

During sessions

- Introduce lesson objectives and key concepts to be explored
- Focus on teaching points

ABDUL LATIF JAMEEL
Poverty Action Lab
TRANSLATING RESEARCH INTO ACTION

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clear
Regional Centers for
Lerning on Evaluation and Results

- Keep on schedule
- Randomly select participants and ask key questions to review their understanding before proceeding
- Draw on the experience and knowledge of participants and guide them to apply lessons to demonstrate key concepts
- Encourage participants to take notes
- At the end of each session, ask what they have learned and/or reiterated what they have learned

Common issues

- One person dominates the conversations
- Someone not participating/understanding
- TA not sufficiently prepared
- Group runs overtime and does not complete all tasks

Required Readings for TAs

- *RCT Methodology Manual*
- Case studies and case study teach notes
- *Logic Model Guide* printout
- *Logical Framework Guide* printout

Sample One Day Workshop Agenda

Fourth International Conference of SLEvA on "Evaluation for Change" Sri Lanka, July 27, 2013							
Professional Development Workshop on Designing and Managing Impact Evaluations							
Start	*End*	*Duration*	*Topic*	*Speaker*	*Activity*	*Material*	*Details*
08:00	08:45	0:45 hrs	Registration				
8:45	9:05	0:20 hrs	Introduction		Presen-tation	Slides	Introduction to CLEAR South Asia and overview of the workshop
9:05	10:30	1:25 hrs	Evaluation Frameworks and Theory of Change		Presen-tation	Slides	What is evaluation, importance of M&E, designing logical frameworks/ theory of change and Spandana case study
10:30	11:00	0: 30 hrs	TEA BREAK				
11:00	12:15	1:15 hrs	Evaluation Methods		Presen-tation	Slides	Overview of non-experimental, quasi experimental, and experimental methods of evaluation
12:15	13:00	0:45 hrs	Evaluation Methods– Case Study		Group Exercise	Hand-outs	Group exercise on applications and advantages/ limitations of various evaluation methods
13:00	14:00	1:00 hrs	LUNCH				
14:00	15:30	1:30 hrs	Measuring Impact		Presen-tation	Slides	Presentation of how to measure outcomes and indicators taking into account reliability and validity

Start	End	Duration	Topic	Speaker	Activity	Material	Details
15:30	16:00	0:30 hrs	TEA BREAK				
16:00	17:00	1:00 hrs	Data Collection and Data Analysis and Managing Data		Presen-tation	Slides	Presentation of how to collect good quality data and how to analyze the data collected accurately
17:00	17:20	0:20 hrs	Going Digital: Innovative Measurement Technologies		Presentation and Interactive Discussion with Parti-cipants	Slides and Q&A Discus-sion	Discussion on use and application of digital data collection methods
17:20	17:30	0:10 hrs	Closing Remarks				

Sample Five Day Course Agenda

	Monday July 8, 2013	Tuesday July 9, 2013	Wednesday July 10, 2013	Thursday July 11, 2013	Friday July 12, 2013
J-PAL South Asia's Executive Education Course in Evaluating Social Programs, July 8–July 12, 2013*					
9:30–11:00	Welcoming Remarks and Expectations Survey Lecture 1: What is Evaluation?	Lecture 3: Why Randomize?	Lecture 5: Sampling and Sample Size	Lecture 6: Threats and Analysis	Lecture 8: Project from Start to Finish Haryana Education Project
11:00–11:15	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11:15–12:30	Group Work on Case Study 1: Theory of Change: Women as Policymakers Decision on Group Project	Group Exercise A: Random Sampling	Group Work on Presentation: Randomization Design	Group Work on Presentation: Threats and Analysis	Feedback Survey
12:30–1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15–2:30	Lecture 2: Measuring Impact	Lecture 4: How to Randomize?	Group Exercise C: Sample Size Estimation	Lecture 7: Scaling up	Group Presentations

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* Magnolia Hall, India Habitat Centre, New Delhi, India

	Monday July 8, 2013	Tuesday July 9, 2013	Wednesday July 10, 2013	Thursday July 11, 2013	Friday July 12, 2013
2:30–2:45	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
2:45–4:00	Group Work on Case Study 2: Why Randomize: Learn to Read	Group Exercise B: Randomi-zation Mechanics	Group Work on Presentation: Power and Sample Size	Group Work on Presentation Finalize Presentation	Group Presentations Closing Remarks
4:00–5:15	Group Work on Presentation: Theory of Change, Research Question, Indicators-	Group Work on Case Study 3: How to Randomize: Extra Teacher Program Primer on Sample Size	Group Work on Case Study 4: Deworming in Kenya Primer on Sample Size		