**This is a sample syllabus that is largely indicative of the course, but specific times and dates will be subject to change**

**Instructor:** Professor Scharbatke-Church (Cheyanne.Church@tufts.edu)

**Course:** Design & Monitoring of Peacebuilding and Development: DHP 225M

**Office:** Mugar 251E

**Classroom:** Cabot 205

**Study Groups:** Crowe Room (most days, see schedule for exceptions)

**Class Times:** 9.00 – 12.00 (table below, which may be subject to change)

**TA/RA:** Anna Jacobson (Anna.Jacobson2@tufts.edu)

**Course Overview**

The course, Design & Monitoring (DM) of Peacebuilding and Development, will explore the early components of the program cycle, beginning with peacebuilding theories that underpin program design and ending with the development of high quality indicators for monitoring and the various forms of accountability. The core concepts of DM will be applied primarily to international development and peacebuilding programming. This uniquely practical course should be taken by any student wishing to work in the development or peacebuilding field. This class is a prerequisite for the module Evaluation of Peacebuilding and Development for Practitioners and Donors which are both prereqs for the Advanced Evaluation module (DHP 225M). Completion of the three part series is a prerequisite for entry into the evaluation independent study group.

**Course Structure & Schedule**

All students, regardless of section, will attend the same morning lecture(s) in Cabot 205. Each student will also be assigned to an optional, afternoon study group with the professor.

DHP 225M is made up of 13 classes (or lectures) of one hour and fifteen minutes per class, running from August 15 until August 26, 2016. To enable this intensive structure, the course will have a few days where there are two lectures; as per the lecture schedule table below. Attendance at class is required.

Students are encouraged to take notes in class using pen and paper. Laptops will be permitted but those students are asked to sit at the back of the room to diminish the disruption caused to the rest of the class.

Classes will be held: 9.00 – 10.15 & 10.30 – 11.45 except on Day 1 which is 9.30 – 1.30 including a welcome lunch.
Illustrative *lecture schedule*:

<table>
<thead>
<tr>
<th>Lecture Number</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Lecture 1</td>
<td>Mon. Aug 15</td>
<td>9.30 – 1.30 (including lunch)</td>
</tr>
<tr>
<td>Lecture 2 &amp; 3</td>
<td>Tue. Aug 16</td>
<td>9.00 – 12.00</td>
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<tr>
<td>Lecture 4</td>
<td>Wed. Aug 17</td>
<td>9.00 – 10.15</td>
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<tr>
<td>Lecture 5 &amp; 6</td>
<td>Thurs. Aug 28</td>
<td>9.00 – 12.00</td>
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<tr>
<td>(Quiz #1 in 6)</td>
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<tr>
<td>Lecture 7</td>
<td>Fri. Aug 19</td>
<td>10.45-12.00</td>
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<tr>
<td>Assignment #1 due</td>
<td>Sunday, Aug 21</td>
<td>Noon!</td>
</tr>
</tbody>
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**Week 2**

| Lecture 8      | Mon. Aug 22  | 10.45 - 12.00   |
| Lecture 9      | Tues. Aug 23 | 9.00 – 10.15    |
| Lecture 10 & 11| Wed. Aug 24  | 9.00 – 12.00    |
| Lecture 12     | Thurs. Aug 25| 10.45-12.00     |
| (Quiz #2)      |              |                  |
| Lecture 13     | Fri. Aug 26  | 9.00 – 10.15    |
| Assignment #2 due | Tues, Sept 6 | 10am EST       |
| Peer Review    | Fri., Sept. 9| 10am EST        |

**Study Group Discussions & Schedule***

Students will be assigned to one of four optional study groups. The study group discussions are intended to apply concepts and entertain questions in a small group format with dedicated time with the Professor. Each study group session will be divided into 3 parts; the first two will focus on the practical application of specific themes and the final segment will be open for questions. A group *focal point* will be selected for each group to act as a coordinator and point of contact for incoming student’s questions about how to function in the school. A student volunteer will take notes of the discussion and post it on Trunk. All other students will be asked to use pen/paper for note taking; no laptops will be permitted in study group.

Each group will meet for 45 minutes every other day in the *Crowe Room* (with a few exceptions). The table below indicates which groups meet on each day, the themes to be covered and location. Attendance is optional; though students are asked to attend the group they have been assigned. Discussions will start at 1.30 and 2.20. For example where it states ‘A & B’ under Study Group in the left column below, Group A will meet at 1.30 and Group B will meet at 2.20.

*Specific meeting times/locations are subject to change*

<table>
<thead>
<tr>
<th>Study Group</th>
<th>Date</th>
<th>Themes</th>
<th>Room</th>
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<tbody>
<tr>
<td>A &amp; B</td>
<td>Tues. Aug 16</td>
<td>Group work skills &amp; Types of Change</td>
<td>M231</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>Wed Aug 17</td>
<td>Group work skills &amp; Types of Change</td>
<td>Crowe</td>
</tr>
<tr>
<td>A &amp; B</td>
<td>Thurs. Aug 18</td>
<td>Design Terms &amp; Great Goals</td>
<td>Crowe</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>Fri. Aug 19</td>
<td>Design Terms &amp; Great Goals</td>
<td>Crowe</td>
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<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>A &amp; B</td>
<td>Mon. Aug 22</td>
<td>Change pathway &amp; Assumptions</td>
<td>M231</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>Tues Aug 23</td>
<td>Change pathway &amp; Assumptions</td>
<td>Crowe</td>
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<tr>
<td>A &amp; B</td>
<td>Wed Aug 24</td>
<td>Monitoring plan &amp; Indicators</td>
<td>Crowe</td>
</tr>
<tr>
<td>C &amp; D</td>
<td>Thurs. Aug 25</td>
<td>Monitoring plan &amp; Indicators</td>
<td>Crowe</td>
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**Supported Learning Opportunities**

The application of design concepts is harder than grasping the meaning of the concept. Therefore, in addition to class and study group time there will be two out-of-class opportunities provided for students to get additional support.

1. **Office Hours:** Professor Scharbatke-Church will offer office hours in Mugar 250A as time permits. The specific times will be posted on her door and students can sign up on a first come, first serve basis. **Students are requested to be conscientious to others and remove themselves from the list if they no longer able to meet as hours tend to fill up.** After August 28th, office hours will continue virtually on Skype. Sign-up instructions and expectations for virtual office hours can be found at: [http://doodle.com/uzprt3vfxizhxt2](http://doodle.com/uzprt3vfxizhxt2)

   On Friday, August 26th, there will be an hour and a half drop-in office hour to discuss the final assignment. Time and location TBD.

2. **Trunk Discussion:** There will be an online discussion forum hosted on the class Trunk site. This will help address questions about concepts discussed in class, quiz or worksheet questions, or general questions about assignments. Students can access the forum by signing into the class Trunk site, clicking on Forums on the left-hand side of the site, and either starting a new discussion or adding to an existing one. Questions will be answered on the Forum so that all students are able to access the information.

**Course Requirements**

**Reading & Preparation**

You are expected to **read** 3-4 texts on average per class: typically this amounts to between 50-75 pages. It is anticipated that students will be prepared for class in such a way that they can apply the material to the course discussion. Your participation in class is critical to your ultimate success in the course.

- **Worksheets (required, but not graded)**
  
  As part of class preparation a set of required **worksheets** are found on the trunk site. These are not graded, but required to be completed and submitted. On the front page of the worksheet each student should indicate their perception of their degree of understanding of the concepts after they have completed the worksheet and checked the answers where applicable. Please use the options in this key:

  - **Totally clear:** upon completing the worksheet and answer key where applicable, student feels that they have a strong grasp of the concept and its application. In other words “I’ve got this and can rock it out!”
  - **Clear:** upon completing the worksheet and answer key where applicable, student feels that the core point of the concept and application makes sense. In other words “I’m pretty clear, but no expert!”
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- Comme ci comme ça: upon completing the worksheet and answer key where applicable, students feels that their grasp of the concept and/or application is so-so. In other words, “I wouldn’t want to have to explain what this means to someone else, but I’m not lost.”
- Hmmmm = upon completing the worksheet and answer key where applicable, student feels that the concept or its application are not clear. In other words, “I do not get it!”

The worksheets are intended to give students an opportunity to apply the concepts discussed in class. Past students have reported that the worksheets provide invaluable reinforcement and practice applying the concepts covered in the course. Students are encouraged to use the Trunk discussion, Study Groups or Office Hours to explore questions generated from the Worksheets in further detail or clarify concepts. They will not be covered in regular class time due to lack of time.

Note: Additional optional worksheets are also available on the Trunk site. Students are highly encouraged to use them to buttress their learning.

- Participation (10%): There are three elements to participation: contributions, professionalism and teamwork. Contributions: This grade is based on quality and consistency of contributions in all components of the course (the Trunk discussion forum, class time etc.). This should not be confused with pure quantity of contributions or assignment clarification/logistics questions, none of which contribute towards participation and may, in fact, diminish the quality of your participation. Professionalism: A student’s ability to be a self-organizing professional is considered as part of this grade. Teamwork: a confidential peer review of all team members will be submitted in hard copy to the Receptionist in the Hall of Flags by Friday September 9th at 10.00am EST utilizing the template provided.

- Quizzes (20%)
Two quizzes will be issued to test knowledge of core concepts and practice initial application.
- Quizzes will be held in class time and are closed book, though scrap paper is allowed. Quizzes must be taken on the same day and time as the rest of the class; absence will result in a zero. There is a demo quiz available on the Trunk site.

Worksheets*
- Required Worksheet 1: It’s All About the Change, Wednesday August 17
- Optional Worksheet A: More Types of Change, no due date
- Required Worksheet 2: Fluency, Thursday, August 18
- Required Worksheet 3: Marketing, Tuesday, August 23
- Required Worksheet 4: Great Managers Monitor, Wednesday, August 24
- Optional Worksheet B: More Monitoring, no due date

*Specific dates are subject to change and will be finalized closer to the start of the course
Assignment 1 (15%)
While the quizzes and worksheets will review students’ knowledge of core concepts, this assignment will test student’s ability to apply those concepts.

Assignment Overview: Acting as an implementing project team, students will provide feedback on the strengths and weaknesses of the original design. Written for the newly arrived Head of Programming, this in-house memo will be no longer than 3 pages, 1.5 spaced. A detailed assignment briefing is available on Trunk.

This assignment will be completed in small teams put together by the Professor. Worth 15% of the course grade, teams will submit one hard copy to Professor Church’s office. The memo is due Sunday, **August 21st by noon EST**.

*Specific dates are subject to change and will be finalized closer to the start of the course*

Final Assignment (55%)
While the quizzes and worksheets will review students’ knowledge of core concepts, the final assignment will test student’s ability to apply the concepts to real peacebuilding and development projects.

Assignment Overview: Acting as the same implementing project team, students will redesign the assigned project (same project as Assignment 1), including its monitoring plan, to adhere to quality DM concepts. The newly developed theory of change narrative will be no more than 8 pages, 1.5 spaced. The newly summarized proposal framework, visual representation of the theory of change, and monitoring plan will be provided in an additional appendix. A detailed assignment briefing will be provided on Trunk.

Worth 55% of your grade, the complete assignment is due **Tuesday September 6th by 10.00am EST**. It should be submitted in hard copy to the Receptionist in the Hall of Flags.

*Specific dates are subject to change and will be finalized closer to the start of the course*

In accordance with federal and state law, Tufts University provides for reasonable accommodation to students with documented disabilities. If you believe you have a disability requiring an accommodation, please contact Mary Dulatre, Registrar and Manager of Student Academic Programs, Goddard 212, (617) 627-2405.

**Reading List**

*this is the August 2015 reading list, and is subject to change*

Students should follow the syllabus closely as there are frequently instructions labelled as ‘Professor’s Note’ within the reading list to guide students in what or how to read.
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The required material is available on the course Trunk site. All course materials can be downloaded from Trunk under the “Resources” section. If there is a problem with the Trunk site, students should alert the TA or pending the type of document find it on the Internet.

**Required readings** should be read closely and carefully. The readings that are highly recommended are quality contributions to the main idea, but could be reviewed more quickly. Optional readings are just that – optional pending your interest and time. Optional readings are not posted on Trunk; if students are interested and unable to find a reading please email the course TA.


**Recommended Peacebuilding and Conflict Pre-reading Material**

It is not anticipated that students will have done preparatory Design and Monitoring readings as the syllabus is systematically reviewed during the course. If, however, you are unfamiliar with conflict and/or peacebuilding concepts, you will benefit from gaining a basic familiarization with key ideas and terminology due to their niche particularity. There will be little time during the class to do additional reading so you are encouraged to tackle this before August 17. But please rest assured that the course and its concepts are applicable across the breadth of development assistance.

- Simon Fisher et al., *Working with Conflict: Skills & Strategies for Action* (London: Zed Books, 2000). This book is an excellent introduction to peacebuilding programming. Reading the full book is preferable but if time is limited focus on Chapters 1 and 2; explaining conflict and conflict analysis.  
- Lisa Schirch, *Conflict Assessment & Peacebuilding Planning: Toward a Participatory Approach to Human Security* (Kumarian Press, 2013), Chapter 1. Reading the full chapter is preferable, but if time is short please read pages 1-17. Please see the attached PDF entitled “Shirch Chapter 1”.  
- Beatrix Austin et al. [eds.], *Advancing Conflict Transformation: The Berghof Handbook II* (Opladen/Farmington Hills: Barbara Budrich Publishers, 2013). The entire book is available [online](http://www.barbara-budrich.de), but the below chapters are particularly recommended. Please note that this book assumes the above Fisher et al material has been reviewed.  
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Additional Useful Resources:
- American Evaluation Association website: www.eval.org
- The Evaluation Center at University of Western Michigan http://www.wmich.edu/evalctr/
- W.K. Kellogg Foundation evaluation resources: http://www.wkkf.org/resourcedirectory#pp=10&p=1&q=evaluation&f4=resources

Readings by Class

1. Course Overview: Mon., August 16
   ➢ Learning Objective: students will have an understanding of the learning objectives, expectations, format and requirements of the course

   Professor’s Note: Prior to class, reflect on whether the Concept Note below reflects a well-designed program. Take notes on your rationale for why and why not and bring to class prepared to discuss.

   • Modified by Scharbatke-Church, Concept Note, Establishing systems to ensure and manage peaceful political protest in Bahrain, 2012
   • DM 2015 Course Syllabus. Note that hard copies will be given out on Day 1 of class.

2. Visionary Aspirations: Tues., August 16
   ➢ Learning Objective: to ground the course in the macro framework currently meant to drive foreign assistance

   Professor’s Note: when reading the material for this class reflect on the following questions:

   • What is the ‘end-state’ that peacebuilding or development is working towards?
   • Is it possible to define this ‘end-state’? If so, what is it? If not, what is the alternative?
   • Is it feasible to plan work to create this ‘end-state’?
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Professor’s Note: if you are not familiar with the Millennium Development Goals (MDGs) do review them and their background, as they are useful to know when considering the Sustainable Development Goals (SDGs).


- UN Millennium Development Goals. Available at: http://www.un.org/millenniumgoals/


Highly Recommended:

Optional:


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3. **At The Heart of the Matter:** Tues., August 16
   ➢ Learning Objectives: Pinpointing the role and types of change in analysis, design, monitoring, evaluation and learning (ADMEL) and an introduction to the technical vocabulary

   Church C. and M. Rogers. Types of Change Handout. (forthcoming) August 2015
   • This is draft content from a forthcoming chapter, therefore it is not for circulation or citation.

   **Professor’s Note:** identify the ‘is’ from the ‘should’ project cycle. Bring the ‘should’ version to class in hard copy if you wish to take notes on the document as we discuss it.

   • DME Project Cycle Depiction. Available as a handout on Trunk.
   • Quality Program Cycle. Available as handout on Trunk.

   **Highly Recommended:**


4. **Making Change Happen: The Main Point:** Wed., August 17
   ➢ Learning Objective: understanding the multiple iterations a theory of change can take, setting a goal as the lynchpin to quality design and developing the subsequent change pathway

   ❖ **Worksheet DUE: Worksheet #1: It’s all about the change**

   **Professor’s Note:** It is suggested that you read in the order provided below.


   USAID/CMM, Theories and indicators of change, March 2013, Read pages 13-26 and Appendix 1 (pages 29-101)

Scharbatke-Church, Program Design Guidance Notes for the International Centre for Transitional Justice, 2010: Read: pages 6-14 & 18-23

**Professor’s Note:** as you read this think about what it means for setting a goal


**Highly Recommended:**

**Professor’s Note:** this is not only highly entertaining; it speaks to the current status of the field.


5. **Making Change Happen: The Devil is in the Details:** Thurs., August 18

  ➢ Learning Objective: the ability to unpack assumptions, set appropriate dosage, engendering the theory of change and grounding design in evidence

  ✤ **Worksheet DUE: Worksheet #2: Fluency**

Scharbatke-Church, Program Design Guidance Notes for the International Centre for Transitional Justice, 2010: Read: pages 15-17 & 23-28

**Professor’s Note:** reflect on how you would alter the 5 design questions to apply to programming other than social protection

- ODI, How to design and implement gender-sensitive social protection programmes, 2010 Read pages 1-29 and give particular attention to Pages 17-29. Available at: [www.odi.org.uk/resources/docs/6262.pdf](http://www.odi.org.uk/resources/docs/6262.pdf). Also available on Trunk


[http://www.academia.edu/1899674/A_Framework_Document_for_Evidence-Based_Programme_Design_on_Reintegration](http://www.academia.edu/1899674/A_Framework_Document_for_Evidence-Based_Programme_Design_on_Reintegration)
Professor’s Note: The Evidence Aid site should be looked at after reading the above framework document. Poke around the site to identify if it would offer you evidence for program design. Why and why not?
• Evidence Aid: http://www.evidenceaid.org/

Highly Recommended:


Cartoonstock, Great Goal Example?


Optional:

More information may be found at www.theoryofchange.org

Bloomfield D. Martina Fisher and Beatrix Schmelzle Eds, Social Change and Conflict Transformation, Berghof Handbook Dialogue Series, Chapters:
• Schmelzle B., and David Bloomfield, Introduction: Approaching Social Change, Read pages 5-7
• Mitchell C., Conflict, Social Change and Conflict Resolution, An Enquiry
• Shapiro I., Extending the Framework of Inquiry: Theories of Change in Conflict Interventions
Available from: http://portals.wi.wur.nl/files/docs/successfailuredevelopment/NEWdialogue5_shapiro_comm.pdf


6. Theory of Change Practicum: Thursday., August 18
   ➢ Learning Objective: to develop student’s ability to apply design concepts.
Quiz #1: This quiz will focus on knowledge acquisition and cover all topics covered to date. It will consist of multiple choice and true/false questions.

Practicum: There is no new reading for the practicum.

7. **TOC Complexity & Theory of Change Archetypes:** Fri., August 19
   - Learning Objective: students will understand the need for complexity inherent in change processes and gain familiarity with TOC archetypes from other fields

*Professor’s Note:* Read this chapter first as it serves as an introduction


**Highly Recommended:**


Hendry. “Understanding and creating whole organizational change through learning theory.” *Human Relations*; May 1996.

8. **Marketing the Design:** Mon., August 22
   - Learning Objectives: familiarity with dominant proposal templates and ability to translate a theory of change


Optional:

Professor's Note: if you are familiar with the basics of logical frameworks this is an excellent, though not the most accessible document, that provides more context and variation to the utilization of logical frameworks.


- Learning Objectives: understanding the role of monitoring, the ability to develop a framework with an emphasis on the various dimensions of tracking

- Worksheet DUE: Worksheet #3: Marketing

Professor's Note: Read these documents in the order provided.


Scharbatke-Church, Monitoring Systems Handout, 2015 (forthcoming) –

**Professor’s Note:** for those interested in monitoring of service delivery this chapter should be read carefully, otherwise it should be considered a quick read.


**Professor’s Note:** This reading has to do with the application of conflict sensitivity to the full project cycle (including monitoring). The topic will receive limited attention in class due to lack of time; students should be familiar with the idea that conflict sensitivity applies to each stage of the project cycle.


**Highly Recommended:**

**Professor’s Note:** This very short, accessible piece offers an example of context monitoring in conflict situations.


**Professor’s Note:** For those who are committed to working in active conflict contexts then this paper is a must read:


10. **How Well Do We Know Our Change?**: Wed., August 24

    - Learning Objectives: SMART indicator purpose and development; the contextual vs. universal debate

Scharbatke-Church, Indicators: An Overview Handout

Church C. and M. Rogers. *Designing for Results: Integrating Monitoring and Evaluation in Conflict Transformation Programs.* SFCG, USA, March 2006. Read Chapter 4: Indicators

CRS, GAIN Indicators. **Read the Introduction, then pick 2 or 3 indicators that interest you and read the full section.**
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Professor’s Note: Read, at minimum, one of the following. For students more interested in governance please read the MSI document, while those interested in peacebuilding should review the Social Impact document below (all of the following are on Trunk):


Professor’s Note: Read the following three excerpts from articles at the same time and consider the pros and cons of universal indicators.


Highly Recommended:

Optional:

Laprise, A. Programming for Results in Peacebuilding: Objectives ‘Tree’ and Performance Indicators. Hull: Canadian International Development

Professor’s Note: This document offers more indicator examples for peacebuilding.

UNDP 2005, Governance Indicators: a User’s Guide
World Bank, Performance, Monitoring Indicators Handbook. Read pages 32-46


Learning Objective: thinking beyond social science data collection; connection between monitoring and design and evaluation; understanding the main challenges to conducting quality monitoring and how to translate a great plan into a proposal template

Worksheet DUE by end of day: Worksheet #4: Great Managers Monitor!

Professor’s Note: The following two pieces offer a taste of the various social science data collection tools and more recently developed collection means that can be considered in the development of a monitoring plan. Though both articles will need to be read closely in preparation for final assignment, if time is short for class, students can quickly review both to make sure they have an overview of data collection options.


Professor’s Note: The next two readings are segments of articles from the same journal volume and should be read at the same time.


Professor’s Note: read and respond to the questions in this one page mini-case and bring answers to study group.
- Lillie Ris, Housing Example, 2013

Highly Recommended
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Professor’s Note: For an example on how monitoring data is to be utilized read the following pages from the European Sourcebook.

- Sourcebook on Results based Management in the European Structural Funds, Read Pages 207 – 215. Available at: http://www.coprbm.eu/?q=node/630

Optional:


   - Learning Objective: clarity on meaning and options for implementation of downward accountability within DM

   - Quiz #2: This quiz will focus on knowledge acquisition and application and will cover all topics covered since the start of the course. It will consist of multiple choice and true/false questions.


Featherstone, Andy, Improving Impact: Do Accountability Mechanisms Deliver Results?, Christian Aid, Humanitarian Accountability Partnership and Save the Children, 2013. Read: Executive Summary

Professor’s Note: Read at least one of the follow two examples of downward accountability in action:

- Jacobs & Wilford, Listen First: a pilot system for managing downward accountability in NGOs, 2010

Professor’s Note: for those interested in a career in the humanitarian field please read these two recent blogs to gain a sense of the state of the humanitarian field on this issue:
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Optional:


13. Internal & Upward Accountability & Closing: Fri., August 26
   - Learning Objective: how to develop and deliver quality reporting practices

Professor's Note: Read the documents in the order listed here


Professor’s Note: reflect on how well the principles and guidance laid out in the above two documents is represented in this sample quarterly report. Come to class ready to discuss.
   - Justice League Fiji Quarterly Report

Professor’s Note: Review the following sample reporting templates of USAID and DFID. Reflect upon: How confident are you that you understand what they are asking and would be able to respond?

For Closing: please come to class with the 3 most important things that you will take away from the course and the 1-3 outstanding points that you would like to learn more about.