The Fletcher School, Tufts University  
Fall 2012  
Location: M235, M-W, 11:05-12:20

Instructor’s Information:

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For any questions about concepts, assignments or data, please sign up for office hours. If you cannot make office hours during the pre-assigned time slot, please e-mail Professor Aker with the header “Office Hours Meeting”. Professor Aker will not be able to respond to individual e-mails with questions about readings, class concepts, assignments or tests.

Course Objectives:

One of the primary challenges for policymakers, development practitioners, donors and non-governmental organizations is understanding what policies and interventions are the most effectiveness in improving the welfare of the world’s poor. While monitoring and evaluation (M&E) is useful in determining whether a program is on the “right track”, this does not tell us whether a particular intervention, policy change or program actually causes changes in development outcomes. Yet such information is crucial in the context of limited financial and human resources.

The objective of this course it to provide students with a set of theoretical, econometric and practical skills to estimate the causal impact of a policy or program, with a particular focus on development programs. Examples will be drawn from a variety of sectors, including agriculture, health, education, markets, microfinance and governance. The course will also attempt to go beyond estimating the simple causal effect (often termed the “black box” of impact evaluation) to identifying the channels and mechanisms through which the causal effect was achieved.

The course will introduce students to a variety of econometric techniques in impact evaluation and a set of analytical skills that will assist them in becoming both consumers and producers of applied empirical research in development. Students will not only learn how to critically analyze evaluation research and judge how convincing it is in establishing a causal relationship, but also use these skills to conduct an impact evaluation of an existing development project. The curriculum will be very applied.
Learning Outcomes:

By the end of this course, a student should be able to:

- Understand the value and practice of impact evaluation within the development community.
- Understand and apply a variety of quantitative methods for estimating the impact of a development program, including randomized evaluations, quasi-experimental designs (regression discontinuity design and difference-in-differences) and non-experimental approaches (matching and instrumental variables).
- Critically analyze impact evaluation research and gauge the validity of the findings.
- Understand and apply evaluation design for development projects.
- Calculate the costs and benefits to different development interventions.
- Analyze existing data from a development project using impact evaluation techniques.

Pre-requisites:

Introductory econometrics (EIB E213) or an equivalent intermediate econometrics course is required. Econometrics may not be taken concurrently with this course, as lectures and assignments will assume a certain level of econometrics and STATA that will not be covered until later in the semester in EIB E213. All relevant econometric concepts will be reviewed as they arise, but the reviews will be brief.

Methods of Instruction:

Concepts will be presented in class via lectures and case studies, which will also serve as the basis for class discussion and small group activities. Lectures will present key topics and summaries of the readings and will be posted on Trunk on the day of class. Case studies will highlight research from Africa, Asia, and South America and cover programs related to agriculture, education, governance, health and microfinance. Group work (in terms of problem sets and a group project) will provide hands-on experience with research design and data analysis.

Requirements and Grading:

There will be four practical problems sets, two exams and one group research project. Grades will be calculated based upon the following criteria:

Problem sets: 25%
Exams: 35%
Final project: 40%

While technical concepts and readings will be presented in lecture, other aspects of the course will focus on a discussion of the readings. Students are expected to prepare for class by completing the required readings before each class, attending each class and actively participating in class discussion. A formal grade will not be provided for participation, but full and thoughtful class participation (ie, a meaningful contribution to critiques and ideas discussed in class) will improve your grade if you are on the margin (ie, an A from an A-, an A- from a B+).
The problem sets will be posted on Trunk and due 7-10 days later. These problem sets can be submitted in a group of no more than five people.

The research project will be due at the end of the semester, with intermediate deliverables throughout the semester. The two main deliverables for the research project will be a presentation and a consultancy report. Students will be offered a choice of datasets from field projects from different international organizations, as well as the necessary program documents (project document, results framework, indicators, questionnaires and the evaluation reports). The group will:

- Review the necessary program documents, logical framework and evaluation data
- Choose at least one (1) aspect of the project on which to analyze the causal impact
- Clean the project dataset
- Analyze the impact of the program using one or more of the econometric impact evaluation techniques learned in class
- Present the findings to outside reviewers in a colloquium
- Write a group consultancy report for the organization in question, summarizing the findings and their group’s recommendations for future evaluations of the project (but avoiding technical jargon)

This group project should be thought of as an in-class consultancy for an actual development organization. Certain organizations (the World Bank, IFPRI, IRC, CRS) have kindly agreed to share their datasets and program documents with the class, and they have identified a contact person who can answer necessary questions (within reason). For this reason, we are unable to share these datasets with other parties without the permission of the organization, and we cannot share our findings with other individuals (other than the organization).

Certified auditors will be accepted depending upon the class size. Auditors will need to attend each class, complete the readings and hand in all problem sets.

**Incubator Course for the Capstone Project**

As of the 2012/2013 academic year, Fletcher has moved to a capstone project to replace the traditional thesis. EIB E247 is an “incubator course” for the capstone project. Students who are interested in using their final project for their capstone requirements will need to build upon their group work (presentation and group consultancy report) and write a 25-page econometric research paper. The paper should use the group analysis as a basis, but will need to significantly expand upon the econometric analysis and use technical jargon.

**Texts and Reading Materials:**

This course will draw heavily from the following readings:


The first two documents provide a nice overview of impact evaluation and are, in general, quite intuitive (although the second document is more technical than the first). However, you cannot and should not rely on these documents alone; you need to read carefully and understand the “econometric language of impact evaluation” that is presented in the final two documents, as well as more technical readings. MHE is available at the Coop in Harvard and online for a reasonable price. The Ravallion reading will be uploaded onto Trunk.

Each class will also draw on several technical and applied readings as specified in the syllabus. Students are responsible for reading the required materials (marked with a *) and are encouraged to read the recommended readings, some of which will be used for in-class case studies. If a required reading is not posted on Trunk, it can be downloaded from the relevant online journal via the Tufts library.

**Important or Unusual Dates**

Due to some travel for fieldwork, there will be one (1) class during the semester that will not be held. We will make up this class during an additional class at the end of the semester. While the official final class of the semester is on Monday, December 10th, due to the nature of the final project, we will have a colloquium on Friday, December 7th, which will last most of the day. This is an additional class and attendance at this last class is required. Please note this date accordingly.

- Monday, October 8th: No class because of school holiday
- Wednesday, October 10th: No class because of Aker travel
- Monday, November 12th: No class because of school holiday
- Friday, December 7th: Colloquium class
- Monday, December 10th: Last class
Course Outline

I. Introduction to impact evaluation in economic development

*GMPRV, Chapters 1 and 2.

*KKH, Chapter 2.


II. Causal Inference and the Econometrics of Impact Evaluation

*GMPRV, Chapter 3.

*MHE, Chapters 1-2.


III. Randomized Evaluations I: The Econometrics of Randomized Evaluations

*GMPRV, Chapter 4

*KKH, Chapter 3


*MHE, Sections 3.2.1, 3.2.2 and 4.4.3.


*STATA Handout.


IV. Randomized Evaluations II: Evaluations in Practice


V. Regression Discontinuity Design (RDD)

*GMPRV, Chapter 5
*KKH, Chapter 7 (pp. 103-109)
*MHE, Section 6.1.


VI. Differences-in-Differences

*GMPRV, Chapter 6
*KKH, Chapter 5.

de Janvry, Alain, Craig McIntosh, and Elisabeth Sadoulet, "The Supply and Demand Side Impacts of Credit Market Information", forthcoming in *Journal of Development Economics*


VII. **Matching and Propensity Score**

*GMPRV, Chapter 7*

*KKH, Chapter 4.*

*MHE, Sections 3.3.1., 3.3.2 and 3.3.3.*


VIII. **Instrumental Variables**

*KKH, Chapter 6.*

*MHE Sections 4.1., 4.4.1.-4.4.2.*
IX. Cost Benefit Calculations


X. Data Quality and Attrition and Power Calculations


XI. Power Calculations


XII. Reporting Impact Evaluation Results
A Guide to Critically Reading Impact Evaluations

As you read the articles assigned for this course, please keep the following questions in mind:

**Main Research Questions**

1. What is the main research question being asked in this paper? Do you think that this question is interesting from both a development and policy perspective?
2. What is the main causal question being asked in the paper? (This should be of the form: “What is the effect of $X$ on $Y$?” Make sure that you can identify the $X$ and $Y$)
3. What are the other variables ($Z$) that can affect $Y$? Which of these are observable? Which are unobservable?

**Study Design and Identification Strategy**

4. How do the authors identify the causal effect of $X$ on $Y$? (Note: Clearly state how the counterfactual is constructed. This should refer to the “treatment group” and “control group”)
5. Who is the treatment group? Who is the control group?
6. If the study used randomization to construct a counterfactual, answer the following questions:
   - What units did the program randomize across?
   - Are there any potential concerns with this randomization approach?
   - Did the randomization “work”? How do you know?

**Findings, Internal and External Validity**

7. What are the key findings of the paper? Are these effects economically and statistically important?
8. What are the main threats to internal validity of the findings? (Are the falsification tests and robustness checks convincing?)
9. What are the limits to external validity?
10. Would you recommend that this program be expanded to other areas or countries? Why or why not?
11. Is this the best way to answer the causal question of interest? Is there a better methodology, sample or context?
12. The economic impact of modern retail on choice and innovation in the EU food sector. Figure 93: 2004-2012 data set: Growth of supermarkets by CSA type (local level) CAGR across 4 MS sample (source: EY analysis based on © Nielsen Trade Dimensions) .

157. Figure 94: 2004-2012 data set: Growth of discount stores by CSA type (local level) CAGR across 4 MS sample (source: EY analysis based on © Nielsen Trade Dimensions) .

158. Figure 95: 2004-2012 data set: Average sales area for hypermarkets by MS (local level) CAGR for 4 MS sample (source: EY analysis based on © Nielsen Trade Dimensions)

Certainly development increases the rent of urban sites fantastically, but its effect on rural rents depends on the rate of technical progress in agriculture, which Malthus and Ricardo both greatly underestimated. If we assume technical progress in agriculture, no hoarding, and unlimited labour at a constant wage, the rate of profit on capital cannot fall. On the contrary it must increase, since all the benefit of technical progress in the capitalist sector accrues to the capitalists. Marx’s interest in the surplus was ethical as well as scientific.


This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models. EIB E247: Econometric Impact Evaluation for Development. Course Description. The course will cover econometric impact evaluation theory and empirical methods for measuring the impact of development programs (including randomization, difference-in-differences, regression discontinuity, and propensity score matching). The curriculum will combine theory and practice. The primary objectives of the course are to provide participants with the skills to understand the value and practice of impact evaluation within development economics, design and implement impact evaluations and act as critical cons