

**DUKE UNIVERSITY**  
**Duke Center for International Development (DCID)**  
**Sanford School of Public Policy**

**Summer 2011**  
July 5<sup>th</sup> to July 29<sup>th</sup>

**Executive Development Program**

*for*

Officials from USAID

**Applied Cost-benefit Analysis & Cost-Effectiveness Analysis**

**SYLLABUS**

**WEEK ONE: DAY ONE, Tuesday, July 5<sup>th</sup>**

**Session One: introduction and overview**

This session presents an overview of the Program structure and examines the role of applied cost benefit analysis (CBA) and cost-effectiveness analysis (CEA) in allocating public funds for development projects.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 1 & 2, pages 27 to 42 & Belli, P. et al. 2001, Chapters 1 & 2, & Boardman, A. et al. 2011. Chapter 1.

**Additional suggested readings:**

- Belli, P. et al. 2001. Appendix 1A & Layard, R. & Glaister, 1994, Cost-Benefit Analysis, Second edition, Cambridge Press & World Bank, 2010, Cost-Benefit Analysis in World Bank Projects, IEG, World Bank & Natsios, A., 2010, The clash of the counter-bureaucracy and development, Center for Global Development (CGD),

**Session Two: integrated approach to project appraisal**

This session presents an integrated approach to project appraisal: financial analysis, economic analysis and distributive analysis. Also, this session discusses sensitivity, scenario and risk analysis.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 3 & 4, pages 43 to 52 & Harberger, A. 2008. USAID CBA lecture, Part 1, Profiles, Foreign exchange and capital & Boardman, A. et al. 2011. Chapter 2.

**Additional suggested readings:**

- Lomborg, B. 2009. Global crises, global solutions, 2<sup>nd</sup> edition, Cambridge Press & Mishan & Quah. 2007. Cost benefit analysis, Routledge

**Session Three: pre-assessment**

In this session, a pre-assessment of project appraisal knowledge is administered.

**Session Four: administrative orientation**

In this session, there will be a brief administrative orientation.

**Session Five: selection of case studies for analysis**

This session discusses the major case study that **all** participants must successfully complete.

**Required readings:**

A handout on the data requirements for the major case study (To be distributed)

**WEEK ONE: DAY TWO, Wednesday, July 6<sup>th</sup>**

**Sessions One & Two: constructing financial cash flows**

This session introduces the basic principles for constructing financial cash flows.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 6, pages 64 to 84 & Tham, 2004, Chapters 3, 4 & 5 & Belli, P. et al. 2001, Chapter 4

**Session Three: alternative points of view**

This session examines projects from the perspectives of the key stakeholders.

**Required readings:**

- USAID Appraisal Guidebook, 2008, Part 6, pages 82 to 84 & Belli, P. et al. 2001, Chapter 3

**Session Four: sensitivity analysis with EXCEL**

This session demonstrates the construction of preliminary tables and the use of sensitivity analysis in EXCEL by conducting one-way and two-way tables. Also uses EXCEL to calculate the time value of money (TVM)

**Required readings:**

- Belli, P. et al. 2001, Chapter 11 & Handouts and class exercises

**Session Five: opening reception**

**WEEK ONE: DAY THREE, Thursday, July 7<sup>th</sup>**

**Sessions One & Two: cost-effectiveness principles**

This session presents the basic principles of cost-effectiveness analysis.

**Required readings:**

- Belli, P. et al. 2001, Chapter 7, pages 73 to 82 & Boardman, A. et al. 2011, Chapter 18 & Gray, A. et al. 2011, Applied methods of cost-effectiveness analysis, Oxford, Chapters 1 & 2.

**Additional suggested readings:**

- Gold et al, 1996, Cost effectiveness in health and medicine, Oxford Press

**Session Three: applied welfare economics: demand, supply and market equilibrium**

This session introduces the basic principles of demand, supply and market equilibrium.

**Required readings:**

- Boardman, A. et al, 2011, Chapter 3

**Session Four: CBA & Monitoring and evaluation (M & E)**

This session examines the basic principles of monitoring and evaluation (M & E), and its relationships to CBA and CEA.

**Required readings:**

- Imas, L. & Rist, R, 2009, Road to results: Designing and conducting evaluations, World Bank

**Session Five: applied case study in computer lab: Vietnam sugar project**

In this session, participants will apply the knowledge and skills on the Vietnam sugar project. Using an EXCEL template, they will reconstruct the relevant cash flow tables.

**WEEK ONE: DAY FOUR, Friday, July 8<sup>th</sup>**

**Session One: cost-effectiveness principles (Continued)**

This session presents the basic principles of cost-effectiveness analysis.

**Required readings:**

- Belli, P. et al. 2001, Chapter 7, pages 73 to 82 & Boardman, A. et al. 2011. Chapter 18 & Gray, A. et al. 2011, Applied methods of cost-effectiveness analysis, Oxford, Chapters 1 & 2.

**Additional suggested readings:**

- Gold et al, 1996, Cost effectiveness in health and medicine, Oxford Press

**Session Two: investment criteria**

This session presents the concepts on time value of money (TVM), and assesses the strengths and weaknesses of the common investment criteria: NPV, IRR, BCR and payback period.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 5, pages 53 to 63

**Session Three: applied welfare economics: consumer and producer surpluses**

This session discusses the measurement of welfare with consumer and producer surpluses.

**Required readings:**

- Boardman, A. et al, 2011, Chapter 3

**Session Four: general review**

This session reviews the concepts that have been covered during the week.

**Session Five: Group meetings and discussion on case studies**

In this session, the groups discuss their progress on the case studies (financial analysis).

**WEEK TWO: DAY ONE, Monday, July 11<sup>th</sup>**

**Session One: Quiz One**

**Session Two: applied welfare economics: taxes and subsidies**

This session discusses the welfare impacts of taxes and subsidies.

**Session Three: impacts of inflation and modeling foreign exchange**

This session explains why it is important to construct cash flows in nominal terms and if appropriate, in the local currency. It discusses the impacts of inflation on the valuation of the cash flow profiles, presents the Purchasing Power Parity (PPP) theory on foreign exchange rates, and demonstrates the modeling of the nominal and real foreign exchange profiles.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 6, pages 84 to 90 & Annexure 7A1, pages 97 to 107 & Part 6, pages 86 to 90

**Session Four: Vietnam Sugar Case Study**

Participants work on the Vietnam Sugar Case Study

**Session Five: Group meetings and discussion on case studies**

In this session, the groups discuss their progress on the case studies (financial analysis).

**WEEK TWO: DAY TWO, Tuesday, July 12<sup>th</sup>**

**Session One: Introduction to global value chain analysis**

This session provides an introduction to global value chain analysis.

**Required readings:**

- Powerpoints

**Session Two: class presentation, Vietnam sugar project**

In this session, a selected participant will present the results of the analysis of the Vietnam sugar project. The class will interpret and discuss the results.

**Session Three: Principles of risk analysis**

This session discusses the principles of risk analysis.

**Required readings:**

- Belli, P. et al. 2001, Chapter 11 & OECD, 2009, Managing risk in agriculture: a holistic approach, OECD Publishing

**Additional suggested readings:**

- Hardaker, J. et al. 1997. Coping with risk in agriculture, CAB International & Morgan, M. & Henrion, M. 1990. Uncertainty: A guide to dealing with uncertainty in quantitative risk and policy analysis, Cambridge Press & Vose, D. 2008, Risk analysis, Third edition, Wiley

### **Sessions Four & Five: Monte Carlo simulation**

This session presents the basic principles of risk analysis and Monte Carlo Simulation.

#### **Required readings:**

- Manual for Crystal Ball Software & Handouts for modeling

#### **Additional suggested readings:**

- Bowerman, B. 2005. Forecasting, time series and regression, Fourth edition, Thomson

## **WEEK TWO: DAY THREE, Wednesday, July 13<sup>th</sup>**

### **Session One: applied welfare economics: controlled prices**

This session analyzes the welfare impacts of goods that have controlled prices.

#### **Required readings:**

- Handouts, to be determined

### **Session Two: Harberger's three postulates**

This session discusses Harberger's framework for project appraisal with the three postulates.

#### **Required readings:**

- Harberger, A. Three basic postulates for applied welfare economics: an interpretive essay, Journal of Economic Literature, Vol. 9, No.3, (Sep., 1971), 785-797

### **Session Three: valuing non-traded goods**

This session presents the principles for valuing non-traded goods.

#### **Required readings:**

- USAID Appraisal Guidebook, 2008, Part 11, pages 161 to 182 & Belli, P. et al. 2001, Chapter 5

### **Session Four: group meetings and discussions on case studies**

In this session, the groups discuss their progress on the case studies (financial analysis).

### **Session Five: preliminary presentation of analysis of group projects**

In this session, the groups will present their preliminary analysis on the case studies.

## **WEEK TWO: DAY FOUR, Thursday, July 13<sup>th</sup>**

### **Session One: group meetings and discussions on case studies**

In this session, the groups discuss their progress on the case studies (financial analysis).

**Session Two: valuing traded goods**

This session presents the principles for valuing traded goods.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 10, pages 150 to 160

**Session Three: CBA & Monitoring and evaluation (continued)**

This session examines the basic principles of monitoring and evaluation (M & E), and its relationships to CBA and CEA.

**Required readings:**

- Imas, L. & Rist, R, 2009, Road to results: Designing and conducting evaluations, World Bank

**Session Four & Five: group meetings and discussions on case studies**

In this session, the groups discuss their progress on the case studies (economic analysis).

**WEEK TWO: DAY FIVE, Friday, July 13<sup>th</sup>**

**Sessions One & Two: contingent valuation**

This session presents the basic principles of contingent valuation

**Required readings:**

- Powerpoints

**Session Three: Liberia pepper case study**

In this session, participants discuss the Liberia pepper case study. The case study focuses on improving the livelihood of poor households by encouraging the farming of peppers.

**Session Four: general review**

This session provides a general review.

**Session Five: group meetings and discussion on case studies**

In this session, the groups discuss their progress on the case studies (risk analysis).

**WEEK THREE: DAY ONE, Monday, July 18<sup>th</sup>**

**Session One: Quiz Two**

**Sessions Two & Three: Food security and income generation**

These two sessions discuss issues related to food security and income generation.

**Required readings:**

- Powerpoints

**Session Four & Five: cost recovery options, applied case study in computer lab: Hyderabad water project**

In this session, participants will apply the knowledge and skills on the Hyderabad water project. Using an EXCEL template, they will reconstruct the relevant cash flow tables.

### **WEEK THREE: DAY TWO, Tuesday, July 19<sup>th</sup>**

#### **Sessions One & Two:**

These two sessions discuss issues related to agricultural productivity and sustainability.

#### **Required readings:**

- Powerpoints

#### **Session Three: economic opportunity cost of labor**

This session presents a methodology for estimating the economic opportunity cost of labor.

#### **Required readings:**

- Harberger, A. 2008. USAID CBA lecture, Part 2, Labor Market Issues.

#### **Session Four: national parameters in project appraisal**

This session examines the role of national parameters, such as the economic opportunity cost of capital and economic opportunity cost of foreign exchange, in project appraisal.

#### **Required readings:**

- USAID Appraisal Guidebook, 2008, Annexure 1, pg 203 to 210 & Annexure 2, pg 211 to 214

#### **Session Five: group meetings and discussion on case studies**

In this session, the groups discuss their progress on the case studies (economic analysis),

### **WEEK THREE: DAY THREE, Wednesday, July 20<sup>th</sup>**

#### **Sessions One & Two:**

These two sessions discuss the doubly green revolution and the relationship between food security and nutrition.

#### **Required readings:**

- Powerpoints

#### **Sessions Three & Four: Rural electrification project in Tanzania**

This session presents the CBA for a rural electrification project in Tanzania.

#### **Required reading**

- Case study from Tanzania

#### **Session Five: group meetings and discussion on case studies**

In this session, the groups discuss their progress on the case studies (economic analysis),

### **WEEK THREE: DAY FOUR, Thursday, July 21<sup>st</sup>**

#### **Sessions One & Two: Global value chain analysis and CBA**

These sessions present case studies on the linkages between Global Value Chain (GVC) analysis and CBA.

**Required readings:**

- Case studies

**Sessions Three & Four: global health, case study one**

These sessions present a case study on a health project

**Required readings:**

- Belli, P. et al. 2001, Chapter 9 & Case study to be determined

**Additional suggested readings:**

- Miller, W. et al. 2006. Valuing health: for regulatory cost-effectiveness analysis, National Academies Press & Muennig, P. 2008. Cost-effectiveness Analysis in health, Jossey Bass

**Session Five: group meetings and discussion on case studies**

In this session, the groups discuss their progress on the case studies (economic analysis),

**WEEK THREE: DAY FIVE, Friday, July 22<sup>nd</sup>**

**Sessions One & Two: global health, case study two**

**Required readings:**

- Case study to be determined

**Sessions Three: Mushroom project in Kenya**

This session discusses a mushroom project in Kenya that provides alternative sources of income for disadvantaged women.

**Required reading:**

Case study on mushroom project in Kenya

**Session Four: Measuring economic benefits across various sectors and projects**

This session discusses various approaches for measuring benefits across a range of sectors.

**Required readings:**

- Harberger, A. 2008. USAID CBA lecture, Part 4: Applications to highway projects & Part 5: Applications to irrigation projects & Boardman, A. et al. 2011. Chapters 12 to 14

**Session Five: preliminary presentation of group projects**

In this session, the groups will present their preliminary analysis on the case studies.

**WEEK FOUR: DAY ONE, Monday, July 25<sup>th</sup>**

**Session One: distributive and stakeholder analysis**

This session discusses the issue of equity in project appraisal.

**Required readings:**

- USAID Appraisal Guidebook, 2008, Part 13, pg 186 to 191 & Belli, P. et al. 2001, Chapter 12 & Harberger, A. 2008. USAID CBA lecture, Part 3, Addressing social concerns

**Additional suggested readings:**

- Okun, 1975, Equality and efficiency: the big tradeoff, Brookings

**Session Two: basic needs approach**

This session compares and contrasts distributional weights with the basic needs approach.

**Required readings:**

- USAID Practitioners' Appraisal Guidebook, 2008, Part 13, pages 186 to 191
- Harberger, A. Basic needs versus distributional weights in social cost-benefit analysis, Economic Development and Cultural Change, Vol. 32, No. 3, (Apr., 1984), pp. 455-474

**Sessions Three & Four: CBA of household energy use**

These sessions discuss the impacts of household energy use.

**Required readings:**

- Powerpoints

**Session Five: Comprehensive review for final assessment**

Members of the Teaching Team will assist with the completion of the major case studies.

**WEEK FOUR: DAY TWO, Tuesday, July 26<sup>th</sup>**

**Session One & Two: Experiments and randomized trials**

This session discusses the role of experiments and randomized trials.

**Required readings:**

- Powerpoints

**Session Three: CBA of regulatory reform**

This session examines different approaches for conducting the CBA of regulatory reform

**Required readings:**

- Powerpoints

**Session Four: comprehensive review for final assessment (Quiz)**

**Session Five: preparation for final assessment (Quiz)**

**WEEK FOUR: DAY THREE, Wednesday, July 27<sup>th</sup>**

**Sessions One & Two: final assessment (Quiz)**

**Session Three: Poverty alleviation strategies**

This session presents recent research on poverty and discuss how the results can inform the design and implementation of poverty alleviation strategies.

**Required readings:**

- Powerpoint

**Session Four: meetings preparation for final group presentations**

Members of the Teaching Team will assist with the completion of the major case studies.

**Session Five: complete preparations for final group presentations**

**WEEK FOUR: DAY FOUR, Thursday, July 28<sup>th</sup>**

**Sessions One to Five: final group presentations**

The groups will present the results of their analyses of the major case studies.

**WEEK FOUR: DAY FIVE, Friday, July 29<sup>th</sup>**

**Session One: discussion: what are the key lessons learnt?**

This session reflects on the knowledge and materials covered in the Program. Also, it discusses the use of these ideas in improving the practice and implementation of project appraisal.

**Session Two: evaluation**

**Session Three: closing ceremony**

**Course Evaluations: 2011 Program on Applied Cost-Benefit Analysis and Cost-Effectiveness Analysis for USAID**

**Question 1: Overall Impression of Courses**

Please rate your overall impression of the courses, on a scale of 1 to 5.

(5 = Excellent, 1 = Poor).

<i>Level of Course for your Learning Needs</i>	<b>4.7</b>
<i>Range and Balances of Topics Covered</i>	<b>4.1</b>
<i>Overall Length of Courses</i>	<b>3.7</b>
<i>Amount of Required Reading</i>	<b>3.1</b>
<i>Emphasis on Case Studies</i>	<b>3.5</b>
<i>Emphasis on Policy</i>	<b>3.2</b>
<i>Emphasis on Administration</i>	<b>3.5</b>
<i>Emphasis on Practical Skills</i>	<b>3.4</b>
<i>Opportunity for Class Discussion</i>	<b>3.9</b>
<i>Overall Relevance / Usefulness of Courses</i>	<b>4.3</b>

**Question 2: Faculty Teaching Effectiveness & Overall Value of Courses**

Please rate the faculty and individual courses on a scale of 1 to 5.

(5 = Excellent, 1 = Poor)

<i>WK1 Joseph Tham: Integrated approach to project appraisal: Case Study</i>	<b>4.0</b>
<i>Introduction to EXCEL modeling and time value of money</i>	<b>3.8</b>
<i>Applied Case Study: Vietnam Sugar Project</i>	<b>3.6</b>
<i>WK1 DNS Dhakal: Constructing financial cash flows</i>	<b>4.0</b>
<i>Applied Welfare Economics: Demand, supply and market equilibrium</i>	<b>4.0</b>
<i>WK1 G.P. Shukla: Alternative points of view in appraisal</i>	<b>4.2</b>
<i>WK1 Sandeep Bhattacharya: Investment Criteria</i>	<b>3.9</b>
<i>Applied Welfare Economics: Consumer and producer surpluses</i>	<b>3.9</b>
<i>WK1 Lora Sabin: Cost effectiveness principles</i>	<b>3.9</b>
<i>WK1 Catherine Elkins: CBA &amp; Monitoring and Evaluation (M &amp; E)</i>	<b>2.1</b>
<i>WK2 Fernando Fernholz: Impacts of inflation and modeling foreign exchange</i>	<b>4.3</b>
<i>WK2 Valuing Traded Goods</i>	<b>3.9</b>
<i>WK2 Applied Case Study: Liberia Pepper</i>	<b>3.8</b>
<i>WK2 Joseph Tham: Applied Case Study: Hyderabad Water Project</i>	<b>3.6</b>
<i>WK2 Principles of Risk Analysis</i>	<b>3.7</b>
<i>WK2 Mohammad Ahmed: Applied Welfare Economics</i>	<b>3.7</b>

<i>WK2 DNS Dhaka: Monte Carlo Simulation</i>	<b>3.8</b>
<i>WK2 G.P. Shukla: Harberger's Three Postulates</i>	<b>4.2</b>
<i>WK2 Valuing Non-Traded Goods</i>	<b>4.0</b>
<i>WK2 Sandeep Bhattacharya: Applied Welfare Economics: Taxes and Subsidies</i>	<b>4.0</b>
<i>WK2 Catherine Elkins: CBA &amp; Monitoring and Evaluation (M &amp; E)</i>	<b>2.4</b>
<i>WK2 Marc Jeuland: Contingent Valuation (part 1)</i>	<b>3.9</b>
<i>Contingent Valuation (part 2)</i>	<b>3.8</b>
<i>WK3 George Place: Food Security and Income Generation (part 1)</i>	<b>3.1</b>
<i>Food Security and Income Generation (part 2)</i>	<b>2.9</b>
<i>Agricultural Productivity and Sustainability (part 1)</i>	<b>2.4</b>
<i>Agricultural Productivity and Sustainability (part 2)</i>	<b>2.4</b>
<i>WK3 G.P. Shukla: Economic Opportunity Cost of Labor</i>	<b>3.9</b>
<i>WK3 Graham Glenday: National Parameters in Project Appraisal</i>	<b>3.8</b>
<i>WK3 Robert Patterson: Doubly Green Revolution</i>	<b>2.4</b>
<i>Food Security and Nutrition</i>	<b>2.4</b>
<i>WK3 DNS Dhaka: Income Generation Case Study</i>	<b>3.7</b>
<i>WK3 Mohammad Ahmed: Global Value Chain Analysis and CBA (part 1)</i>	<b>3.0</b>
<i>Global Value Chain Analysis and CBA (part 2)</i>	<b>2.8</b>
<i>WK3 Lora Sabin: Global Health Case Study (part 1)</i>	<b>4.1</b>
<i>Global Health Case Study (part 2)</i>	<b>3.8</b>
<i>WK3 Bibi Khan: Kenya Mushroom Case Study</i>	<b>3.4</b>

### Question 3: Administrative Staff

Please rate the administrative staff on their work with the program, on a scale of 1 to 5.  
(5 = Excellent, 1 = Poor).

<i>Derek DeLong (Program Coordinator): Approachability and responsiveness to participants.</i>	<b>4.7</b>
<i>Derek DeLong (Program Coordinator): Overall effectiveness.</i>	<b>4.7</b>
<i>Jessica Sapaugh (Program Coordinator): Approachability and responsiveness to participants.</i>	<b>4.6</b>
<i>Jessica Sapaugh (Program Coordinator): Overall effectiveness.</i>	<b>4.4</b>

### Question 4: Effectiveness of Program TA's

Please provide any feedback on the Program TA's here.

<i>Very available to help</i>
<i>Very responsible and helpful to say the least</i>
<i>Handled everything professionally and efficiently</i>
<i>Go Derek!</i>
<i>Very approachable and accommodative. Excellent</i>
<i>Very available any time that they are needed</i>

### Question 5: Additional Program Feedback

Please provide any additional program feedback here.

*The first two weeks were too intensive. We should also try to allow more time to allow student to work on the major cases with the help of a professor.*

*Really need to just face reality and have the first day being introductions, administrative training, and then an afternoon of Excel. I worked with 7 foreign nationals directly and they did not have basic excel skills down -- like using formulas, split screen, copy and paste, titles, setting up for printing, etc. You can use the same time to have the people who are fluent in excel doing the on-line module that none of us did or having any DC-FSO only meetings that might be useful. Several foreign nationals did not know who Radelet was/is. It may make sense to split and deal with the inevitable excel fluency issue directly. It bled into the weeks and week 3 someone asking me to give him a tutorial. He REALLY needed it and I respect him for asking. But we don't have much free time; so having me do continual excel skill upgrading in an unfair use of my time. Make the case study optional. Again -- there's a huge amount of heterogeneity in this group. The amount of time I wasted on this case study for the return is depressing. Especially because it detracted from me fully participating while in class and reviewing things in the evening. I feel like I have not mastered these topics because there wasn't time to review the material in the evening. I feel like I learned next to nothing from the case study and more effective use of EVERYONE's time would be to run through more models in template form.*

*I believe we are losing the big picture. I believe we should get what is possible to read every day and no more than that. We should have worked CBA cases in small groups with close mentoring. NO with all the class since some of us were behind a small group. We should have reviewed the quiz number 2 together in a class. There were unneeded lectures. The last we we should be reviewed the basics, trying to get everybody to get that (at least). tks*

*Good course*

*Make the program more focused and try to transfer skills and not bring the participants back to school.*

*Overall, I really enjoyed the program. Dr D and Joe were great and other speakers varied. I think the third week was basically a waste and would have liked to have spread out the first two weeks and gone a little slower and in more detail on those topics.*

*I agree with what seems to be the consensus of the class, that there were too many exams and that they were too long. I think it makes more sense to have 1/2 hour check in quizzes once or twice a week to make sure we are understanding the concepts. However, I think 2 - 3 hour tests every week is a bit of a waste of time. I also think the most useful part of the class is the hands on case study work. It would have been great to have more simple examples that we could do ourselves to help us outline each stage of the CBA process. I also think it would have been useful to have more time during the day to work on the big case study. The reading was also too much given the amount of work we needed to do on our case study.*

*Overall it was an excellent program. Some of the 3rd year could be improved. More time for practical application of the theoretical session should be put aside( or replace some of existing non-adapted sessions).*

*A very good course and probably the best USAID course given. Challenge, sharp learning curve, and usable. Would recommend that this course continue. Duke staff were very knowledgeable, experienced and approachable. The staff is the reason why the course was successful.*

*I already sent out a long e-mail to the professors about my general thoughts, but here are some condensed comments: \* The burden of work was simply too much. It was impossible for me to do all of the readings, work on the group project, attend class for eight hours a day, and study my notes at night to absorb all of the material. Strongly consider cutting down the mandatory readings and allow more time for the students to pursue individual study. I would have liked to study my notes at night and gain knowledge about CBA that way, but I was forced to continually read a stack of papers that did not help me as much as reviewing notes and presentations. \* Too much of the class was economics theory and too little focused on practical aspects of CBA. I would have liked to see the theoretical and practical aspects linked together in a more fluid manner. \* The professors went WAY too fast in going over the Excel files. It became a video game exercise in hand-eye coordination, not a good explanation of difficult concepts. They absolutely need to slow down by at least 50% next time, as going over the model was very valuable, but I don't know how to use it because the professor went too quickly. \* The entire third week had little to do with CBA. Strongly reconsider eliminating every session during that week (except for the National Parameters in Project Appraisal session) and spreading out the material covered in the first two weeks to the third week. Too many of the session had a "Peace Corps approach" and the case studies were not nearly as valuable as the other CBA sessions. \* The course as a whole was not well-targeted toward different groups of students. I don't have an economics background and I was placed in a class with economics Ph.D students attending courses that were targeted at a high level. As a result, I was completely lost a lot of the time. Consider splitting the entire CBA course into one for Economics backstops and one for everybody else. I learned a lot in the class, but I did not retain a lot of the information and a lot of it went over my head. \* The burden of tests and quizzes was too much. Have a pre-assessment and a final exam and that's it. Taking up class time with those lengthy quizzes was not appropriate, in my opinion.*

*With comments made here please restructure this good course*

*The quizzes were a very strange aspect to introduce to this training. They used a lot of time, were not related to the course material (only the Friday afternoon "review" sessions) and therefore felt "gamed" to raise M&E scores. Moreover, they were not graded clearly, with obvious arithmetic errors, so the results themselves were noisy. And since we didn't go over the answers in class, the quizzes took place in a vacuum and appeared to exist simply to "punish" us.*

**Course Evaluations: 2011 Program on Applied Cost-Benefit Analysis and Cost-Effectiveness Analysis for USAID**

**Question 2: Faculty Teaching Effectiveness & Overall Value of Courses**

Please rate the faculty and individual courses on a scale of 1 to 5.

(5 = Excellent, 1 = Poor)

*WK1 Joseph Tham: Integrated approach to project appraisal: Case Study*

**4.0**

We should spend more time on this topic to allow student to understand the different elements that are part of the integrated approach.

Should take time to explain concepts to students.

Focus the courses on what is relevant to improve skills for professionals of our levels.

Needs to be more systematic in presenting his topics. Pace the reading in such a way that people don't feel overwhelmed at last minute.

Too fast

Setting aside at least 15 minutes for Q&A after each lecture or session. Due to the level of topics to be covered, the pace was fast and furious and did not leave any time for discussion or Q&A.

*Introduction to EXCEL modeling and time value of money*

**3.8**

More time to master the application in excel.

All of the Excel sessions went too quickly. Next time, slow down the sessions because it is impossible to keep up with the professors and simultaneously learn the material.

This should be given more time as a basis for further work in the course

This could have gone much, much slower, with explanations about how and why we were entering each formula.

The excel sessions were very useful.

They made too many assumptions. Everyone was skilled to use EXCEL. The models that were used started with complicated cases like Sugar plant in Vietnam and move too simple cases. It should have been the other way around for learning process.

Too fast

The USAID EXCELL tutorial is a good introduction to this topic prior to the session. At least 20 minutes should be covered to introduce the topic and practice use of the modeling.

*Applied Case Study: Vietnam Sugar Project*

**3.6**

We needed more time to go over the material step by step process at the beginning.

The case study was fine, but we then blew through the Excel analysis for it without any chance to really examine what was going on.

It was good to see the case but having to complete it during the first week when the methodology was still new did not make it conducive to learn from.

Make the class stick to deadlines and actually submit a finished case, then go over suggested solution.

More such applied examples.

I think the Vietnam sugar was a bit of a lost teaching opportunity. This case study was a bit too complicated given how far along we were in the material, but I think it could have been simplified to help us understand the concepts.

Too complicated for first session practice. This Vietnam sugar case should have been the last when everyone has mastered the process. The session was seemingly a discussion among those who know and the instructors. There was no leveling of knowledge.

I would spread this case study over the first two weeks rather than trying to cram it into the first week.

We needed to do more analysis and discussion of the results

Excellent Session

*WK1 DNS Dhakal: Constructing financial cash flows*

**4.0**

Excellent teacher. Dr. D is the ultimate teacher - patient, interested, will not leave anyone behind and is available for remedial sessions 8-10pm daily and weekends.

Making the whole class go at the pace of the slowest class-member wasn't ideal. Maybe go over the basics without having the class follow along, then break into smaller groups with the TAs for a practical session.

Again, this went way too fast to be useful. Many people were struggling to catch up for a couple weeks after.

Give a little more time in the first week to allow the concepts sink in

He should have more time to go over the material. He is very sharp but he is always on time pressure to cover the material.

Very knowledgeable but still preoccupied by his image than by the necessity of transferring knowledge.

More time and analysis

*Applied Welfare Economics: Demand, supply and market equilibrium*

**4.0**

Spend more time or provide more practical background--I'm not an economist and it takes me a lot longer to understand this stuff.

Just give more time

The economics in this class rarely found the sweet spot. Trained economists were bored, non-economists were over their heads, and it rarely felt productive. I don't have an obvious suggestion to improve, it's always a challenge with a "mixed" crowd."

make it prerequisite

This session was a bit tricky since some of us are extremely well trained in economics while others are not. I'm not sure what the correct balance is on this but I think the presenter did a good job helping to bring the two extremes closer together.

More concentrated session on the applied courses than widespread attempt to transfer knowledge of everything in a short period of time

*WK1 G.P. Shukla: Alternative points of view in appraisal*

**4.2**

Excellent theoretical and practical skill. He should have more time also to go over his material.

Remain focused

*WK1 Sandeep Bhattacharya: Investment Criteria*

**3.9**

Do this right away first day

Very knowledgeable and fast in providing knowledge without considering that the audience was diversified

*Applied Welfare Economics: Consumer and producer surpluses*

**3.9**

Spend more time or provide more practical background--I'm not an economist and it takes me a lot longer to understand this stuff.

These sessions were very, very basic for the economists in the crowd.

More time

Remain focused. Avoid too much spread

*WK1 Lora Sabin: Cost effectiveness principles*

**3.9**

Dr. Sabin knew the material well, but I found her presentation too scattershot and unfocused. She could have focused the class discussion in a better way.

Very useful and great instructor.

Perhaps more concrete examples that USAID people might encounter - as primarily BS 11 and 21 people.

Could have provided more extensive examples which we could have used as a template. Just a summary of the results or an overview was not helpful for us to design our own CEA.

Excellent speaker  
Great presentations on CEA and good readings  
Good in her field  
Outstanding presentation particularly on this complex topic.

*WK1 Catherine Elkins: CBA & Monitoring and Evaluation (M & E)*

**2.1**

Did not connect very well to CBA. A lot of tangent discussions or examples. The more important question is how to leverage CBA in M&E.  
What was this about? All we did was have a sad sob session about how much the agency sucks.  
Just overhaul and let someone else do this. A strong case should be made to link CBA to M&E. Some basic knowledge on M&E must be given to participants to appreciate and link the two  
Don't see how it fit into overall picture  
This session should focus on demonstrating how CBA is linked to M&E activities. When it is appropriate to use CBA as an M&E tool. This was not well explained in the course  
  
Duplicated herself in two sessions. I was offended by the Green Revolution comment (supposedly GR bad) - glad Dr D was there to confront the comment. She needs to read Ruttan, Why Food Aid? read footnotes how Pres. Johnson used to monitor India crop report daily b/c he was so worried about them breaking the global food system with food aid needs  
  
Not sure she had established the link between M&E and CBA. Her presentation should be more structured.  
I didn't feel this session was particularly useful in our understanding of CBA.  
This was an interesting discussion but we get M&E training/exposure in other venues and I did not get the sense that it was really being tied in with CBA. One can make the connection between M&E and CBA fairly quickly - no need for two full sessions.  
Put the general concepts handy to the audience  
Very generic, Not specific or applicable.

*WK2 Fernando Fernholz: Impacts of inflation and modeling foreign exchange*

**4.3**

Run through example in excel together  
Good stuff, great presentation.  
More time  
More practical in class exercise would be useful.  
very good. He is a very professional person

*WK2 Valuing Traded Goods*

**3.9**

Maybe it just took a few times to sink in, but this had to be reviewed by the class more than once.  
More time  
This very important material could have been presented clearer.  
Run through example in excel together  
Link the theory and practice

*WK2 Applied Case Study: Liberia Pepper*

**3.8**

Don't recall this one  
Good stuff  
We need to think about how a CBA analysis doesn't take into account how a product can flood the market  
Too much spread and no one knew the essence of the project

*WK2 Joseph Tham: Applied Case Study: Hyderabad Water Project*

**3.6**

Excellent case study presented actually by Dr D.  
Too much spread

*WK2 Principles of Risk Analysis*

**3.7**

Run through more examples in excel together  
More time  
Too much spread  
More time (perhaps 30 minutes) need to be added to this session.

*WK2 Mohammad Ahmed: Applied Welfare Economics*

**3.7**

Don't recall this one  
Remain focused

*WK2 DNS Dhakal: Monte Carlo Simulation*

**3.8**

One of the highlights of the course. but why does Dr Dhakal always have to move so quickly through excel? The point is not necessarily to finish on time, the point is to help people understand & learn about how to work the process  
Could have spent more time using Crystal ball and learning about selecting distribution forms. When would a normal distribution or step, etc... be used.  
We did the simulation and then never followed it up with anything else in the class. Next time, try to integrate the simulation principles so we are not working in a vacuum with these isolated concepts.  
This session rushed we were not given enough time master.  
More time  
Remain focused  
Go Crystal Ball!  
Excellent - we need the software!  
Too short and fast. I think we could have cut out some other sessions and extended this because I don't feel as though an hour was enough to learn Monte Carlo. For example, I still don't know how to pick distributions etc. I really would have liked more on this topic.  
At least 30 minutes extra to practice this would be adequate. Perhaps the program could purchase the software for all participants to use outside the program (a group discount??)

*WK2 G.P. Shukla: Harberger's Three Postulates*

**4.2**

Well done  
Excellent sessions!!

*WK2 Valuing Non-Traded Goods*

**4.0**

Like tradables, this session could have been dramatically improved  
Run through example in excel together  
Good lectures

*WK2 Sandeep Bhattacharya: Applied Welfare Economics: Taxes and Subsidies*

**4.0**

Spend more time or provide more practical background--I'm not an economist and it takes me a lot longer to understand this stuff.  
Too many charts for non-economists. much of the coursework could have continued without confusing them about where to shift the D & S curves  
Very good professor. Very detailed and clear explanation of concepts.

*WK2 Catherine Elkins: CBA & Monitoring and Evaluation (M & E)*

**2.4**

Do away with this to create more time. The link between M&E and CBA can be done in one Lecture  
Again, didn't cover much about M&E  
Too generic, not concrete. No usable solutions offered.  
Needed better connection to CBA and also examples of how it could be interlinked to CBA.  
This was an interesting discussion but we get M&E training/exposure in other venues and I did not get the sense that it was really being tied in with CBA. One can make the connection between M&E and CBA fairly quickly - no need for two full sessions.  
Very focused on the M&E  
Not enough information was presented on integrating CBA in monitoring.

*WK2 Marc Jeuland: Contingent Valuation (part 1)*

**3.9**

Teacher needs to spend more time on this subject  
Very informative. Maybe have Dr Tham or Dr D chime in with how the specifics tie in directly to a CBA on agriculture projects.  
We wish we had more practical exercise on that one.  
Very useful session  
Good  
Talk about role of the Exxon case and what it meant for the methodology's validity

*Contingent Valuation (part 2)*

**3.8**

Do away with this to create more time for other important topics

*WK3 George Place: Food Security and Income Generation (part 1)*

**3.1**

Don't have these sessions  
Not relevant for this course  
This session was very interesting and I really enjoyed it - but it was not really tied in or related to CBA at all.  
Could be more useful if it were more adapted to USAID context.  
Nothing in these sessions related to CBA in the least. It's not exactly earth-shattering information that there are cheap, easily available solutions that can be locally implemented.  
Everything was taught from a Peace Corps volunteer point of view when the class is several steps above that. Cancel these sessions and replace them with more detailed explanation of CBA principles.  
Interesting topics, but did not link very well to CBA. Still recommend to have this part in the CBA training but better focus on how CBA could be utilized in food security programs.  
  
This was a good presentation and I think the class found it very informative overall, but the presenter did not bring the presentations full circle back to how it applies to CBA.

What was the relevance on CBA?  
The lecture was off subject

*Food Security and Income Generation (part 2)*

**2.9**

This session was very interesting and I really enjoyed it - but it was not really tied in or related to CBA at all.  
Don't have these sessions  
Do away with this topic  
Nothing in these sessions related to CBA in the least. It's not exactly earth-shattering information that there are cheap, easily available solutions that can be locally implemented.  
Everything was taught from a Peace Corps volunteer point of view when the class is several steps above that. Cancel these sessions and replace them with more detailed explanation of CBA principles.  
Interesting topics, but did not link very well to CBA. Still recommend to have this part in the CBA training but better focus on how CBA could be utilized in food security programs.  
  
This session should be revised and adapted to USAID CBA context.  
Good applied case in Africa  
What was the relevance on CBA?

*Agricultural Productivity and Sustainability (part 1)*

**2.4**

This session should be revised and adapted to USAID CBA context.  
Don't have these sessions  
These ag sessions were where the instructors lost the students. they seemed uninteresting and unrelated to CBA. they might better work in the Ag course, but it felt weird to fly through so much material in the first two weeks but then spend the third week just treading water.  
Nothing in these sessions related to CBA in the least. It's not exactly earth-shattering information that there are cheap, easily available solutions that can be locally implemented.  
Everything was taught from a Peace Corps volunteer point of view when the class is several steps above that. Cancel these sessions and replace them with more detailed explanation of CBA principles.

Interesting topics, but did not link very well to CBA. Still recommend to have this part in the CBA training but better focus on how CBA could be utilized in food security programs.

Put all these agriculture topics in one lesson and should just highlight the major issues and not indepth technology

Analyzing real projects.

This session should be revised and adapted to USAID CBA context.

This session was very interesting and I really enjoyed it - but it was not really tied in or related to CBA at all.

Good lecture

Suggest an ag economist specializing in food security next time - someone like Chris Barrett

These guys were nice but clueless

#### *Agricultural Productivity and Sustainability (part 2)*

**2.4**

Nothing in these sessions related to CBA in the least. It's not exactly earth-shattering information that there are cheap, easily available solutions that can be locally implemented.

Everything was taught from a Peace Corps volunteer point of view when the class is several steps above that. Cancel these sessions and replace them with more detailed explanation

Remove

Don't have these sessions

Interesting topics, but did not link very well to CBA. Still recommend to have this part in the CBA training but better focus on how CBA could be utilized in food security programs.

This session was very interesting and I really enjoyed it - but it was not really tied in or related to CBA at all.

It was focused and well structured

I don't think this was very relevant and the presenter was all over the place.

What was the relevance on CBA?

#### *WK3 G.P. Shukla: Economic Opportunity Cost of Labor*

**3.9**

More time

More time is needed to apprehend this concept.

#### *WK3 Graham Glenday: National Parameters in Project Appraisal*

**3.8**

Run through an example together

Don't recall this one

I wish that we had more time to spend on this topic; I found the lecture interesting.

This was irrelevant

#### *WK3 Robert Patterson: Doubly Green Revolution*

**2.4**

These sessions were simply horrible and a complete waste of time. Replace them with CBA principles.

Poor presentation style and meandering topic. Not useful at all.

Do away with this topic

This was not really tied in or related to CBA at all.

Don't have these sessions. Complete waste of time that could have been spent elaborating on previous sessions

Needed better linkage to CBA. How can we operationalize CBA in agriculture.

These presentations didn't seem relevant to CBA.

What was the relevance on CBA?

A bit off topic

#### *Food Security and Nutrition*

**2.4**

Not very relevant

Don't have these sessions. Complete waste of time that could have been spent elaborating on previous sessions

This was not really tied in or related to CBA at all.

These sessions were simply horrible and a complete waste of time. Replace them with CBA principles.

I don't remember this session.

What was the relevance on CBA?	
<i>WK3 DNS Dhakal: Income Generation Case Study</i>	<b>3.7</b>
Good case	
<i>WK3 Mohammad Ahmed: Global Value Chain Analysis and CBA (part 1)</i>	<b>3.0</b>
These concepts will be better when tied to concrete CBA examples.	
I was unimpressed by her knowledge of supply chains, I did not find these presentations as providing any value-added	
Rushed	
Make the content relevant to CBA. Provide tools and value chain analytical frameworks	
This was not really tied in or related to CBA at all.	
Need more experience on what she does	
<i>Global Value Chain Analysis and CBA (part 2)</i>	<b>2.8</b>
This was not really tied in or related to CBA at all.	
Put together with the first one and make it one lecture	
Need more work before presentation	
She was interesting speaker	
<i>WK3 Lora Sabin: Global Health Case Study (part 1)</i>	<b>4.1</b>
Change the approach. More practical application for students than lecture	
Good to apply concepts	
Well presented	
<i>Global Health Case Study (part 2)</i>	<b>3.8</b>
Combine with the first session	
Repetitive	
<i>WK3 Bibi Khan: Kenya Mushroom Case Study</i>	<b>3.4</b>
Good presentation and well presented	
Too much was spent on talking about how the program developed or how to set it up. The focus should be more focused on the technical aspects of developing a CBA and not the development of the project.	
Little to no relevance to CBA and too Peace Corps-centered. Replace entire session with more information on CBA principles.	
Good to hear what challenges are with implementing, but most of the class was in peace corps or runs into these challenges in their work with USAID. This was preaching to the choir.	
Excellent	
Roy was useful, Bibi was not.	