Guidance for Institutionalizing Monitoring and Evaluation (M&E), Use of Data, and Information Systems in Pre-Service Education for Social Workers

Introduction

Use of data is indispensable in today's social work practice. This reality is reflected in the International Association of Schools of Social Work (IASSW) Global Standards for Social Work Education, which state that schools must prepare students for the ethical use of technology in practice, including big data analysis. Producing graduates who can analyze and interpret data helps to ensure that social assistance and other related programming are designed, monitored, and evaluated according to evidence. This guidance is intended for educational institutions seeking to strengthen their existing coursework or, for those seeking opportunities for practical application of monitoring and evaluation (M&E), use of data, and information systems into pre-service curricula for students of social work and related disciplines.

This was derived from the Data for Impact (D4I) project's learning from activities in two countries where grants were provided to universities and technical colleges to review and improve their pre-service curricula. The process, steps, and resources described below are meant to help institutionalize the importance of preparing future social service workers to use information for decision making related to clients, programming, and policy. They are illustrated with concrete results and quotes from the Armenian and Moldovan experiences of creating new M&E courses, adapting M&E materials to embed within existing curricula, supporting internship opportunities, and providing continuing professional development for faculty and other teaching staff.

Background

D4I is funded by the United States Agency for International Development (USAID) and led by University of North Carolina at Chapel Hill (UNC) through Carolina Population Center, in partnership with Palladium, ICF, John Snow, Inc. (JSI), and Tulane University. Its mission is to support countries to realize the power of data as evidence that can improve programs, policies, and outcomes. D4I strengthens the technical and organizational capacity of local partners to collect, analyze, and use data, including innovative methods to generate strong evidence for health and child protection and care policy and programming. In Armenia, D4I has collaborated with the Ministry of Labor and Social Affairs (MOLSA) to strengthen foundations for improved collection, management, and use of quality routine data to support effective case management, thus improving the provision of child protection and care and partner coordination. In Moldova, D4I works with the Ministry of Labor and Social Protection, the National Social Assistance Agency, and the Territorial Social Assistance Structures to strengthen their use of data for decision making on behalf of children and families in need. In both contexts, there has been a focus on one-off and other in-service trainings in M&E and data use for this workforce, rather than through pre-service education. These efforts have proven inadequate in the face of high staff turnover within the social assistance sector, on top of recent social work graduates being hired with limited knowledge of data analysis, interpretation, and use.

Through a collaboration between key government institutions, local universities and technical colleges, D4I has helped facilitate adaptation of and instruction to the needs of the countries' social assistance sectors—and in line with global best practices. With small grants starting in 2022, D4I worked with Moldova State University (MSU) and Ion Creanga Pedagogical State University (ICSPU) to develop curricula, methodological guides, student handbooks,

and internship programs for the new M&E and data use curriculum. D4I reviewed and provided feedback on the materials and had regular discussions with the universities about the materials. The new courses are now part of ICSPU's bachelor's and MSU's master's-level social assistance programs, with MSU mainstreaming the M&E and data use curriculum into seven additional disciplines. ICSPU taught the course to its first cohort during the 2022-2023 academic year, with all students passing the course and completing a related internship. MSU initiated the course in the 2023–2024 school year, alongside related student internships. D4I also engaged with three additional universities—Alecu Russo Balti State University, Free International University, and State University of Medicine and Pharmacy 'Nicolae Testemitanu'—to develop similar courses, and MSU and ICPSU are mentoring three technical colleges—Alexei Mateevici, Iulia Hasdeu, and Vasile Lupu—for similar curriculum development. In 2024, D4I worked closely with all five universities to design and offer a continuing professional development pilot program for interested faculty, doctoral students, and other teaching staff to support them in delivering the new and revised course work in M&E.

Similarly in Armenia, D4I provided small grants to four institutions—the Armenia State Pedagogical University (APSU), National Institute of Labor and Social Research, Public Administration Academy of Armenia (PAARA), and Yerevan State University (YSU)—to develop M&E courses as part of their in-service and pre-service social work training curriculum. Over the course of a three-day training for instructors from these institutions, participants learned ways to integrate M&E into the curricula. As in Moldova, D4I reviewed and provided feedback during the curricula development process. By August 2023, all four Armenian institutions had developed new or updated existing M&E courses and modules and received approval to institutionalize the courses into their social assistance curricula. YSU approved the updated M&E course as an elective for disciplines. All institutions planned to teach the courses during the 2023–24 academic year.

Curriculum Review and Revision Process

In both countries, D4I assisted in a comprehensive curriculum review and revision process which consisted of the following steps:

1 **Review of existing pre-service curriculum in/related to M&E and data use**

This process was critical to understanding the current state of M&E training and identifying gaps in the curriculum that required enhancement. The university-led review was conducted using a combination of interviews with faculty members, surveys from students, and analysis of course syllabi and teaching materials. The goal was to map the competencies being developed in students against national and global standards for social work education, and included an assessment of:

- The department's education plan objectives and expected outcomes or competencies related to M&E for graduates
- Relevant courses/modules of the education plan aimed at achieving the expected outcomes and their content
- Teaching, learning and assessment methods, tools and materials used for each relevant training course/module
- Educational resources and infrastructure supporting the teaching and learning process
- Teaching staff engaged in training courses/modules and number of students enrolled and completing the respective courses/modules

- Gaps and challenges from the perspective of meeting expected outcomes and market needs, as well alignment to international best practices
- Identified areas for curriculum optimization or development (depending on whether the course is in place or requires development), highlighting the value-add and including the new or revised expected outcomes (competencies planned to be acquired); training courses/modules and brief description of their content; education level (bachelor's or master's degree); number of hours; estimated number of graduates; teaching staff needed; European Credit Transfer and Accumulation System (ECTS) credits
- Estimated time, cost, and resources for curriculum optimization or development and related materials (methodological guides, manuals, other materials, as needed)

2 | **Optimization or development (as applicable) of training courses/modules in M&E and data use**

In line with the results of the review above, national education framework plan, university and college internal curriculum development policies, and the D4I team's recommendations, this process involved designing new modules that integrated the latest methodologies in data collection, analysis, and interpretation—essential skills for social assistance professionals. Existing courses were revised to include more hands-on training elements, ensuring that theoretical knowledge was adequately supported by practical application. This phase involved iterative feedback loops where drafts of course content were reviewed by D4I experts and university and college faculty and staff. The D4I team provided technical expertise, training materials, and facilitated working sessions to enhance skills in M&E and data-driven decision-making. This combination of internal expertise and the support from the D4I project team was vital in enhancing the curriculum, improving institutional practices, and developing integrated information systems, ultimately driving the program's success and institutional advancement. As described by one representative from ICPSU, **"actually, the introduction of a new discipline in the plan of study…it's not an easy thing at all. It's a very complicated process because it is new discipline. We should find its place in the plan of study… [and have to make a case for the] new discipline."**

3 | **Institutionalization of the optimized or developed training courses/modules in M&E and data use through appropriate accreditation bodies according to the requirements of the relevant ministries (e.g., Ministry of Education) and university or college internal policies**

University and college faculty members were central to this process, contributing their expertise to curriculum review, design, and implementation of new M&E courses, while working to ensure alignment with national and international standards when integrating them into existing required curricula for social workers, pedagogues, and other related degree programs. The institutions' administrative and management teams provided crucial support in navigating academic approval processes, such as with relevant internal bodies like the university senate, and official approval of the curricula for specific qualifications, such as with the Ministry of Education and Research, which made the M&E coursework required for all future social pedagogues graduating from technical colleges in Moldova. As shared by one representative from YSU in Armenia, **"the university's decision to have [the M&E course] as [an] elective course for different professions, not only for the social workers [is important]. When […] social workers enter the field and have the [M&E] knowledge […], they are alone in the field. In 5–10 years we hope to have a community of different professionals who have skills, knowledge and understanding of [M&E]. That will be [an] improvement for the society and for data-based decision-making."**

The D4I team facilitated the organization of weekly working sessions with separate teams within the universities and colleges. These sessions were crucial in coordinating efforts between the team responsible for curricular aspects and the team focusing on institutionalization. The regular interaction facilitated by these meetings ensured alignment on program objectives, promoted seamless communication, and enabled real-time adjustments to strategies as necessary. This collaborative approach helped maintain consistency in implementing both curriculum enhancements and successfully working toward official approvals for either required or elective M&E coursework.

Supporting Internship Opportunities

Social work education places a significant emphasis on practical training through field education, recognizing its vital role in shaping competent and effective social workers. The International Association of Schools of Social Work (IASSW) acknowledges and promotes the importance of both field education and internship placements in the development of social work professionals. According to IASSW guidelines, field education and internship placements should encompass a range of experiences, including direct client interaction, community engagement, and collaboration with diverse populations. This multifaceted approach ensures that students are exposed to the complexities of real-world social work practice, preparing them for the challenges they may encounter in their future careers.

With support from USAID and D4I in Moldova, ICSPU and MSU also successfully implemented internship programs focused on M&E in the social assistance sector. Both universities´ programs aim to professionalize individuals in the fields of social work and services management, fostering solidarity and intervention on behalf of marginalized populations. The integration of M&E skills into field education and the internship placement is seen as crucial for graduates who will be responsible for checking program and service results, adapting strategies, and planning activities in their future roles. The goal of the internship program was to develop the ability of students to successfully undertake M&E-related tasks, specifically to:

- Demonstrate understanding of M&E principles and specific tasks
- Formulate and use indicators for measuring results
- Develop and use data collection tools in digital formats, e.g., Microsoft Excel
- Develop individual care plans for clients receiving social services and review them following formative evaluations
- Identify and apply strategies for improving data quality
- Identify and apply data analysis and visualization methods
- Participate in the development of analytical reports and informative notes

A total of 22 students (20 females and 2 males) from MSU's degree program in social services management (12) and ICSPU's social work degree program (10) participated in the M&E-focused internship. At MSU, the students carried out their internship in the third semester/second year of their master's degree program, whereas at ICSPU, bachelor's students completed their internship during their fifth semester/third year. The internship programs were organized and monitored by the respective departments within MSU and ICSPU, involving coordinators, supervisors, internship tutors, and student interns. Specific roles and responsibilities were defined for all those involved in the internship process, which spanned from the selection of institutions or base-units, appointing supervisors and

tutors, organization and monitoring of the internship process, initiation and final conferences, evaluation, and presentation of synthesis reports. Both internship programs were implemented over the course of a month, in collaboration with a variety of public and private institutions in Chisinau, Moldova, and surrounding areas. Table 1 summarizes the overall structure of the programs.

Table 1. Summary of internship program structure

Details	MSU	ICSPU
Length of internship (in weeks) and time frame	4.5 weeks, November to December 2023	4 weeks, February 2023
Credits earned per student	10 credits	8 credits
Types of field placements (public, not-for-profit/non-governmental organization)	• Directorate of Social Assistance, sect. Ciocana, Chisinau • Directorate for the Protection of Children's Rights, sect. Râscani, Chisinau • Directorate for the Protection of Children's Rights, Botanica sect., Chisinau • Directorate of Social Assistance and Family Protection, Ialoveni • Directorate of Social Assistance and Family Protection, Calarasi, General Directorate of Medical and Social Assistance, Chisinau • Family and Child Social Assistance Center (CREDO), Ungheni • "Optima Fide" Charity Foundation • A.O. Concordia • State Social Inspectorate • The Norwegian Refugee Council	• Directorate of Social Assistance, sect. Ciocana, Chisinau • Directorate of Social Assistance, sect. Buiucani, Chisinau
End product	• Presentation by student on activities undertaken during internship and related results, accompanied by a report • Closing session, with final evaluation rating students on a scale of 1 to 10	• Presentation by student on activities undertaken during internship, accompanied by a report • Oral questioning by academic and base-unit staff • Closing session, with final evaluation rating students on a scale of 1 to 10

During the internship, students engaged in practical activities such as data collection on social services, beneficiary categories, and service utilization over the past two years, analyzing annual reports, and developing practice portfolios. Over the course of the internship program, students were supervised directly by designated university staff and representatives of the base-units or host institutions. As shared by one MSU student intern, **"the most crucial aspect contributing to comfort in working with data in social services was, for me, having an experienced mentor who provided guidance and support in understanding M&E processes."** Students' engagement in scheduled activities and skill development were assessed on an ongoing basis, with a final presentation and evaluation that considers individual task results, supervisor, and coordinator feedback according to criteria set by the university. Both internship programs effectively contributed to the development of essential M&E-related competencies among social work and services management students. The comprehensive structure

and content, oversight and supervision, and key results demonstrate the programs' success in achieving their intended goal and objectives. As shared by representatives from both ICSPU and MSU,

> **"We know that the impact will be very great because now those students who graduate and enter the labor market, they will already have the skills [for] how to use the data and how to work with the data. This will also help in decision making on site and in developing programs because in [MoLSP's] RESTART reform, there will be a new component which will focus on making investments in the social assistance sector, and will need to be evidence based."** – ICSPU

> **"The impact will be very high because now those students who graduate and enter the labor market, they will already have the skills how to use the data and how to work with the data."** – MSU

Continuing Professional Development for Faculty and Staff

To ensure high-quality instruction in M&E at the university level, it is essential to invest in the continuous professional development of university teaching staff. In Moldova, D4I continued its partnerships with the five universities that integrated new M&E / data use modules in their curriculum by developing a faculty training program in advanced M&E, data use, and information systems. This pilot program brought together a total of 35 professors, doctoral students, and other teaching staff, in a set of interactive workshops organized by local, regional, and global D4I-engaged experts, reinforced by offline, small group work. Participation in the program was voluntary and made open to all interested staff linked to a social work or related department. The primary objectives of this program were to:

- Strengthen the capacity of university professors in the field of advanced M&E, use of data, and information systems for social assistance policy and programming
- Facilitate collaboration and knowledge exchange between professors from universities in and outside of the Republic of Moldova
- Enhance the quality of instruction in M&E through joint training, discussions, and feedback sharing
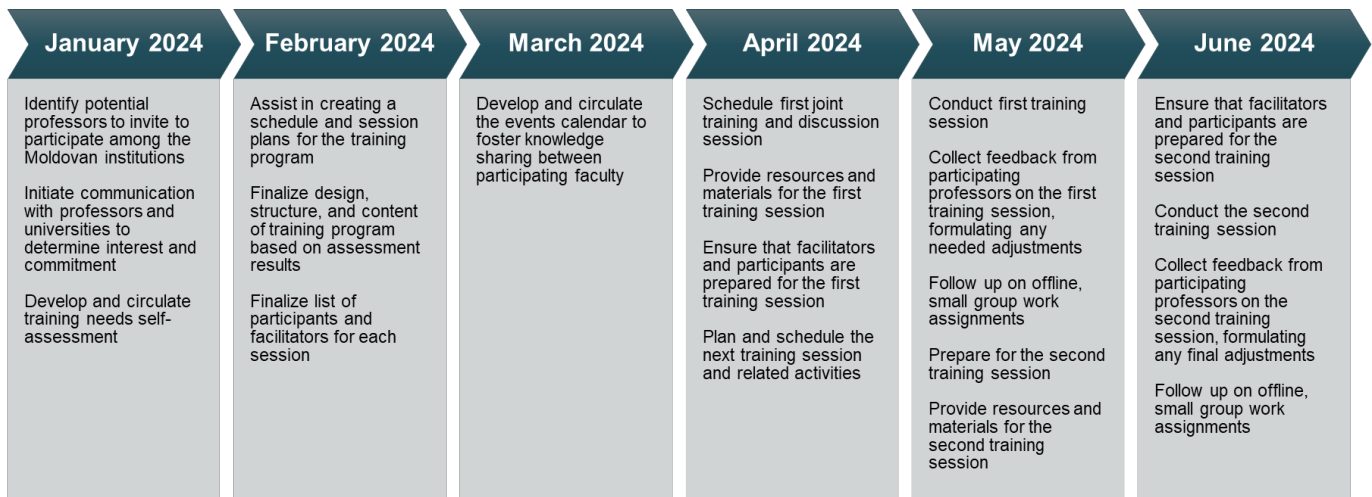
The program consisted of three components:

1) **Training needs assessment:** A comprehensive Training Needs Assessment (TNA) survey was conducted among professors, doctoral students, and other teaching staff from the five Moldovan universities to identify current strengths and gaps related to knowledge, skills, and attitudes related to integration of M&E and use of data and information systems in their teaching activities. The survey sought to understand various dimensions, including the importance of M&E, familiarity with key M&E principles and preparation for teaching these subjects, collaboration with colleagues in other disciplines, and institutional support. The survey revealed that a majority (77%, or 31 out of 40 respondents), considered M&E, data use, and information systems to be very important. However, less than half of respondents reported integrating these topics into their courses, and even fewer (25%) had ever attended a workshop, training, or seminar specific to these areas. Respondents were asked to prioritize among five topics for additional training which had been determined and pre-validated through a prior in-person workshop with university and departmental leadership from the universities.

2) **Joint training and discussion sessions:** The sessions took the form of webinars and offline small group work, following a timeline as shown below (Figure 1). The first webinar, held in May 2024, focused on assessing organizations and institutions for strategic planning and featured presentations by Dr. Anastasia Oceretnii, an associate professor from Moldova State University, and Dr. Nicoleta Neamțu, an associate professor from Babeș-

Bolyai University, Cluj-Napoca, Romania. The second webinar, organized on June 26, 2024, focused on developing and using indicators for monitoring progress in social assistance policies and programs. Presentations were delivered by Camelia Gheorghe, Chief of Party, D4I Moldova, Robert Kolesar, Technical Director of Health Finance at Palladium, and Alina Bărbuță, an associate lecturer from Babeș-Bolyai University, Cluj-Napoca, Romania. Small group work sessions held after each webinar provided an opportunity for participants to collaboratively explore effective strategies for strategic planning, to share the challenges they face in their respective workplaces, and discuss best practices for developing, revising, and updating indicators for social assistance programs relevant to their teaching or research.

Figure 1. Training program session timeline

January 2024	February 2024	March 2024	April 2024	May 2024	June 2024
Identify potential professors to invite to participate among the Moldovan institutions Initiate communication with professors and universities to determine interest and commitment Develop and circulate training needs self-assessment	Assist in creating a schedule and session plans for the training program Finalize design, structure, and content of training program based on assessment results Finalize list of participants and facilitators for each session	Develop and circulate the events calendar to foster knowledge sharing between participating faculty	Schedule first joint training and discussion session Provide resources and materials for the first training session Ensure that facilitators and participants are prepared for the first training session Plan and schedule the next training session and related activities	Conduct first training session Collect feedback from participating professors on the first training session, formulating any needed adjustments Follow up on offline, small group work assignments Prepare for the second training session Provide resources and materials for the second training session	Ensure that facilitators and participants are prepared for the second training session Conduct the second training session Collect feedback from participating professors on the second training session, formulating any final adjustments Follow up on offline, small group work assignments

3) **Participation in knowledge sharing events:** Over the course of the training program, participants were encouraged to share information on relevant conferences, seminars, and workshops through a virtual calendar. This living reference was intended to encourage and facilitate participation in these knowledge sharing events and in networking among the universities involved. By the end of the program, several unique entries had been made into the shared calendar and participants will continue to have access to it through December 2024.

Recommendations

Based on D4I's experiences in Armenia and Moldova, the following strategic and operational recommendations are made to educational institutions seeking to further develop their curriculum and keep it abreast with labor market needs.

Strategic Recommendations

- **Continuous Curriculum Review and Updating:** Establish an annual review process of M&E and related course work to ensure it remains relevant and aligned with evolving sector needs and technological advancements.

- **Monitoring and Evaluation of Implementation:** Establish a system to monitor and evaluate new or enhanced curriculum's implementation across all participating universities and colleges, gathering feedback from students, instructors, and employers to identify areas for improvement.

- **Inter-institutional Collaboration:** Encourage collaboration and knowledge sharing between educational institutions implementing the new or revised curriculum, facilitating the exchange of best practices and addressing common challenges.

- **Academic–Employer Partnerships:** Foster partnerships with social assistance organizations and relevant government agencies to ensure the curriculum continues to meet real-world needs and to provide opportunities for practical application of M&E skills. As noted by a representative of the Free International University, **"[We will continue this practice to] invite representatives from the Directorate of Social Work of the country to classes because they are the ones who are doing the practical work in this area… especially because they are the ones who know what the new policies of the ministry are, what we need in this area and what is needed from social workers in Moldova. So we will keep them updated about those needs and we think with this [practice] is the best way to ensure that the training for the new social workers is in accordance."**

Operational Recommendations

- **Capacity Strengthening through Continuing Professional Development Opportunities for Instructors:** Develop and implement a comprehensive training program for instructors to enhance their skills in teaching M&E and data use, ensuring effective delivery of the new curriculum. This could be modeled on the pilot program developed by D4I, with the selection of topics based on a training needs assessment and prioritization among participants, and relevant case studies presented by local, regional, and global experts. Additional resources, such as open-access journals and online courses in M&E, are included in this guidance to support such programming.
- **Resource Development:** Continue to develop and update teaching resources, including digital materials, case studies, and practical exercises, to support the effective delivery of the M&E and data use curriculum.
- **Student Support:** Implement additional support mechanisms for students who may find the M&E and data analysis components challenging, such as tutoring programs or extra practice sessions.
- **Integration with Internship Programs:** Align internship opportunities for students with the new M&E and data use curriculum, allowing them to apply their skills in real-world settings.

Conclusion

The institutionalization of M&E and data use in pre-service education is a significant accomplishment that addresses a critical skills gap for social service workers in Armenia and Moldova. Sustained implementation of these curricula will be essential to increasing the efficiency and effectiveness of social assistance policy and programming along with reinforcement through opportunities for internships for students and continuing professional development for faculty and teaching staff focused on practical application and strengthened capacity in M&E, use of data, and information systems. It is anticipated that other national governments and educational institutions will benefit from this synthesis of the process, steps, and resources involved, and apply it as they seek to equip future social service professionals with the knowledge, skills, and relevant experience in evidence-based decision making.

Appendices

Appendix A. Example Student Feedback Survey Form from ICPSU

First Name, Last Name_____

Contact Information_____

Describe 5 specific monitoring and evaluation responsibilities that a social worker carries out.

1._____

2._____

3._____

4._____

5._____

Please rate the extent to which you have developed the following skills:

	Not at all	To a small extent	To some extent	To a large extent	Deeply
Data collection					
Data analysis					
Presenting data in tables and charts					
Data use					

1. Rate on a scale from 0 to 4 the level of your own knowledge in using Excel, where 0 means no knowledge and 4 means very good knowledge.

0	1	2	3	4

Appendix B. Teacher/Faculty Training Needs Assessment Questionnaire

Training Needs Self-Assessment - M&E, Use of Data and Information Systems in Social Work ⅋∘

This survey is intended for faculty members, staff, and doctoral students within social work and related departments within universities engaging with the Data for Impact (D4I) project in Moldova and the United States that are part of the project consortium. It is designed as a self-assessment of training needs in monitoring and evaluation (M&E), use of data and information systems for social assistance policy and programs, specifically in preparing bachelor's and master's degree students with the knowledge and skills to perform these functions in their future work.

Required

1. Full name *

2. Email address *

3. Phone number

4. Institution (e.g., Tulane University) and Department *

5. Please rate the following statements using the scale of 1 (not at all) to 5 (extremely). *

	Not at all	Slightly	Moderately	Very	Extremely
M&E, use of data and information systems is important for educators and graduates working in social assistance policy making and programming.	○	○	○	○	○
I am familiar with key M&E principles (logic model, results-based management, indicator, process and outcome evaluation).	○	○	○	○	○
I feel comfortable teaching on M&E, use of data and information systems.	○	○	○	○	○
I feel prepared to incorporate acti vities into my courses for students to practice M&E, use of data and information systems-related skills.	○	○	○	○	○

I have the opportunity to collaborate with colleagues from other disciplines in my teaching and research activities.

○   ○   ○   ○   ○

I feel supported by my institution to participate in additional training in M&E, use of data and information systems for social assistance policies and programs.

○   ○   ○   ○   ○

6. Do you currently incorporate M&E, use of data or information systems into your teaching activities? *

○ Yes

○ No

7. Please share the course title(s), with 2-3 specific examples of how you teach students how to use M&E skills or use data or information systems in assessing social assistance policies, programs or practice with individuals, families or other vulnerable groups. *

8. Have you attended any workshops, seminars, or training programs related to monitoring and evaluation, data use and information systems for social assistance policy, programming, and practice? *

○ Yes

○ No

9. What specific skills or knowledge areas did these workshops, seminars, or training programs cover? *

10. What specific skills or knowledge areas do you feel you need further training in related to monitoring and evaluation, data use and information systems for social assistance policy, programming and practice? *

11. Please rank the following skills or knowledge areas according to your level of interest in participating in additional, related training opportunities. *

1. Evaluating organizations and institutions for strategic planning

2. Using M&E-generated data for budget advocacy

3. Developing and using indicators for tracking progress in social assistance policies and programs

4. Extracting and using data from child protection and case management information systems

5. Integrating data into social assistance policy making

12. Are there any skills or knowledge areas that are missing from those listed above that you think should be prioritized for training of university faculty or staff? If yes, please describe.

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13. How much time would you be available to participate in a training program related to M&E, use of data and information for social assistance policy, programming, and practice? *

○ 2-4 hours per week

○ 2-4 hours per month

○ 2-4 hours every three months or quarter

14. How do you prefer to receive feedback on your teaching content and methods, especially related to M&E and use of data and information systems? *

○ One-on-one verbal feedback or on-the-spot coaching

○ Written feedback from supervisor or mentor

○ Team meetings

○ Survey or 360 degree feedback from colleagues, students

○ Anonymous suggestion or comment box

15. What are your professional goals related to M&E and use of data and information systems, either related to your teaching and preparing graduates to apply these skills in their work or in your own research or career? *

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Additional Resources

Open access social work resources (e.g., repositories, journals) to inform course content

BioMed Central Journals: Open access publisher of over 200 free online academic journals specializing in subjects related to science, technology, and medicine. Areas of interest to social workers include public health, substance abuse, Alzheimer's research, and health care policy.

Directory of Open Access Journals: This "is a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals."

National Academies Press: All books published by the United States National Academies Press can be downloaded as PDFs for free by registering for a free account. Browse topics like aging, children, youth & families, policy, reviews and evaluations, population and fertility studies, women, and minorities.

OpenDOAR - Directory of Open Access Repositories: Directory which links to open access repositories from around the world. These repositories contain a wealth of freely available scholarly articles, data, and dissertations from leading universities. Browse individual repositories or search across all repositories to find articles written by faculty and scholars from these universities.

PsycArXiv: A disciplinary repository, including clinical psychology, developmental psychology, and other related areas.

Public Library of Science (PLoS): This is "a nonprofit organization of scientists and physicians committed to making the world's scientific and medical literature a public resource." PLoS journals are concentrated in the areas of biology, medicine, and genetics but, health policy, mental health, public health, and other health areas may be of importance to some social work researchers.

ROAD - Directory of Open Access Scholarly Resources: Search open access journals, conference proceedings, academic repositories, and recent (since 2014) monograph series.

SocArXiv: Open archive of the social sciences, provides a free, non-profit, open access platform for social scientists to upload working papers, preprints, and published papers, with the option to link data and code.

Social Science Research Network (SSRN): Acts as a repository for scholars in social sciences fields to share their research. Authors may upload and share their papers for no charge and papers are free or very low cost to download.

Taylor & Francis - Open Access Research: Links to collections of freely available, open access research from Taylor & Francis journals including following subject categories: health, HIV/AIDS, sexuality & sexual health, and social work.

Online courses in M&E

EvalCommunity. Free Online Courses in Monitoring and Evaluation. https://www.evalcommunity.com/career-center/free-online-courses-in-monitoring-and-evaluation/

MEASURE Evaluation. (2006). M&E Fundamentals. https://www.globalhealthlearning.org/course/m-e-fundamentals

Johns Hopkins University. (2006). Fundamentals of Program Evaluation. https://www.advancingnutrition.org/resources/monitoring-evaluation-courses/fundamentals-program-evaluation

Johns Hopkins University. (2006). Evaluating Public Health Programs at Scale. https://www.coursera.org/learn/evaluating-public-health-programs-at-scale

For more information

D4I supports countries to realize the power of data as actionable evidence that can improve programs, policies, and—ultimately—health outcomes. We strengthen the technical and organizational capacity of local partners to collect, analyze, and use data to support sustainable development. For more information, visit https://www.data4impactproject.org/

www.data4Impactproject.org