Overview on Impact Evaluation
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2016 Impact evaluation workshop & EAST AFRICA Evidence Summit
Strong growth in impact evaluations

Example: International Impact Evaluation Initiative (3ie) database
Impact Evaluations: Overview

• Why
• What
• How
We need more than programs
we need programs that work
Scale Promising Programs

Example: Mozambique Pre-School
Or Cut Non-Performing Programs

D.A.R.E Program (USA)

• Federal US program created to prevent drug use, gang membership, and violent behavior

• Police officers visit 5th and 6th grade classrooms to educate students

Evaluations show no significant impact → funding reduced
(GAO, 2003; Weiss, 2003; West and O’Neil, 2004)
Sustain Successful Programs

Example: Mexico PROGRESA
Conditional Cash Transfer (CCT) Programs

Countries implementing CCT programs in 1997
Conditional Cash Transfer (CCT) Programs

Countries implementing CCT programs in

2011
Improve Existing Programs

Example: Zambia medicine supplies to clinics
Impact Evaluation

• Why
• What
• How
Our Toolbox: Monitoring and Evaluation Methods

1. Needs Assessment
   - Analysis of Beneficiary Needs
     1. Why are we doing the project?
     2. Who is the target population?
     3. Why do we think this approach will work in this context?

2. Process Evaluation
   - Analysis of Program Implementation
     1. Services being delivered?
     2. Clients satisfied?
     3. Services reaching target population?

3. Impact Evaluation
   - Measures How Much the Program Impacts Beneficiaries
     1. People washing their hands more?
     2. Diarrhea gone down?
     3. Health of mothers and children improved?
     4. Less poverty?
How to Go from Program to Results?

**WASH PROGRAM**
- **Inputs**: people, money supplies
- **Activities**: Construction
- **Output**: Handwashing Facilities

**INTERMEDIATE OUTCOMES**
- People wash hands
- Less germs on hands

**OUTCOMES**
- Lower diarrhea and infant mortality
- Improved child well-being
Example: does promoting hand-washing work?

From *Meena’s Three Wishes*, “Meena tackles the issues of hygiene and sanitation.” UNICEF
Impact of the program

Outcome: Children’s health

Time

Intervention

Before

After

Impact?

Treatment villages

Before After Time
What would have happened without the program?
Impact of the program

Control needs to be a good proxy for the counterfactual

Outcome: Children’s health

Before

After

Time

Intervention

Actual Impact = Treatment - Control

Counterfactual

Impact of the program
Non-random program selection leads to comparisons of apples and oranges.
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Randomization creates the right comparison group to measure impact
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Good so-called “Internal Validity”
Randomization creates the right comparison group to measure impact

“Internal Validity” still good

But less “External Validity”
Impact Evaluation

• Why
• What
• How
Randomize when there are not enough resources to reach every village

Pre-School Program in Mozambique
- 76 communities identified to receive the program
- 30 randomly assigned to the treatment.
- 46 acted as the control.
- Government so impressed that it expanded it to 600 communities
...or randomize who receives the program first

Sanitation program in Indonesia

• 80 villages received the program in phase one.
• Remaining 80 villages in phase two
Quasi-experimental methods (require more assumptions)
Thank you!
Who wants to learn more about impact evaluations?