IMPACT EVALUATION OVERVIEW

Why, What, and How

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How common are impact evaluations?

International Impact Evaluation Initiative (3ie) database
Randomized control trials are most common

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
**Objective:** Promoting evidence-based policy making for better human development outcomes

**Three Pillars of Activities**
- Pillar 1: Financing impact evaluations (approx. 60)
- Pillar 2: Building impact evaluation capacity
- Pillar 3: Promoting use of impact evaluation results

**Currently, four thematic cluster areas are supported:**
- Basic Education Service Delivery
- Early Childhood Development and Nutrition
- Health System and Service Delivery
- Water Supply, Sanitation and Hygiene

Education Examples:

Brazil and Uganda: provide schools with information on teachers’ practices using classroom observations

Tanzania: providing performance based teacher bonuses

India: providing some teachers with intrinsic motivation package and others with extrinsic motivation package

Ghana: split grades 4-6 by ability rather than by grade, for one hour a day

Nigeria: provide parents with information about child academic performance

Kenya: providing children’s books directly to families with preschool children
Health Examples:

**Philippines**: Changing primary health care health financing and promoting community accountability

**India**: Promoting social accountability on village level healthcare delivery and health outcomes in Uttar Pradesh

**Kenya**: Strengthening primary care facility inspection and promoting community accountability

**Nigeria**: Changing skilled birth attendants pay incentives

**Tanzania**: providing cash incentives for women at high risk of HIV infection in Dar-es-Salaam to reduce risky sexual behavior

**India**: Leveraging patients’ social networks to overcome tuberculosis under-detection
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

Before

After

Time

Intervention

Impact?

Treatment villages
What would have happened without the program?
Impact of the program

Control needs to be a good counterfactual

Outcome: Children’s health

Before

Actual Impact = Treatment - Control

Counterfactual

After

Time

Intervention
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
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
IE Methods Toolbox

Quasi-experimental methods (require more assumptions)
Thank you!
Who wants to learn more about impact evaluations?