



International Labour Office



International Training Centre



Executive Evaluation Course Youth Employment

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Poverty Action Lab

TRANSLATING RESEARCH INTO ACTION



Why M&E?

Internal
(agency, organization,
policy)

External
(donors, partners)

1 Policy management	4 Credibility and sustainability
2 Knowledge generation	3 Accountability

Learning

Legitimacy



... however, while it is clear that we need M&E for adequate planning, we face challenges....

- Face difficulties knowing about all the different tools and how to apply them in their policy planning
- Struggle to respond to the increasing demand for impact evaluations (capacity, costs, etc.)
- Even when M&E concepts are well understood, they face difficulties in moving towards implementation
- Have a different “language” vis-à-vis M&E guys
- Need concrete tools (e.g. indicators, survey instruments, funding sources, etc.)

... then let's get to work



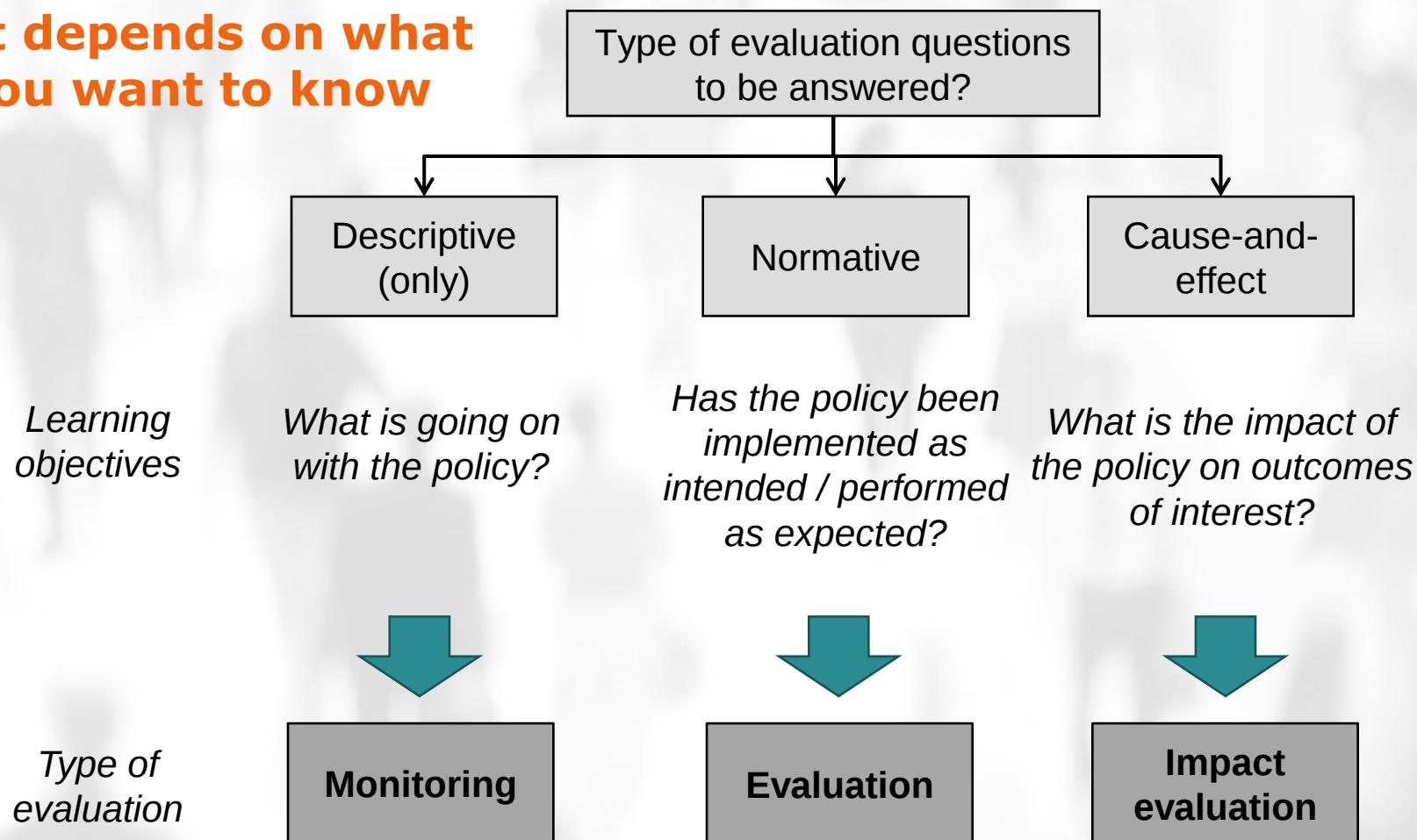
M & E



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It depends on what you want to know



A continuous process of collecting and analyzing information to see how well a project, program, or policy is being executed and performing against expected results

*Type of
evaluation*

Monitoring



A systematic, objective assessment of an ongoing or completed project or policy design, implementation, and result to determine its relevance, efficiency, effectiveness, impact, and sustainability

Evaluation

*Type of
evaluation*



A special type of evaluation that assesses the changes in the wellbeing of individuals, households, or communities that can be attributed to a particular intervention

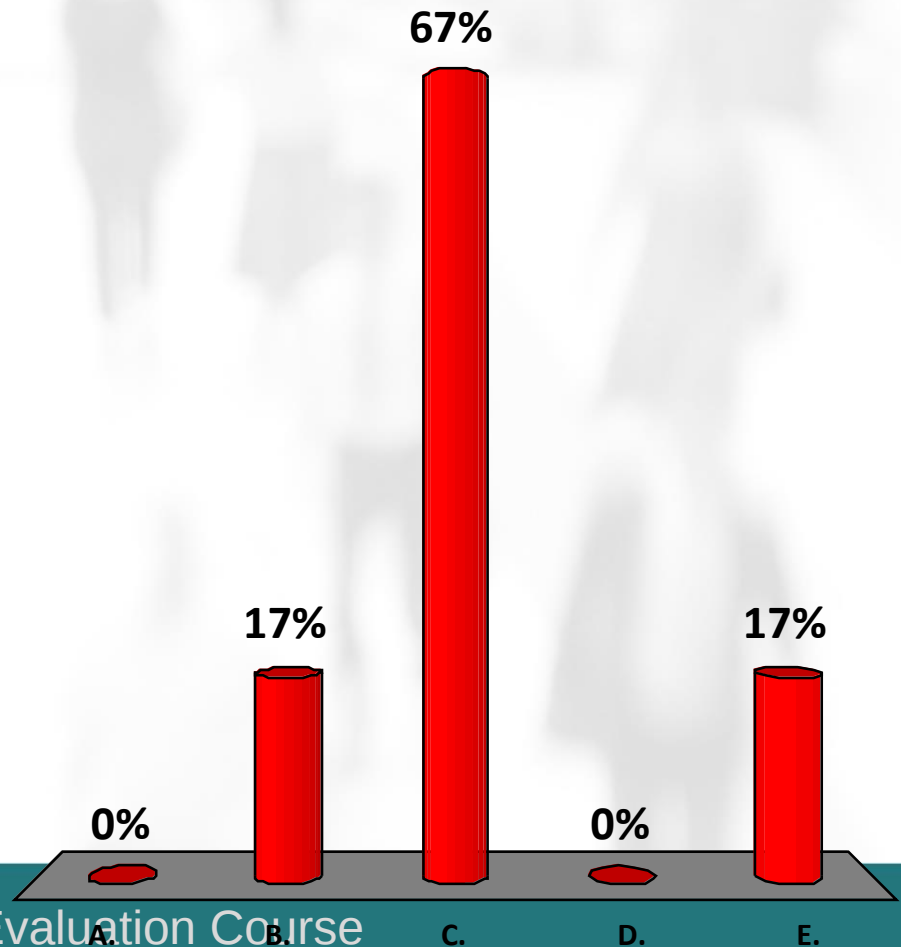
*Type of
evaluation*

**Impact
evaluation**



What's the difference between: Monitoring and Evaluation

- A. Nothing. They are different words to describe the same activity
- B. Monitoring is conducted internally, Evaluation is conducted externally
- C. Monitoring is for management, Evaluation is for accountability
- D. Don't know
- E. Other



PROGRAMME THEORY



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Results Chain

- Logical Framework (Log Frame)
 - Theory of Change
 - Results Framework
 - Outcome Mapping
- Causal chain
 - Causal model
 - Cause map
 - Impact pathways
 - Intervention theory
 - Intervention framework
 - Intervention logic
 - Investment logic
 - Logic model
 - Outcomes chain
 - Outcomes hierarchy
 - Outcome line
 - Program logic
 - Program theory
 - Programme theory
 - Results chain
 - Theory-based evaluation
 - Theory-driven evaluation
 - Theory-of-action

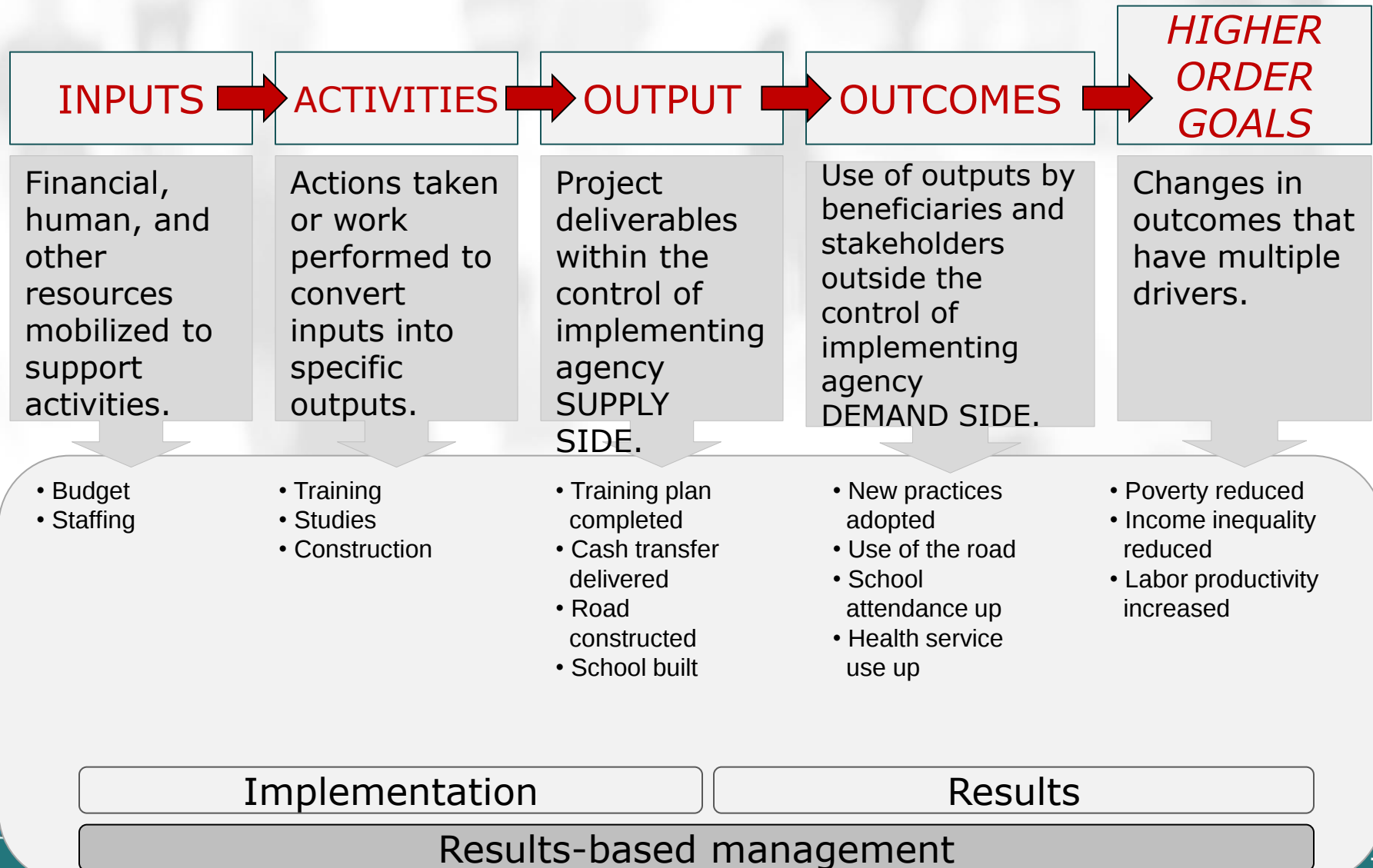


Building a RESULTS CHAIN

- A results chain answers **3** main questions:
 - What are the intended results of the program?
 - How will we achieve the intended results?
 - How will we know *IF* and *HOW* we have achieved the intended results?



The RESULTS CHAIN



Few Examples:

	Activities	Outputs	Outcomes	Longer-term Outcomes
Education	• Teacher training • Textbooks developed	• Teachers trained in new methods • Textbooks delivered	• New methods used • Increased completion rates/ lower dropout rates	• Increased labor productivity
Health	• Doctors hired • Birth attendants training	• Birth attendants trained • New doctors practicing	• Attendants applying methods • Increased use of health clinics for deliveries	• Improved maternal mortality
Social Protection and Labor	• CCTs delivered • Targeting system • MIS	• CCTs delivered to target households in accordance with conditions	• Increased food consumption • Increased child health visits	• Decreased poverty • Lower child mortality



EXERCISE: What type of question?

Time: 15 minutes

Instructions:

- Your boss wants to set up an M&E system for the national employment policy.
- You are asked to advise your boss of what type of evaluation he will need to set up depending on the questions he needs to answer.
- Read the questions in the next slide
- For each question, indicate on the flipchart if you think it is a “Monitoring”, “Evaluation” or “Impact Evaluation” question by sticking the round dots under the M, the E, or the IE column



RESULTS: Distinguishing “M”, “E” & “IE”

	M	E	IE
1. Were resources made available to the Ministry in the quantity and at the times specified by the work plan			
2. Did the target population of the program “Training for the promotion of employability and economic autonomy” benefit from it and at what cost?			
3. Did the expected changes in employability of vulnerable groups occur?			
4. Were the policy activities carried out as planned			
5. Can improved competencies at the local level be attributed to policy efforts?			
6. How much did financial flows to promote self-employment increased?			



RESULTS: Distinguishing “M”, “E” & “IE”

	M	E	IE
1. Were resources made available to the Ministry in the quantity and at the times specified by the work plan	x		
2. Did the target population of the program “Training for the promotion of employability and economic autonomy” benefit from it and at what cost?		X	
3. Did the expected changes in employability of vulnerable groups occur?		X	
4. Were the policy activities carried out as planned	x		
5. Can improved competencies at the local level be attributed to policy efforts?			X
6. How much did financial flows to promote self-employment increased?		X	



SMART INDICATORS



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What is an indicator?

Indicator: *a basic concept that, when measured over time, documents change in issues of interest*

- Can you think of an example?
- Which of the following is NOT an indicator?
 - Number of legislations to promote decent work improved
 - Level of revenues
 - Number of studies carried out
 - Improved business performance



How to select indicators

BE SMART!

Specific: measure as closely as possible what is intended

Measurable: clear and unambiguous about what is measured

Attributable: attributable to the policy's (project's or program's) efforts

Realistic: data obtained at reasonable cost with enough frequency

Targeted: it should be specific about the targeted population/area



How to select indicators: Be SMART

✓ *Specific: measure as closely as possible what is intended*

Outcome: Strengthen labor legislation to promote decent work

Indicator:

1. Number of laws revised
2. Number of laws including components for the promotion of decent work

Which indicator is more specific ?

✓ *Measurable: clear and unambiguous about what is measured*

Indicator:

1. Youth in rural projects
2. Number of youth in rural areas that graduated from the “Development of rural employment” program

Which indicator is more measurable ?



✓ *Attributable: Logically and closely linked to policy's (program's) efforts*

Indicator:

1. Overall business growth
2. % of women with new businesses

Which indicator is more attributable?

✓ *Realistic: data obtained at reasonable cost with enough frequency and accuracy*

Indicator:

1. Profit increases at the end of the program
2. Profit increases 2 years after program completion

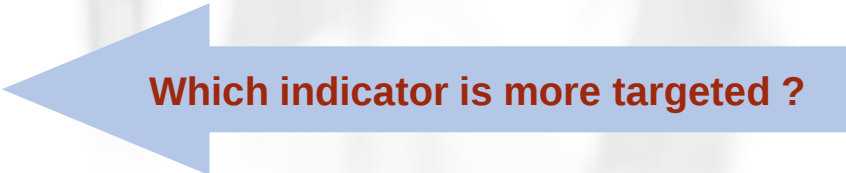
Which indicator is more realistic ?



✓ *Targeted: it should be specific about the targeted population/area*

Indicator:

1. Percent increase in access to capital
2. Percent increase in access to capital of graduates from program X, 6 months after completion of training



Which indicator is more targeted ?



Results chain per indicator

For each indicator, you will need to define:

- **WHEN you will collect the data**
 - Frequency/schedule
- **HOW you will collect the data**
 - Data collection method/Data source
- Don't forget about **WHO!**
 - WHO will collect the data?
 - Who will analyze it?



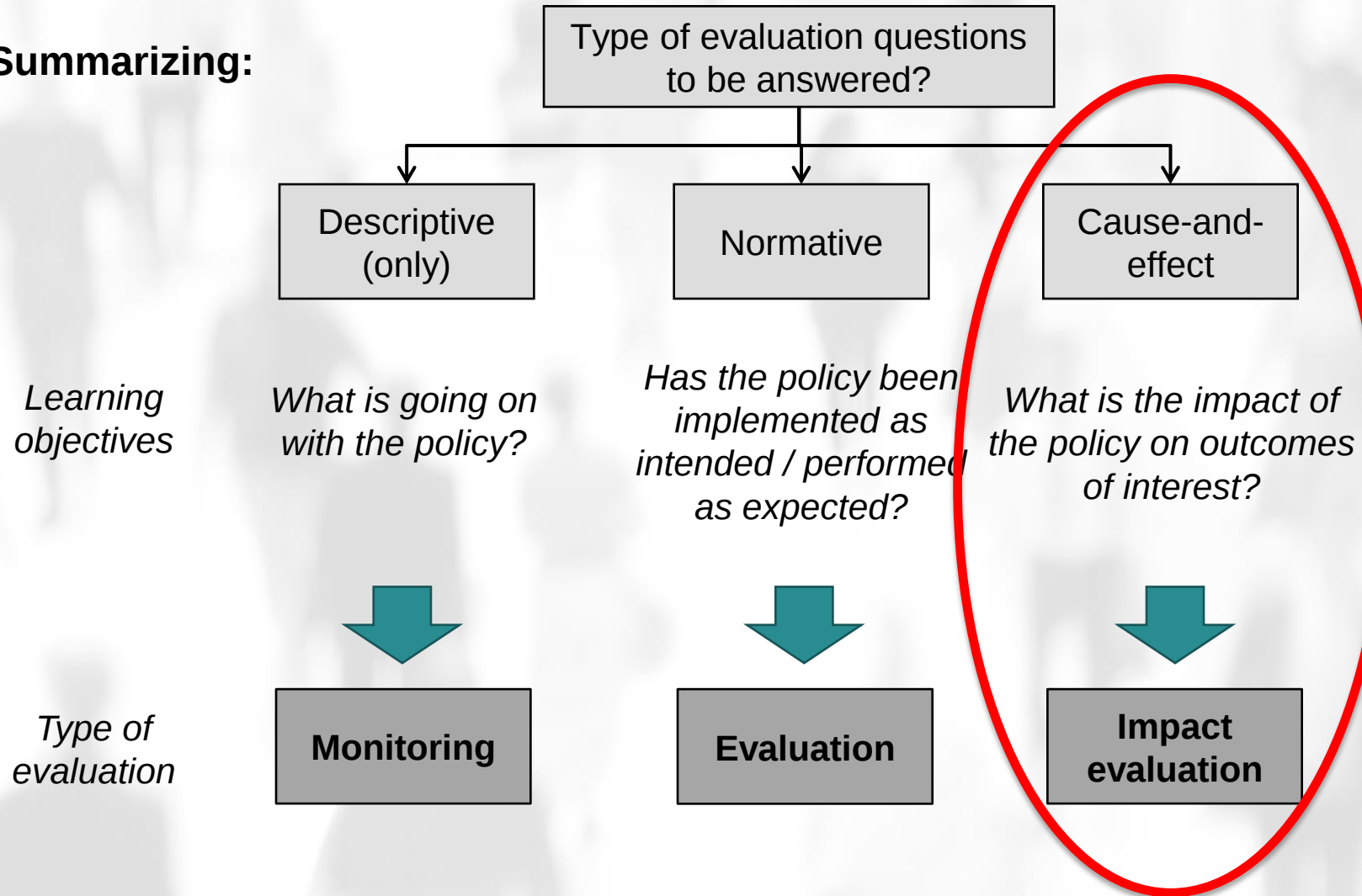
IMPACT EVALUATION



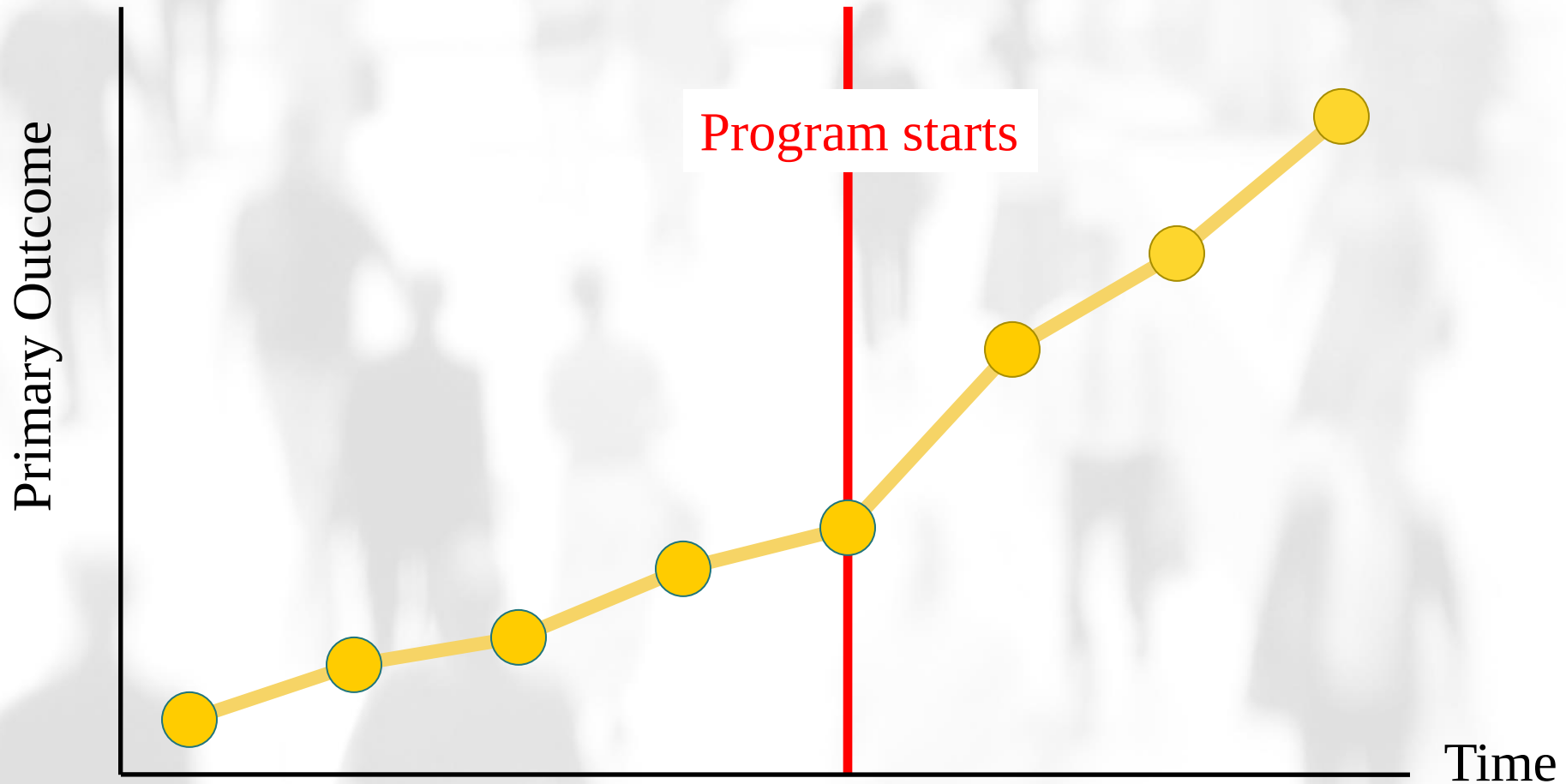
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Summarizing:

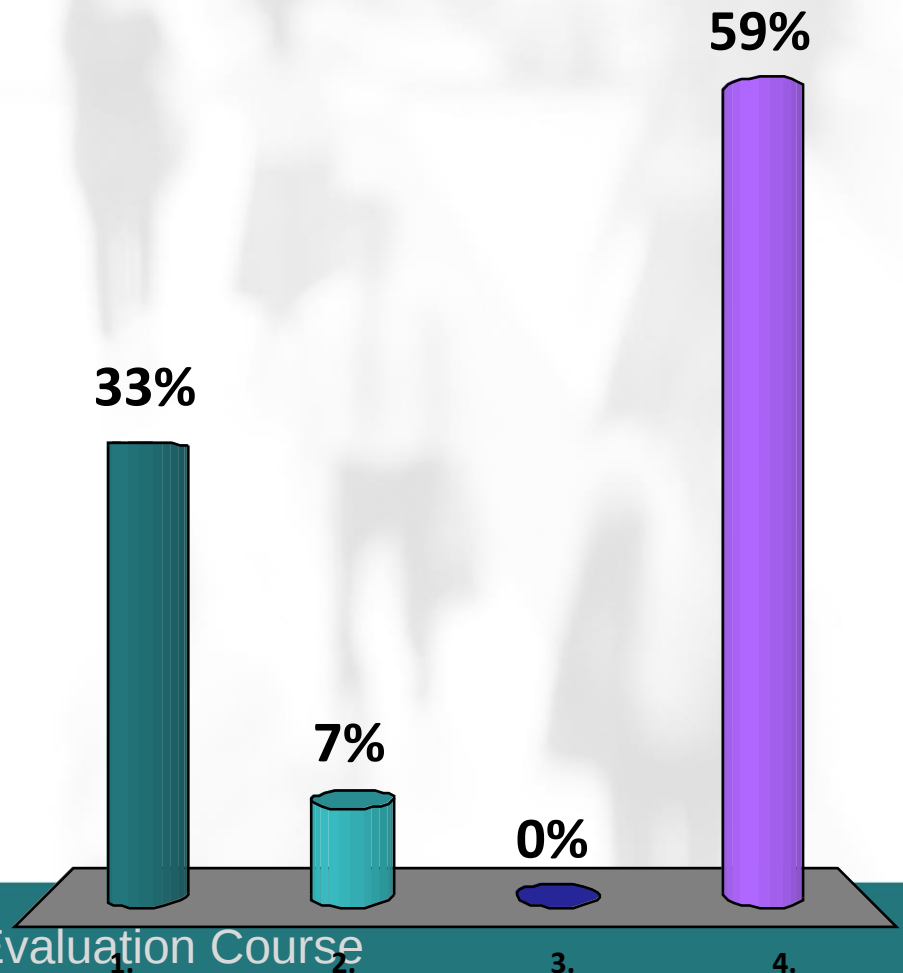


What is the impact of this program?



What is the impact of this program?

1. Positive
2. Negative
3. Zero
4. Not enough info



How to measure impact?

Impact is defined as a comparison between:

1. the outcome some time after the program has been introduced
2. the outcome at that same point in time had the program not been introduced (the “***counterfactual***”)



Counterfactual

- The ***counterfactual*** represents the state of the world that program participants would have experienced in the absence of the program (i.e. had they not participated in the program)
Problem: Counterfactual cannot be observed
- ***Solution:*** We need to “mimic” or construct the counterfactual



Constructing the counterfactual

- Usually done by selecting a group of individuals that **did not** participate in the program
- This group is usually referred to as the **control group** or **comparison group**
- How this group is selected is a **key decision** in the design of any impact evaluation



Selecting the comparison group

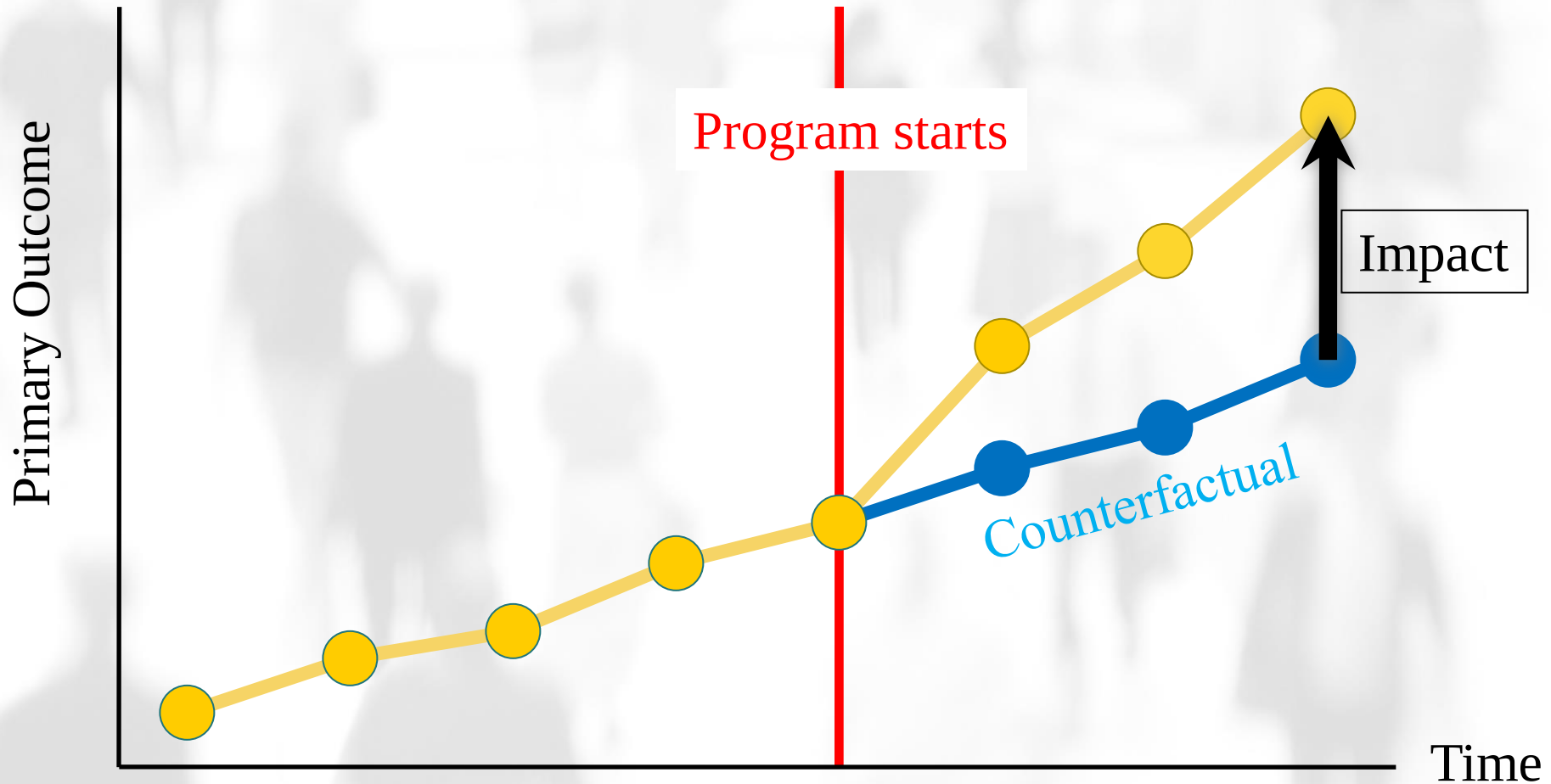
- Idea: Select a group that is **exactly like** the group of participants in all ways except one: their exposure to the program being evaluated



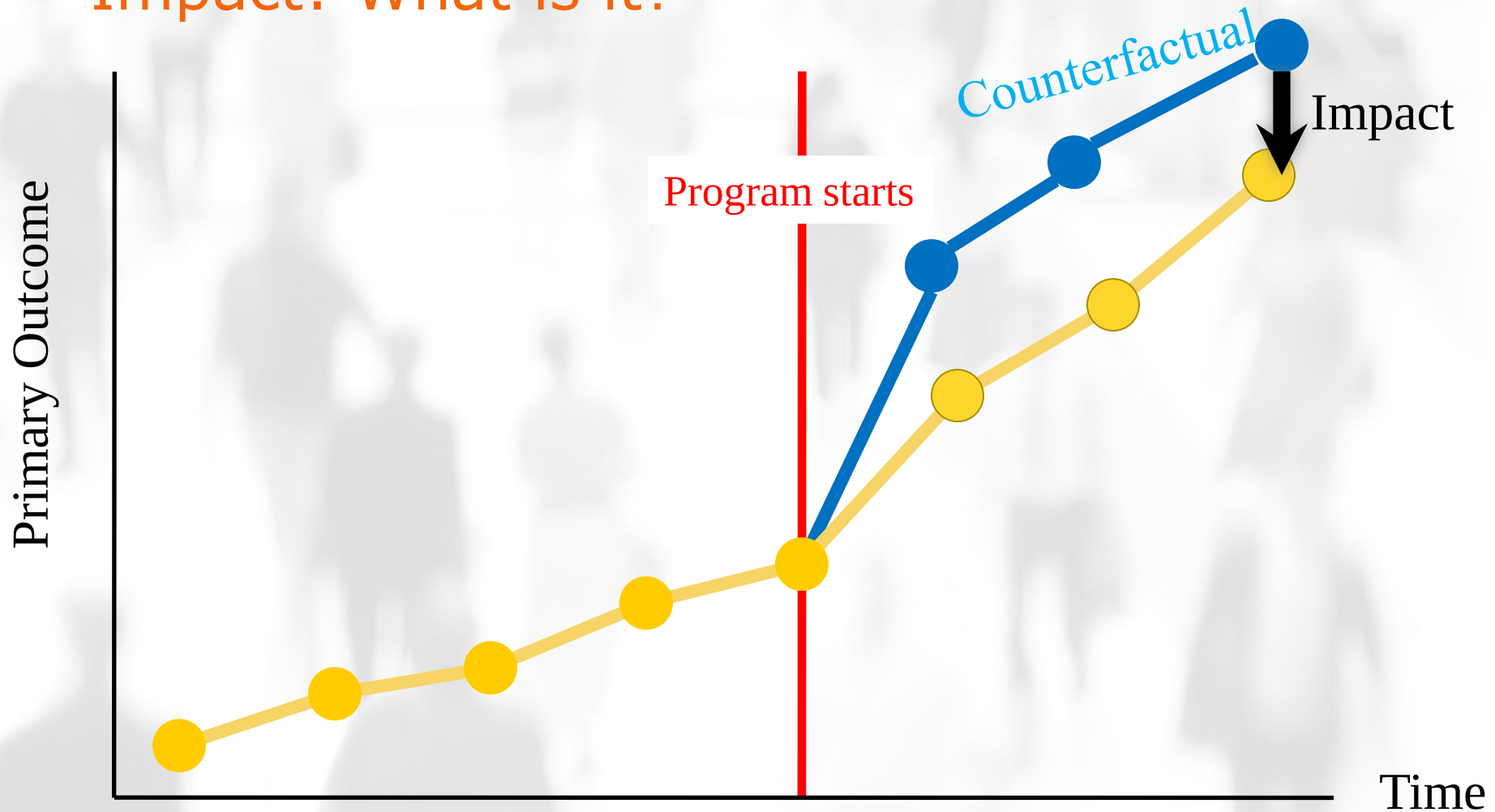
- Goal: To be able to **attribute** differences in outcomes between the group of participants and the comparison group to the program (and not to other factors)



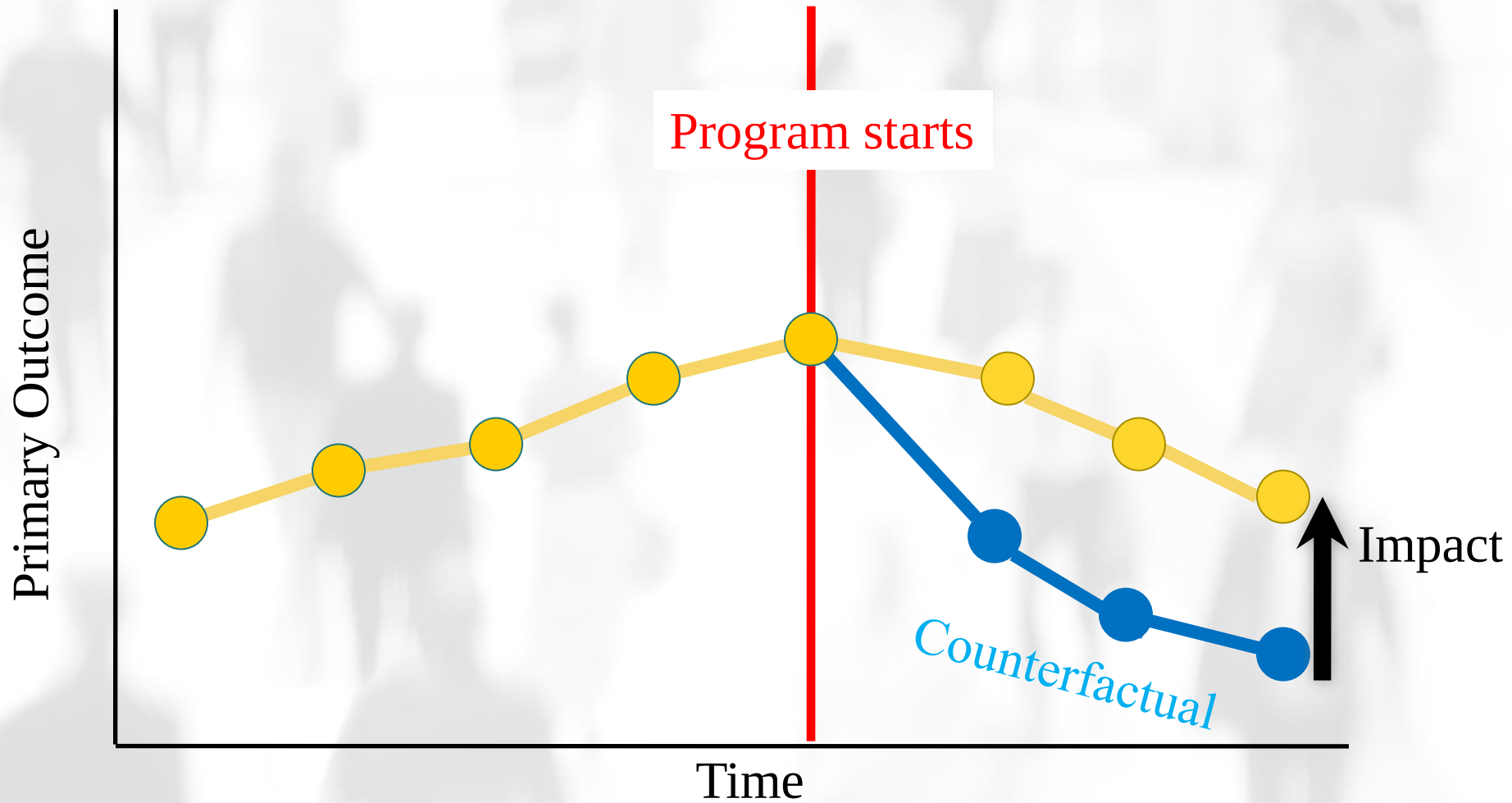
What is the impact of this program?



Impact: What is it?



Impact: What is it?



When to do an IE?

Impact evaluations usually require:

- **More time**
- **More money**
(\$100-500k are common)
- **More capacity**
- **A favorable political context**

Ideal program characteristics:

-  **Strategically relevant and influential**
-  **Innovative and untested**
-  **Replicable**



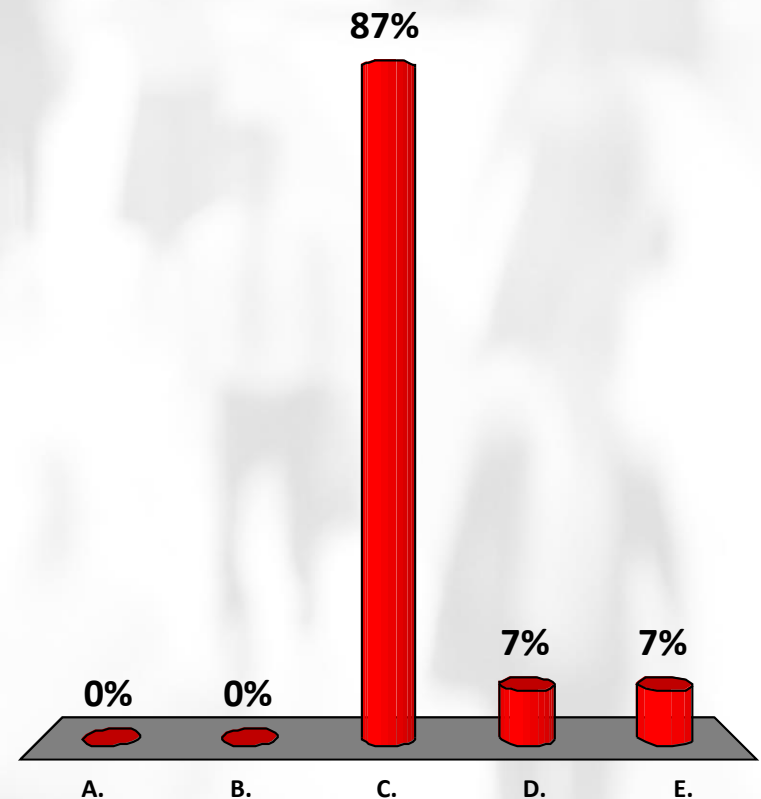
Summary

- M&E helps you plan your policy and manage its components, create new knowledge, and enhance the credibility of your institution
- Good monitoring is the foundation for all M&E activities
- What type of evaluation is best for you depends on what you (and your stakeholders) want to learn
- When feasible, impact evaluations can be a powerful tool to scientifically test the impact of a program/project
- Not every program/project needs an IE. Use them wisely, for strategically relevant ones before major resource allocations are made.



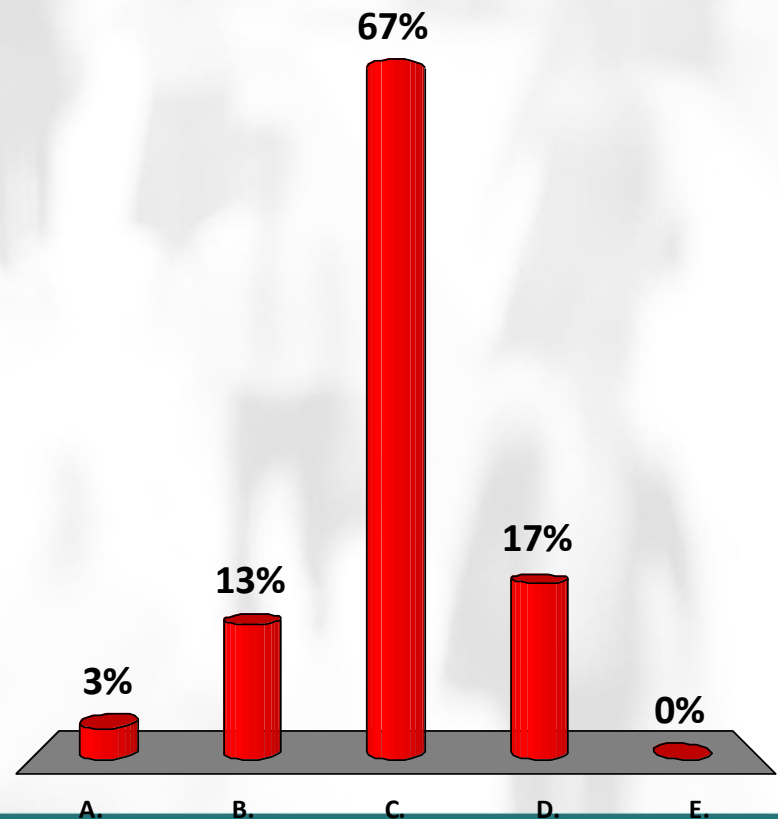
How was the length of this presentation?

- Unbearably long
- Too long
- Just right
- Not long enough
- Too short – more time, please!



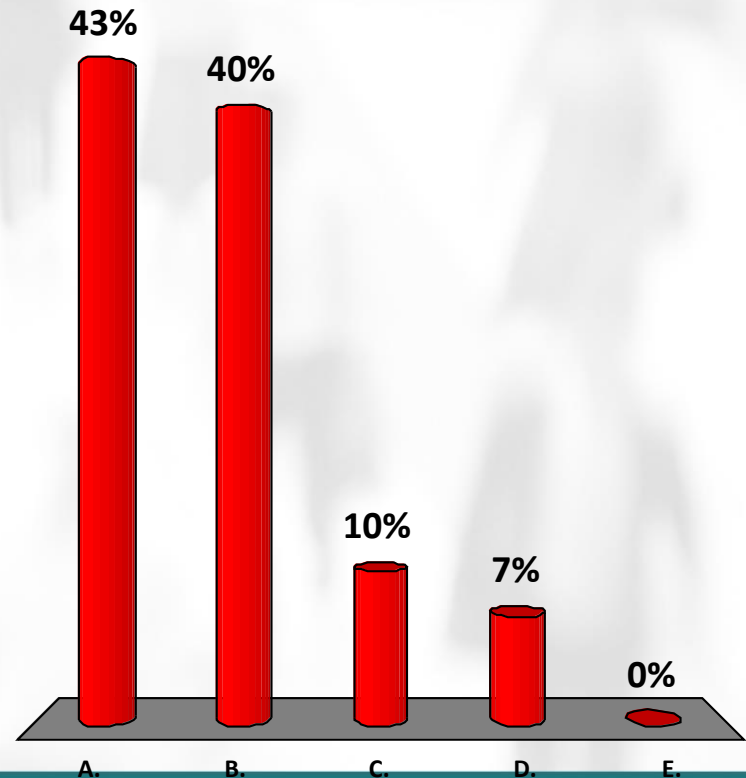
How was the pace of this presentation?

- Too fast! I couldn't keep up.
- Rushed
- Just right
- Slow
- Too slow, I fell asleep.



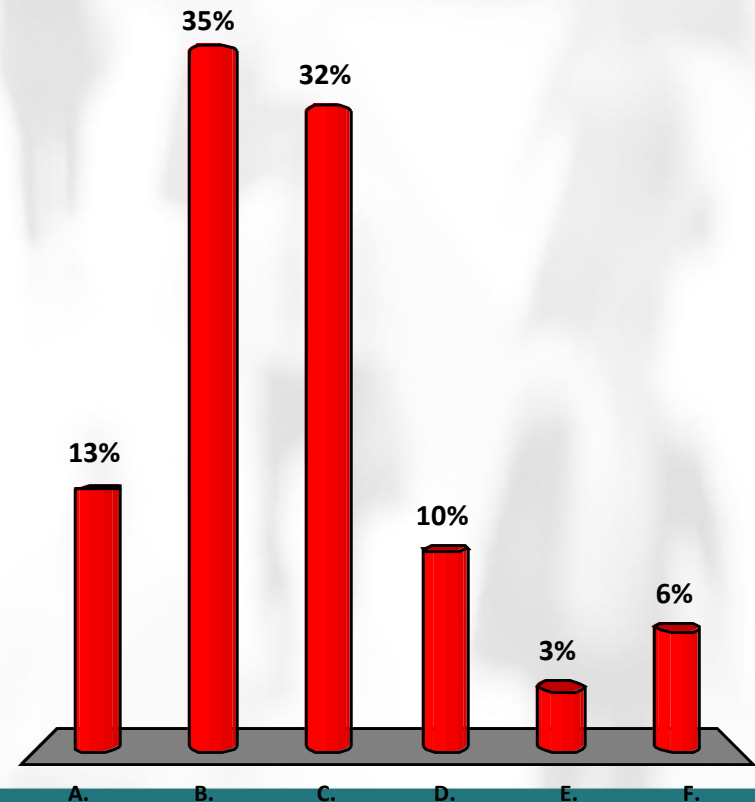
Was the content relevant to your work?

- Very relevant
- Quite useful
- Perhaps
- Not really
- No – not useful at all.



Before today, how much of this material did you already feel comfortable/ proficient in?

- A. 100%
- B. 80%
- C. 60%
- D. 40%
- E. 20%
- F. < 20%



After this presentation, how much of this material do you feel proficient in?

- A. 100%
- B. 80%
- C. 60%
- D. 40%
- E. 20%
- F. < 20%

