

# BREAK OUT SESSION ON M&E



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# PLAN

- A basic idea behind an impact evaluation
  - Exercise
  - A theory of change
  - Exercise
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WHY THINK ABOUT IMPACT  
EVALUATIONS?

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# PROGRESA



Well  
targeted  
program

School  
enrollment  
up by 0.7  
years

Incidence of  
illness down by  
23%

Anthropometric  
(weight) measures  
improved

# SO WHAT WAS DIFFERENT WITH PROGESA?

- Why was it different?
- Why did policy makers take note?

.....

- It was an IMPACT EVALUATION!





# SOME QUESTIONS THAT WE WANT EVALUATIONS TO ANSWER?

Did the program *cause* a change?



Would it have happened *anyway*??



If the program caused the effect, how *much* was the effect?



Are there other ways, that are *cheaper* to get the *same* impact?



*Attributable* impact

# WHY USE IMPACT EVALUATION TECHNIQUES?

- Rationale for GCF involvement:
  - Transformation? Is it happening? How much?
- Performance against Investment criteria
  - How much? Is it caused by GCF?
- Risk assessment
  - Did programs do anything to mitigate risks?
- Reporting on results
  - Did you achieve results? How much?
  - Did GCF funding cause it or would it have happened anyway?





# What do we need to measure impact?

## PROVIDING CASH TRANSFERS TO THE DISADVANTAGED AND LOW INCOME GROUPS



	Before	After
Project (treatment)		92
comparison		

The majority of evaluations have just this information ... which means we can say absolutely nothing about impact



## BEFORE VERSUS AFTER SINGLE DIFFERENCE

$$\text{BEFORE VERSUS AFTER} = 92 - 40 = 52$$

	Before	After
Project (treatment)	40	92
comparison		

“the cash transfer project has led to a higher incomes in a number of villages”

This ‘before versus after’ approach is outcome monitoring. Outcome monitoring has its place, but it is not impact evaluation

# POST-TREATMENT COMPARISON

$$\underline{\text{EX POST SINGLE DIFFERENCE}} = 92 - 84 = 8$$

	Before	After
Project (treatment)		92
comparison		84

But we don't know if they were similar before...  
though there are ways of doing this (statistical  
matching = quasi-experimental approaches)



$$\text{DOUBLE DIFFERENCE} = (92-40)-(84-26) = 52-58 = -6$$

	Before	After
Project (treatment)	40	92
comparison	26	84

Conclusion: Longitudinal (panel) data, with a comparison group, allow for the strongest impact evaluation design (though still need matching).

SO WE NEED BASELINE DATA FROM PROJECT AND COMPARISON AREAS

# What do we need to measure impact?

	Before	After
Project	 A group of people, including men and women, are gathered outdoors under a large tree. Some are sitting on the ground, while others are standing. A man in a light-colored shirt is standing and addressing the group. The setting appears to be a rural or semi-rural area with trees and open ground.	 A group of women and children are shown. One woman is holding a baby who is wearing a colorful hat. The women are looking towards the camera, and the children are also looking on. The scene suggests a family-oriented community or a focus on child health and care.
Comparison	 This image is identical to the 'Before' image for the 'Project' row, showing a community meeting outdoors under a large tree with a man addressing a group of people.	 This image is identical to the 'Before' image for the 'Project' row, showing a community meeting outdoors under a large tree with a man addressing a group of people.



# SO IN FACT

	Before	After
Project		
Comparison		

# EXERCISE I

## 10 MINUTES



# EXERCISE: PART 1

Step 1: Take a slip of paper

Step 2: Define one main impact indicator for your intervention (any!)

Step 3: Using hypothetical outcome data for one indicator write down the before/after, comparison/treatment numbers in the table below

	Before	After
Project		
Comparison		

## EXERCISE PART 2:

Step 4: Write down the following numbers in the sheet you received:

- Ex-post single difference
  - Before versus after (single difference)
  - Double difference impact estimates
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# THEORY OF CHANGE

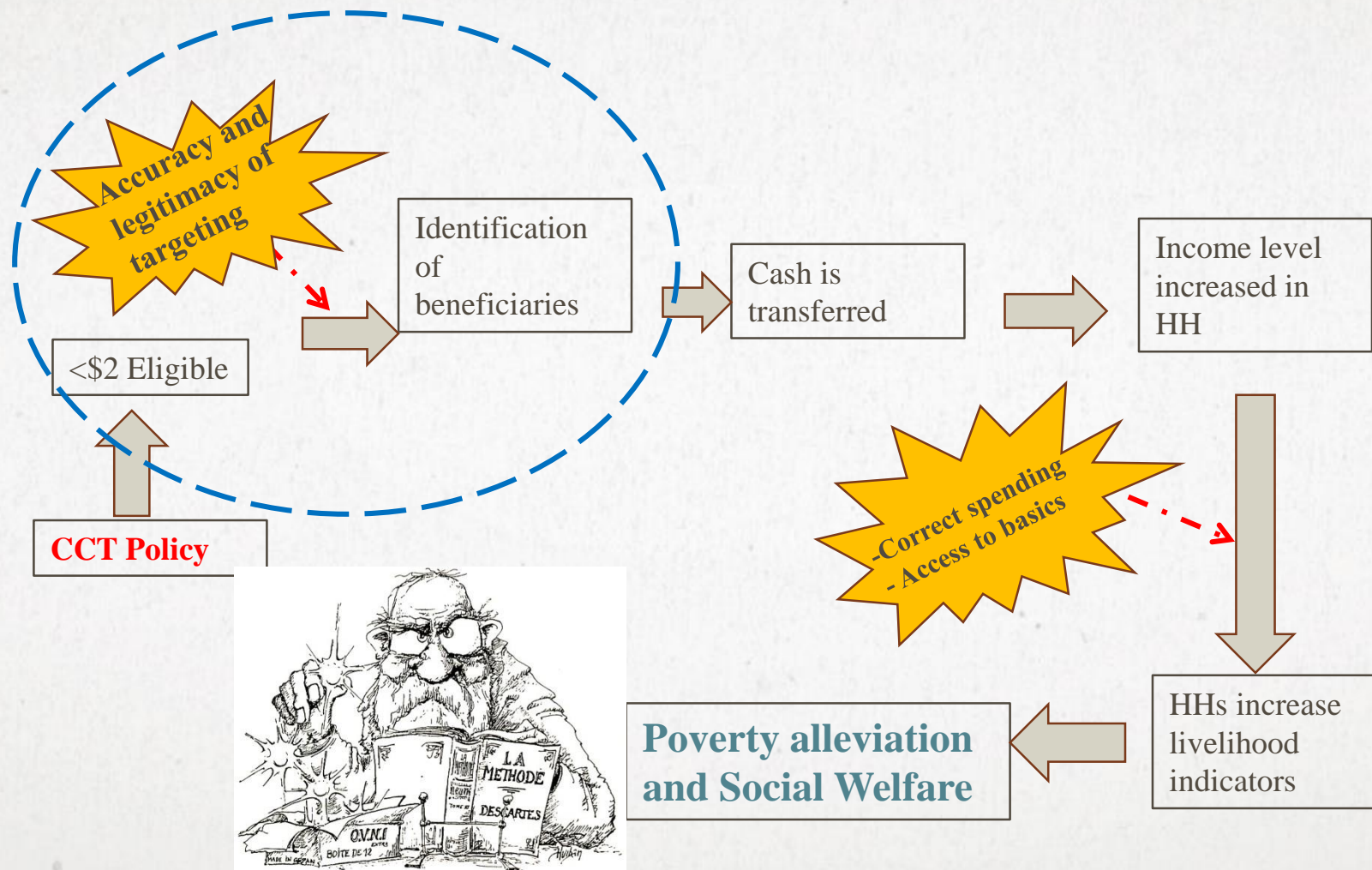
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# THEORY OF CHANGE

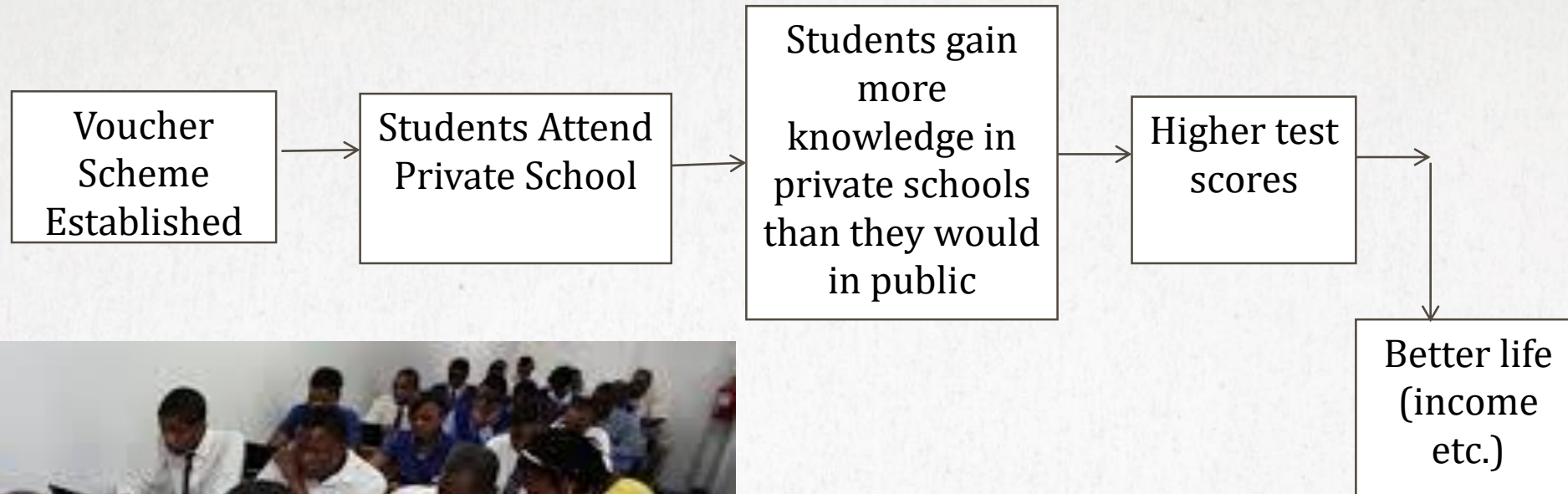
1. Establish possible causal pathways,
  2. Explicitly elaborate assumptions
  3. Explicitly define possible unintended consequences
  4. Attach a timeline to any key outcome (intermediary or final)
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# THEORY OF CHANGE: CCT PROGRAM

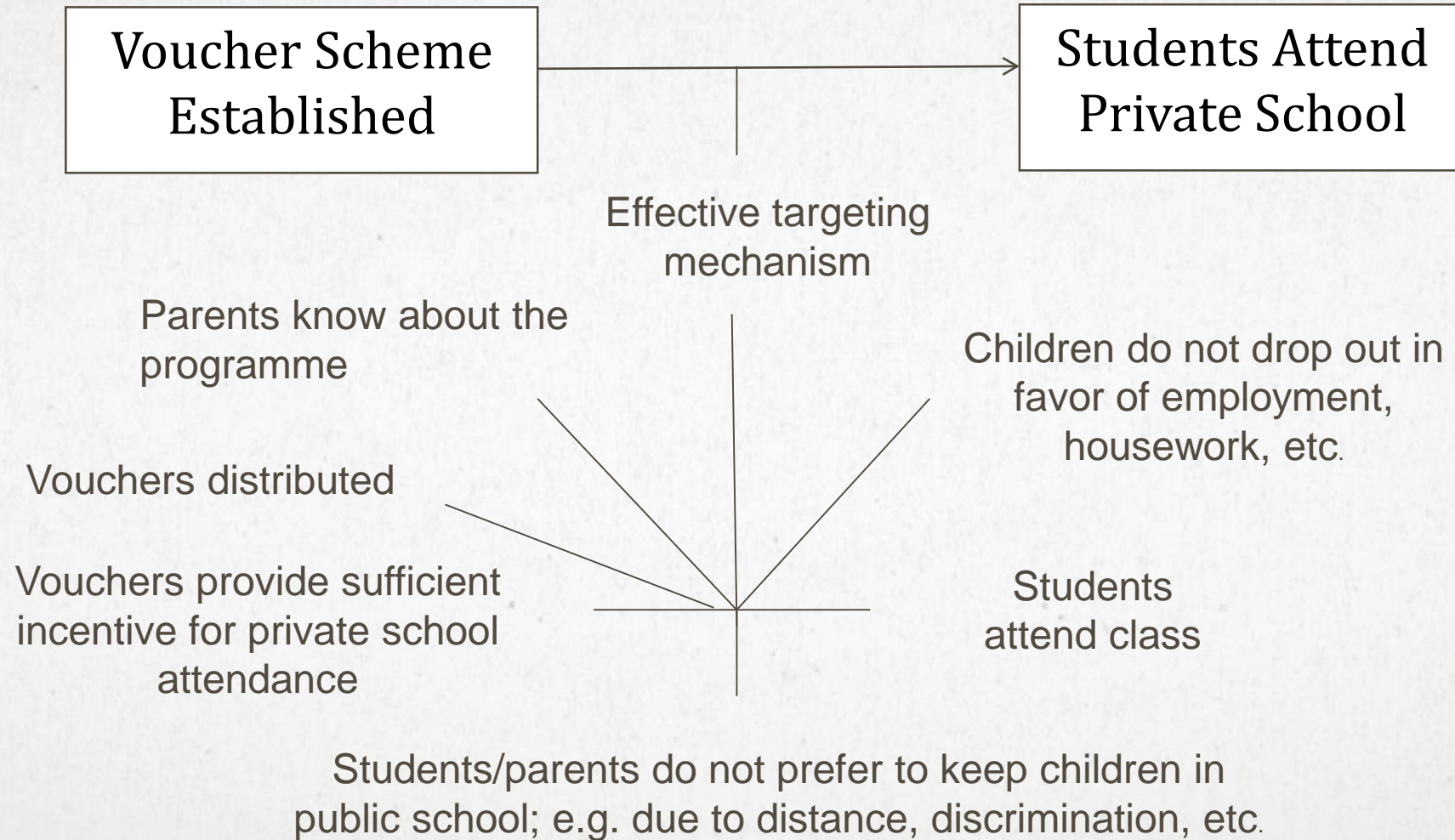


# THEORY OF CHANGE: SCHOOL VOUCHERS

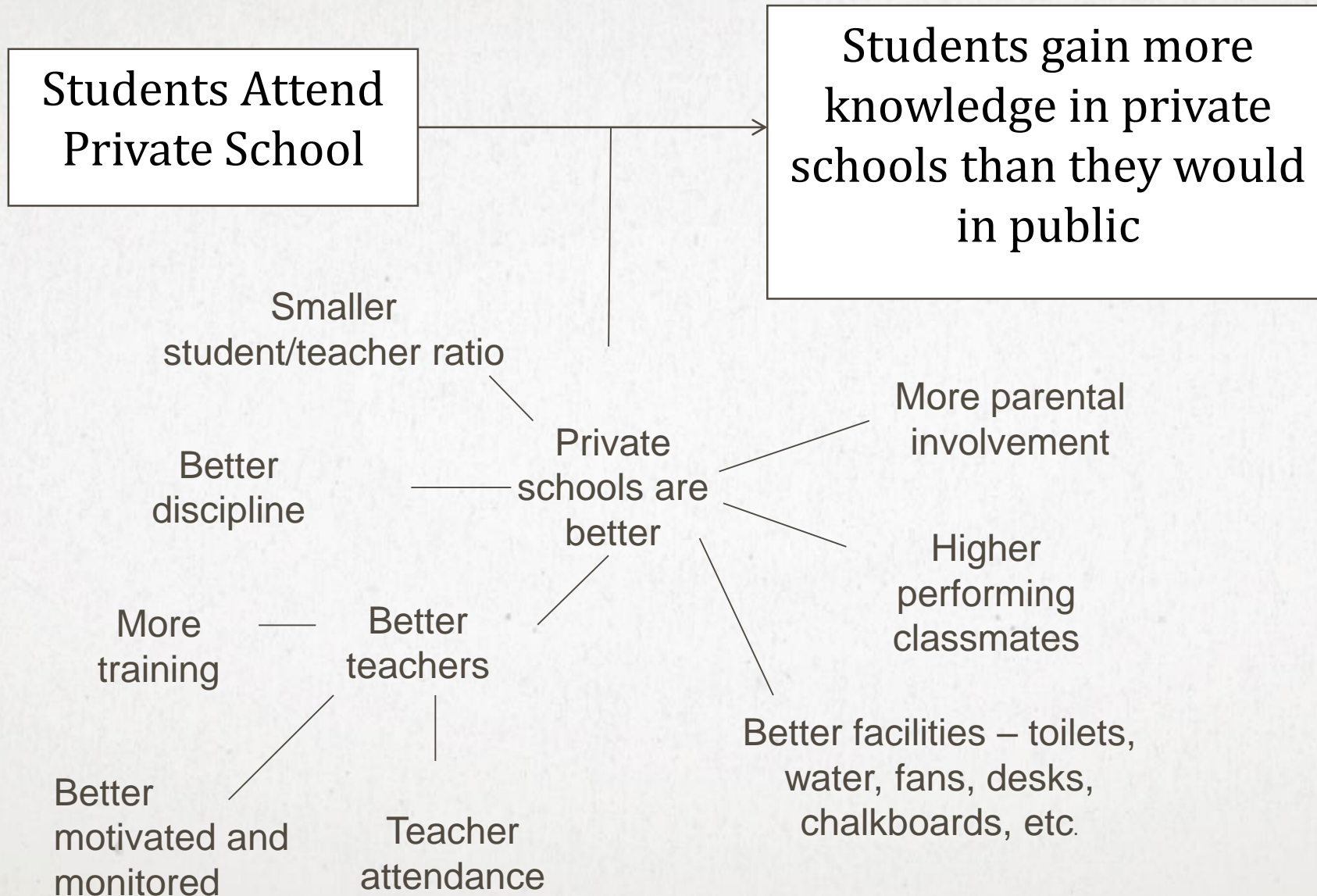




# POSSIBLE TRANSMISSION ROUTES AND ASSUMPTIONS

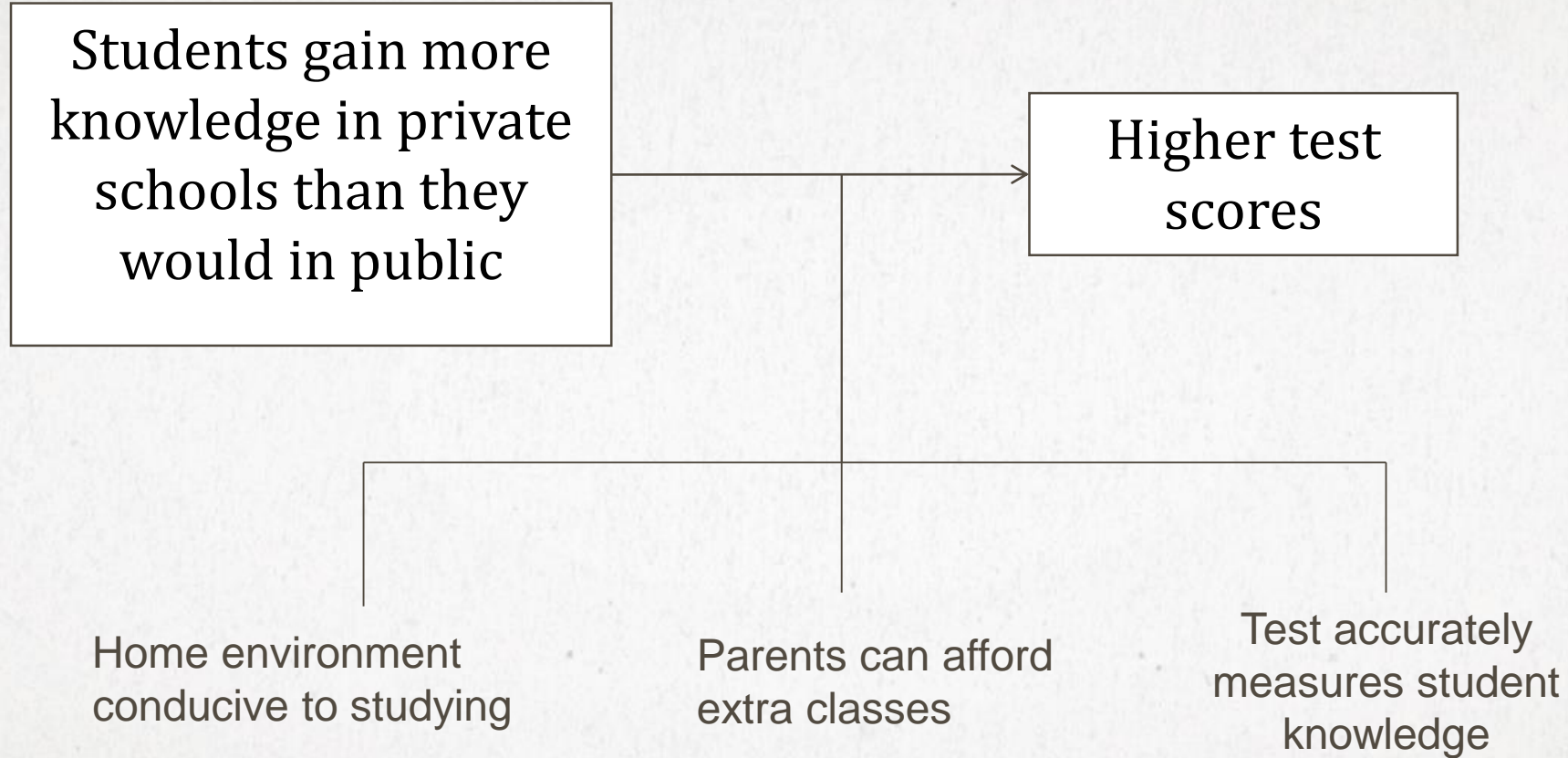


# POSSIBLE TRANSMISSION ROUTES

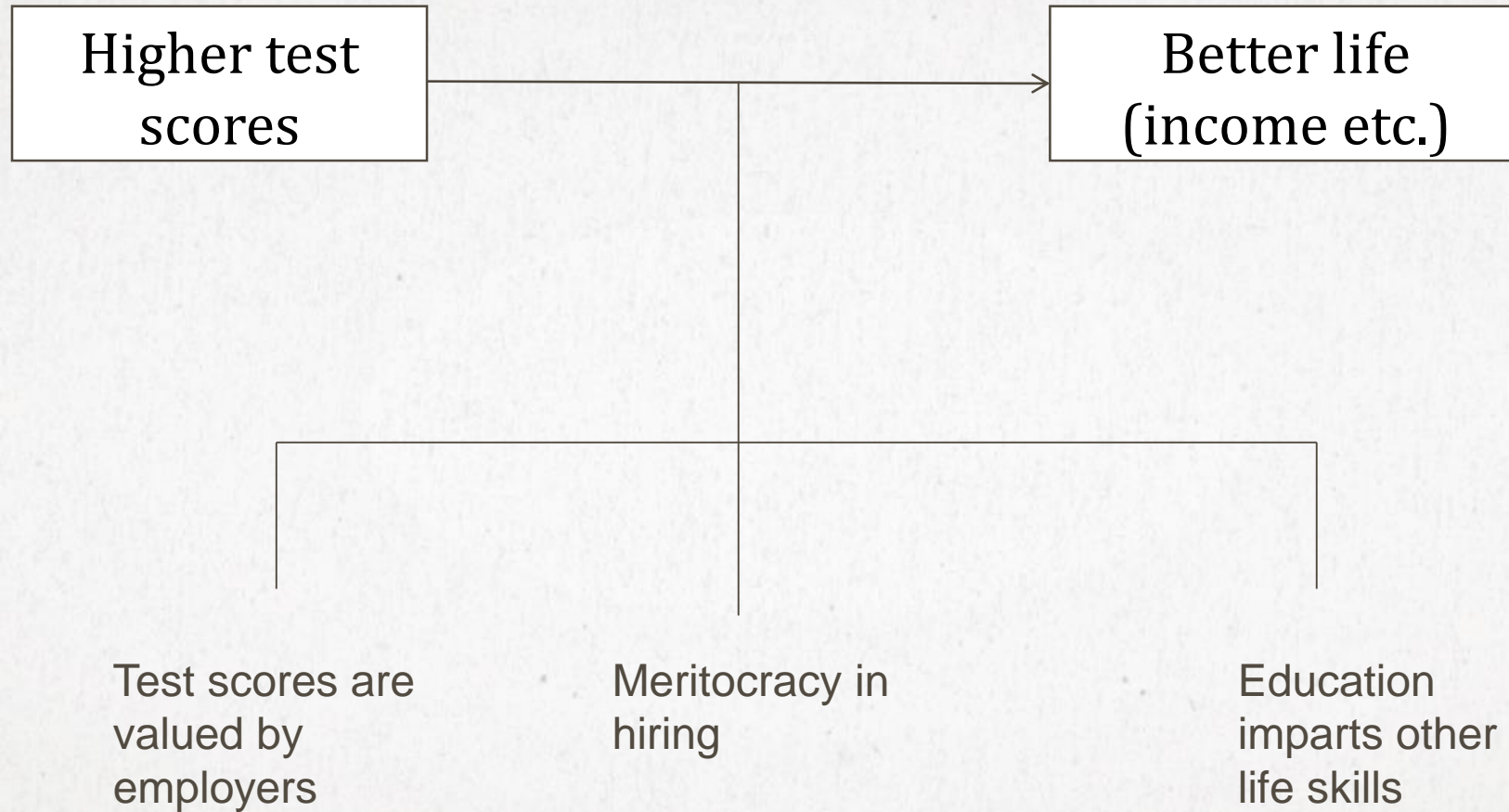




# TRANSMISSION ROUTES AND ASSUMPTIONS



# TRANSMISSION ROUTE AND ASSUMPTIONS



# EXERCISE II

## 10 MINUTES



# QUESTIONS

- Write down the key causal pathways that are operating.
  - What are the key assumptions for at least two links.
  - Identify at least two unintended consequences
  - What link is most CRITICAL and may be a BOTTLENECK?
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