Overview of Impact Evaluation

Patricia Rogers
RMIT University/ BetterEvaluation
For every $1 spent on a child, the whole community benefits seven-fold.

UNICEF is the United Nations Children’s Fund, the world’s leading advocate for children. UNICEF is non-political and works in over 150 countries to make a lasting difference to children’s lives by providing health, education and protection.

UNICEF relies on voluntary donations and by making a donation today, in any currency, you are playing an active role in changing children’s lives.


ありがとうございます    Thank you    谢谢

72¢    purifies 200 litres of water, making it safe to drink.
$3.60    buys a large woollen blanket to help keep a child warm.
$34.30    will immunise 200 children against measles.

Values are in Australian dollars and are approximate.

Australian Committee for UNICEF Limited
ABN 35 060 581 437
UNICEF0028
UNICEF Impact Evaluation Reports

- Evaluation of UNICEF's Rights Respecting Schools Award
- Child Grants Programmes Impact Evaluation: Follow-up Report - Executive Summary
- IASC Inter-agency Humanitarian Evaluation of the Typhoon Haiyan Response
- Zambia's Child Grant Program: 24-Month Impact Report
- More than Water: Impact evaluation of drinking water supply and sanitation interventions in rural Mozambique
- Determining the Results of the Koumen Sent Lisi Pilot Programme: A Social Safety Net Programme in St. Lucia
Figure 1. Conceptual Framework for Impact Evaluation of Child Grant Program

Moderators
- Distance/quality of facilities
- Prices
- Shocks
- Infrastructure
- Maternal literacy

Cash Transfer

Mediators
- Women’s empowerment
- Patience

Household
- Consumption
  - Food Security
  - Material well-being

  - Investment
    - Crop production
    - Livestock

  - Time-use
    - Use of services
    - Caring practices
    - Work

  - Income

Young Child
- Feeding
- Nutrition
- Morbidity
- School readiness

Older Child
- Schooling
- Morbidity
- Material well-being
- Work

Adult care-giver
- Self-assessed well-being
What experience have you previously had with impact evaluation?

1. I’ve conducted an impact evaluation
2. I’ve managed an impact evaluation
3. Both – I’ve managed AND conducted an impact evaluation
4. Neither – I have not managed or conducted an impact evaluation
IMPACTS

Not only:
• direct, intended impacts...

But also:
• Unintended – positive and negative
• Direct and indirect – splash and ripple
Steps in conducting an impact evaluation

1. Deciding to conduct an impact evaluation
2. Establishing governance and management arrangements
3. Preparing to conduct the evaluation
4. Developing a Terms of Reference
5. Engaging the evaluation team
6. Overseeing the evaluation
7. Following up the evaluation
1. Deciding to conduct an impact evaluation
Is there clear intended use?
Are there adequate resources?
Is the impact evaluation linked to national and UNICEF priorities?
2. Establishing governance and management arrangements

- **Evaluation Management Team**
  - Selects the Evaluation Team
  - Technical Guidance
  - Quality Assurance
  - Budget & Field Visits

- **Evaluation Reference Group**
  - Technical Advice
  - Cultural Advice

- **Evaluation Team**

Participatory Approaches
3. Preparing to conduct the evaluation

- Review the theory of change
3. Preparing to conduct the evaluation

- Use the theory of change to inform the impact evaluation
  - identify relevant variables that should be included in data collection
  - identify intermediate outcomes
  - identify aspects of implementation that should be examined to see if the failure to achieve intended impacts is due to a failure to implement the intervention successfully
  - identify potentially relevant contextual factors that should be included in data collection
  - guide data analysis
  - provide a framework for reporting findings.
3. Preparing to conduct the evaluation

• Identify and mobilize resources
  – Funding for an external evaluation team
  – Time of key contributors, including governance group, review bodies, key informant, site visit facilitators
  – Access to data systems
3. Preparing to conduct the evaluation

- Decide the process for developing the evaluation methodology

<table>
<thead>
<tr>
<th>Methodology by commissioning agency, up front</th>
<th>Initial methodology by commissioning agency, then revised</th>
<th>Initial methodology by evaluators, then revised</th>
<th>Methodology by evaluators, up front as separate project</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Set out in ToR</td>
<td>• Initial methodology revised in inception report</td>
<td>• Initial methodology revised in inception report</td>
<td>• Set out in ToR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The actual evaluation is commissioned as a separate project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Developing a Terms of Reference

- Clarify **purpose and objectives**
- Specify **Key Evaluation Questions**
- Set out a **design** or some guidance on a design
- Specify **evaluation team** profile
4. Developing a Terms of Reference

- Key Evaluation Questions linked to OECD-DAC evaluation criteria
  - Relevance
  - Effectiveness
  - Efficiency
  - Impact
  - Sustainability
4. Developing a Terms of Reference

Impact evaluations need to:

• **Identify changes** – for individuals, households, families, communities, organisations

• **Understand what has caused these**

• **And evaluate whether these are positive or negative** – taking into account equity issues. (not enough to just look at the average effect)
4. Developing a Terms of Reference

Different types of questions lead to different design options
Options for answering descriptive questions

– Collecting data from individuals or groups
– Observation
– Physical measurement
– Existing documents and data
Options for answering causal questions

- Attribution: Intervention → Effect
- Contribution: Other Cause → Effect

- Experimental
- Quasi-Experimental
- Non-Experimental

Overview: Strategies for Causal Attribution
Randomized Controlled Trials (RCTs)
Quasi-Experimental Design and Methods
Comparative Case Studies
Options for answering evaluative questions

<table>
<thead>
<tr>
<th></th>
<th>INTENDED IMPACTS</th>
<th>NEGATIVE IMPACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPTION 1</strong></td>
<td>✓✓</td>
<td>✗</td>
</tr>
<tr>
<td><strong>OPTION 2</strong></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Which is the better option?
5. Engaging the evaluation team

Good practices in recruiting and selecting a team:

Knowledge of:
- Local culture
- Local language
- Data collection experience
- Evaluation expertise
- Project management
6. Overseeing the evaluation

Evaluation work plan
Reporting findings
Management response
6. Overseeing the evaluation

HOW TO MANAGE QUALITY?

BE AWARE OF TRADE-OFFS

ENGAGE WITH STAKEHOLDERS

FOLLOWING ESTABLISHED ETHICAL STANDARDS

REVIEW EVALUATION DESIGN AND DRAFT REPORTS

Address:
• Respect for dignity and diversity
• Rights
• Confidentiality
• Avoidance of harm
7. Following up the evaluation

- Disseminating findings
- Tracking follow-up
- Documenting lessons learned about evaluation
UNICEF impact evaluation briefs and animated videos

<table>
<thead>
<tr>
<th>Overview: Data Collection and Analysis Methods in Impact Evaluation</th>
<th>Developing and Selecting Measures of Child Well-Being</th>
<th>Interviewing</th>
<th>Modelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview: Strategies for Causal Attribution</th>
<th>Randomized Controlled Trials (RCTs)</th>
<th>Quasi-Experimental Design and Methods</th>
<th>Comparative Case Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overview of Impact Evaluation</th>
<th>Theory of Change</th>
<th>Evaluative Criteria</th>
<th>Evaluative Reasoning</th>
<th>Participatory Approaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Available at www.UNICEF-IRC.org