MONITORING & EVALUATING
Social Safety Net Programs

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The World Bank
Social Safety Nets Core Course - 2014
Objectives of this session

1. Why Focus on Results
2. Monitoring vs. Evaluation
3. Impact Evaluation
4. Evaluation in SSN Projects
5. Using a Results Chain
6. Putting M&E Into Practice

Annexes: Tips for using, presenting data; Impact evaluation methods
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Results Based Management is a global trend

What is new about results?

- Managers are judged by their programs’ performance, not their control of inputs:
- A shift in focus from inputs to outcomes.
- Establishing links between monitoring and evaluation, policy formulation, and budgets (value for money)
- Critical to effective public sector management
## Monitoring vs. Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Monitoring</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Regular, Continuous</td>
<td>Periodic</td>
</tr>
<tr>
<td><strong>Coverage</strong></td>
<td>All programs</td>
<td>Selected program, aspects</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td>Universal</td>
<td>Sample based</td>
</tr>
<tr>
<td><strong>Depth of Information</strong></td>
<td>Tracks implementation, looks at WHAT</td>
<td>Tailored, often to performance and impact/ WHY</td>
</tr>
<tr>
<td><strong>Cost</strong></td>
<td>Cost spread out</td>
<td>Can be high</td>
</tr>
<tr>
<td><strong>Utility</strong></td>
<td>Continuous program improvement, management</td>
<td>Major program decisions</td>
</tr>
</tbody>
</table>
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## Complementary Roles of Monitoring and Evaluation

<table>
<thead>
<tr>
<th>Monitoring</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>✓ Clarifies program objectives</td>
<td>✓ Analyzes why intended results were or were not achieved</td>
</tr>
<tr>
<td>✓ Links activities and their resources to objectives</td>
<td>✓ Assesses specific causal contributions of activities to results</td>
</tr>
<tr>
<td>✓ Translates objectives into performance indicators and set targets</td>
<td>✓ Examines implementation process</td>
</tr>
<tr>
<td>✓ Routinely collects data on these indicators, compares actual results with targets</td>
<td>✓ Explores unintended results</td>
</tr>
<tr>
<td>✓ Reports progress to managers and alerts them to problems</td>
<td>✓ Provides lessons, highlights significant accomplishment or program potential, and offers recommendations for improvement</td>
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</tbody>
</table>
Monitoring

A continuous process of collecting and analyzing information,

- To compare how well a project, program or policy is performing against expected results, and
- To inform implementation and program management.
A systematic, objective assessment of an on-going or completed project, program, or policy, its design, implementation and/or results, asking

- **Descriptive Questions** to seek to determine what is taking place and describe aspect of a process.
- **Normative Questions** to compare what is taking place to what should be taking place.
- **Cause-and-Effect Questions** to examine outcomes and assess what difference the intervention makes in outcomes.
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Impact Evaluation

An assessment of the causal effect of a project, program or policy on beneficiaries. *Uses a counterfactual...*

- **to estimate** what the state of the beneficiaries would have been in the absence of the program (*the control or comparison group*), compared to the observed state of beneficiaries (*the treatment group*), and

- **to determine** intermediate or final outcomes attributable to the intervention.
Impact Evaluation Methods

All impact evaluations estimate the *counterfactual*, using control or comparison groups: *What would the treatment group be like in the absence of the program?*

1. **Experimental/Randomized Assignment**
   - uses randomized assignment to determine who gets program treatment(s) and who is control among eligible beneficiaries
   - can be used ethically in cases where program cannot reach all potential beneficiaries at once; or to test program alternatives
   - random assignment creates statistically equivalent groups (treatment and control) which allows a valid estimate of the counterfactual

2. **Quasi-Experimental**
   - mimics experimental designs
   - methods to create comparison groups include:
     - Regression Discontinuity
     - Differences in Differences
     - Instrumental Variables
     - Statistical Matching

→ **Choice of method depends on context. Rules of program operation are key because they determine eligibility for the program!** Use them to ID comparison group.
When to use Impact Evaluation?

Evaluate impact selectively, when project is:

- Innovative
- Replicable/scalable
- Strategically relevant
- Evaluation will fill knowledge gap
- Substantial policy impact

Use evaluation within a program to test alternatives, improve programs

- Beyond ‘does my program work’?
- To ‘which design is most cost effective?’
- Impact Evaluation 2.0
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Evaluations in SSN Projects

**Descriptive Process Evaluations** -- Assess whether a program is being implemented as planned
- Tailored to program’s institutional arrangements and components
- Often include quantitative and qualitative approaches
- Particularly useful at early stages of program implementation

**Normative Targeting/Incidence Analysis** – Determine whether the program is reaching its intended beneficiaries
- Can be applied at the geographical and household levels
- Includes errors of inclusion and exclusion
- Needs a reference from national measures of poverty (usually direct or proxy measures of income or consumption) against which to benchmark program performance
- Can use national surveys with ID of program beneficiaries, and oversampling if needed and/or regular program registration process
Causal Impact Evaluations – An assessment of the causal effect of a project, program or policy on beneficiaries

- Uses a counterfactual obtained from a control or comparison group to estimate the state of the beneficiaries in the absence of the program
- Relies on baseline and follow-up data on treatment and comparison groups

Useful for:

-- Determining intermediate or final outcomes attributable to the intervention
  • Often used to examine questions with less clear answers such as changes in behavior or outcomes with a range of drivers

-- Testing program design options
  • For example, different outreach strategies or the relative effectiveness of different benefit packages
Structuring Evaluations

Evaluations are derived from the question posed and should be tailored accordingly.

Evaluations can benefit from...

- Combining quantitative and qualitative data
- Cost – benefit analysis
- Ensuring timeliness of measuring results, producing information to inform key decisions
- Early planning!

→ Keep an eye on costs and take advantage of available data, national surveys
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Using a Results Chain

A Results Chain maps out a theory of change for any project:

- What are the intended results of the program?
- How will the intended results be achieved? Are there any critical assumptions? Sufficient resources?
- How will we know we have achieved the intended results?
Typical Results Chain

**Inputs**
- Financial, human, and other resources mobilized to support activities
- *Budgets, staffing, other available resources*

**Activities**
- Actions taken or work performed to convert inputs into specific outputs
- *Series of activities undertaken to produce goods and services*

**Outputs**
- Products resulting from converting inputs into tangible outputs
- *Goods and services produced and delivered, under the control of implementing agency*

**Outcomes**
- Changes resulting from use of outputs by targeted population, (behavior, utilization, conditions)
- *Not fully under the control of implementing agency*

**Final Outcomes**
- The final objective of the program – benefits
- Long-term goals
- *Changes in outcomes with multiple drivers*

---

Implementation (SUPPLY SIDE)  Results (DEMAND + SUPPLY)
Public Works Program Results Chain Example

**Inputs**
- Budget for PW Program
- Ministry of Labor staff
- Staff from participating municipalities

**Activities**
- Setting of sub-minimum wage
- Information campaign
- Enrollment
- Selection of sites, contracting and training of PW operators

**Outputs (Annual)**
- 50,000 jobs
- $1,000,000 in wages
- > 75% of program costs transferred as wages
- 2,000 PW subprojects produced

**Outcomes**
- Net income transfer to households
- Skills acquired
- Utility, maintenance of PWs

**Final Outcomes**
- Income, employment
- Beneficiary households: income, assets
- health, nutrition
- education
- Aggregate unemployment, poverty

Implementation (SUPPLY SIDE)  
Results (DEMAND + SUPPLY)
**Exercise: Results Chain**

Identify the sequence of inputs, activities, outputs and outcomes:

1. Information about the importance of pre-school made available to program parents
2. Children perform better in primary, secondary
3. Improved rates of age-appropriate enrollment into primary school
4. More children enrolled in pre-school
5. Funds available to promote pre-school enrollment for children of cash transfer program beneficiaries
6. Design information campaigns on the importance of pre-school
Exercise: **Results Chain**

Identify the sequence of inputs, activities, outputs and outcomes:

<table>
<thead>
<tr>
<th>Input</th>
<th>Activity</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Funds available to promote pre-school enrollment for children of cash transfer program beneficiaries</td>
<td>Design information campaigns on the importance of pre-school for program parents</td>
<td>Information about the importance of pre-school made available to program parents</td>
<td></td>
</tr>
<tr>
<td>4. More children enrolled in pre-school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Improved rates of age-appropriate enrollment into primary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Children perform better in primary, secondary</td>
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</tbody>
</table>

Information about the importance of pre-school made available to program parents

Children perform better in primary, secondary

Improved rates of age-appropriate enrollment into primary school

More children enrolled in pre-school

Funds available to promote pre-school enrollment for children of cash transfer program beneficiaries

Design information campaigns on the importance of pre-school for program parents
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Implementing the Results Chain

Jamaica PATH CCT Program

- Example of how a well-structured program level M&E helped shape program design and inform policy decisions

- Program of Advancement Through Health and Education (PATH)

- Conditional cash transfer (CCT) program aimed at linking social assistance with human capital accumulation

- Primarily child grants to poor children <19 conditional on school, health care usage
Jamaica CCT Results Chain, Instruments, Indicators

**Inputs**
- Budget for CCT Program
- Program staff
- Health and education facilities, staff

**Activities**
- Program design (setting transfer amount, conditions etc.)
- Establishment of CCT program
- Information campaign
- ID beneficiaries

**Outputs (Annual)**
- Enrollment of beneficiaries in CCT program
- Transfers made

**Outcomes**
- School enrollment
- School attendance
- Health service utilization
- Income support

**Final Outcome**
- Health, nutrition
- Poverty
- School completion, performance
- Savings, investment, assets

**MIS**
- Internal audit
- Process evaluation
- Spot checks

**Human resources**
- Financial resources

**Compliance**
- Payments
- Stakeholders’ perspective

**Targeting, coverage, adequacy**
- Impact evaluation
- School attendance Use of preventive health services

**Long-term human development outcomes**
- Long-term impact evaluation
<table>
<thead>
<tr>
<th>Instruments</th>
<th>Key Indicator</th>
<th>Results</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inputs:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Info System (MIS)</td>
<td></td>
<td>• Some lag in payments</td>
<td>• Adjustments to payment system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Good compliance with conditions</td>
<td>• Intensified outreach</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Slower take up rate of program</td>
<td></td>
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<tr>
<td>Internal Audit</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Application process seen as burdensome</td>
<td>• Revamping of MIS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Stakeholders not clear on program rules</td>
<td>• Revised operations manual</td>
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<td></td>
<td></td>
<td>• Weak system for verifying eligibility of new beneficiaries</td>
<td>• Social workers used as focal points to access a variety of social services</td>
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<td></td>
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<td>• Delays in appeals processing</td>
<td>• “Steps to Work”, new program created with focus on employment, labor markets skills development</td>
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<tr>
<td></td>
<td></td>
<td>• Strong demand for jobs/training</td>
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<tr>
<td><strong>Activities:</strong></td>
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<td></td>
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<tr>
<td>Process evaluation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Spot checks</td>
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</table>
## Use of PATH M&E Results

<table>
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<th>Key Indicator</th>
<th>Results</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outputs:</strong>&lt;br&gt;• Special targeting assessment (using annual household survey)</td>
<td>PATH better at reaching the poor than other Jamaican safety net programs &lt;br&gt;Not as good as other internationally</td>
<td>Improved the beneficiary identification system &lt;br&gt;Expanded training for social workers to help verify eligibility &lt;br&gt;More frequent recertification</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes:</strong>&lt;br&gt;• Impact evaluation</td>
<td>Education: School attendance improved slightly (by about half a day in a 20 day period). No impact on enrollment &lt;br&gt;Health: 30% increase in use of preventive health services</td>
<td>Focused main education objective on school completion &lt;br&gt;Introduced differentiated benefit levels to provide incentives for completion (gender, age) &lt;br&gt;Introduced a bonus for completing high school</td>
<td></td>
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</table>
Lessons Learned

- A well articulated approach to M&E is critical to good program management and to informing policy.

- Impact evaluations are powerful for informing key program and policy decisions.

- Good monitoring systems
  - Allow for results-based planning and management
  - Facilitate project preparation, supervision and reform and program implementation
  - Monitoring and IE play important complementary functions
Lessons Learned
What does it take to get there?

- Clients willing to learn, take risks, experiment, and collaborate \rightarrow change in perspective “from threats to tools”

- Strong support of M&E by senior government champions and demand for transparency by civil society \rightarrow champions, demands

- Donor and government desire to focus on M&E processes and goals \rightarrow change in culture

- Cross-sectoral collaboration in the government (especially Ministry of Finance) & donors \rightarrow collaboration
Conclusions

- Monitoring and evaluation are separate, complementary functions, but both are key to results-based management.

- Good M&E is crucial not only to effective program management but can be a driver for reform.

- Have a good M&E plan before you roll out/scale-up and use it to inform the journey!

- Design the timing and content of M&E results to further evidence-based dialogue.

- Good monitoring is essential to good impact evaluation.
ANNEX 1: Tips for Using, Presenting Data
Develop a Data Collection Plan

- Identify **what** specific data are needed
- Identify **which** data are available
- Identify **how** the data will be collected
- Identify **who** will be responsible for collecting and reporting the data
- Identify **when** the data will be collected and reported, including how frequently
- Identify **costs** and sources of financing
- Identify **who will use** the data
## Example: Data Collection and Reporting Plan

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source</th>
<th>Data Collection Method</th>
<th>Who will collect data</th>
<th>Frequency of Collection</th>
<th>Cost of Collection</th>
<th>Difficulty to collect</th>
<th>Who will analyze &amp; report data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>3</td>
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</table>
SMART: Identifying good indicators

Specific
Measurable
Attributable
Realistic
Targeted
Quick Tips on making performance monitoring really useful...

1) Provide frequent, timely information to program staff.

2) Set targets for each performance indicator.

3) Provide sub-group data. Disaggregate data by customer and service characteristics (region).

4) Do regular, basic, analysis of the data, especially comparisons.
5) Require explanations for unexpected findings.

6) Report findings in a user-friendly way.

7) Hold “How Are We Doing?” sessions after each performance report.

8) Use “Red-Yellow-Green Lights” to identify programs/projects needing attention.

9) Link outcome information to program costs.

10) Use/create a unique beneficiary ID to link data across programs and expand the analysis.

Source: Harry Hatry, Urban Institute
ANNEX 2: Impact Evaluation Methods
Randomized Assignment

Randomized Offering/Promotion

Discontinuity Design

Difference-in-Differences

Diff-in-Diff

Matching

P-Score matching

Impact Evaluation Toolbox
Impact Evaluation Toolbox

Randomized Assignment

Randomized Offering/Promotion

Discontinuity Design

Difference-in-Differences

Diff-in-Diff

Matching

P-Score matching
Randomized Assignment of Treatments & Comparison

Eligibles > Number of Benefits

- Randomize!
- Lottery for who is offered benefits
- Fair, transparent and ethical way to assign benefits to equally deserving populations.

Oversubscription

- Give each eligible unit the same chance of receiving treatment
- Compare those offered treatment with those not offered treatment (*comparisons*).

Randomized Phase In

- Give each eligible unit the same chance of receiving treatment first, second, third...
- Compare those offered treatment first, with those offered later (*comparisons*).
Randomized treatments and comparisons

1. Population

2. Evaluation sample

3. Randomize treatment

External Validity

Internal Validity

= Ineligible

= Eligible
Unit of Randomization

- Choose according to type of program
  - Individual/Household
  - School/Health Clinic/catchment area
  - Block/Village/Community
  - Ward/District/Region

- Keep in mind
  - Need “sufficiently large” number of units to detect minimum desired impact: **Power**.
  - Spillovers/contamination
  - Operational and survey costs

As a rule of thumb, randomize at the smallest viable unit of implementation.
<table>
<thead>
<tr>
<th>Randomized Assignment</th>
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<tbody>
<tr>
<td><strong>Randomized Promotion</strong></td>
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<tr>
<td>Discontinuity Design</td>
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<tr>
<td>Difference-in-Differences</td>
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<tr>
<td><strong>Diff-in-Diff</strong></td>
</tr>
<tr>
<td>Matching</td>
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<tr>
<td><strong>P-Score matching</strong></td>
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</tbody>
</table>

**IE Methods Toolbox**
What if we can’t choose?

- It’s not always possible to choose a control group. What about:
  - National programs where everyone is eligible?
  - Programs where participation is voluntary?
  - Programs where you can’t exclude anyone?

Can we compare Enrolled & Not Enrolled?

Selection Bias!
Randomly offering or promoting program

- If you can exclude some units, but can’t force anyone:
  - Offer the program to a random sub-sample (e.g. offer training to teachers in treatment schools)
  - Many will accept, some will not accept

- If you can’t exclude anyone, and can’t force anyone:
  - Making the program available to everyone
  - But provide additional promotion, encouragement or incentives to a random sub-sample:
    - Additional Information.
    - Encouragement.
    - Incentives (small gift or prize).
    - Transport (bus fare).
Randomly offering or promoting program

Necessary conditions:

1. Offered/promoted and not-offered/ not-promoted groups are comparable:
   o Whether or not you offer or promote is not correlated with population characteristics
   o Guaranteed by randomization.

2. Offered/promoted group has higher enrollment in the program.

3. Offering/promotion of program does not affect outcomes directly.
Other Impact Evaluation Methods

**Prospective evaluation:**
1. Randomized evaluations
2. Double-difference (DD) methods

**Retrospective evaluations:**
3. Propensity score matching (PSM)
4. Regression discontinuity (RD) design
5. Instrumental variable (IV) methods

[and combinations of methods]
Quasi-experimental Methods
(as opposed to RCTs)

• Comparison group non-randomly constructed by evaluator

• Challenge: evaluator can never be sure if behaviour of comparison group mimics that of treatment group without program: selection bias
Randomized Assignment

Randomized Promotion

Discontinuity Design

Difference-in-Differences

Diff-in-Diff

Matching

P-Score matching

IE Methods Toolbox
Discontinuity Design

Many social programs select beneficiaries using an index or score:

- **Anti-poverty Programs**: Targeted to households below a given poverty index/income
- **Pensions**: Targeted to population above a certain age
- **Education**: Scholarships targeted to students with high scores on standardized tests
- **Agriculture**: Fertilizer program targeted to small farms less than a given number of hectares
Effect of secondary education scholarships on enrolment and later life outcomes

Goal
Improve educational and later life outcomes of poor and vulnerable youth

Method
- Students with a vulnerability score ≤50 are poor
- Students with a vulnerability score >50 are not poor

Intervention
Poor students receive scholarships
Regression Discontinuity Design-Baseline

Outcome vs. Score graph showing a discontinuity at a score of 50, with one side labeled "Eligible" and the other "Not eligible".
Regression Discontinuity Design - Post Intervention

Outcome

Score

IMPACT
Discontinuity Design

- We have a continuous eligibility index with a defined cut-off
  - Households with a score ≤ cutoff are eligible
  - Households with a score > cutoff are not eligible
  - Or vice-versa

- Intuitive explanation of the method:
  - Units just above the cut-off point are very similar to units just below it – *good comparison*.
  - Compare outcomes $Y$ for units just *above and below* the cut-off point.

- Strategy estimates a *local* average treatment effect.

For a discontinuity design, you need:
1) Continuous eligibility index
2) Clearly defines eligibility cut-off.
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</table>
Effect of per capita financing of primary schools on educational outcomes

Goal
Improve equity in education and strengthen quality of teaching

Intervention
Introduce per capita financing and decentralize decision making powers to the school level. Poorest districts selected first

Evaluation Method
Compare the change in learning outcomes of pupils in 30 pilot districts with the change in learning outcomes of pupils in 30 non-pilot districts
\[ \text{Impact} = (A - B) - (C - D) = (A - C) - (B - D) \]
**Difference-in-differences (Diff-in-diff)**

Y = TIMMS test scores  
\( P = \) School decentralization program

\[
\text{Diff-in-Diff: Impact} = (Y_{t1} - Y_{t0}) - (Y_{c1} - Y_{c0})
\]

<table>
<thead>
<tr>
<th></th>
<th>Pilot districts</th>
<th>Non pilot districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>After</td>
<td>440</td>
<td>560</td>
</tr>
<tr>
<td>Before</td>
<td>410</td>
<td>540</td>
</tr>
<tr>
<td>Difference</td>
<td>+30</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>+20 = 10</td>
</tr>
</tbody>
</table>
Differences in Differences combines *Enrolled & Not Enrolled* with *Before & After*.

**Slope:** Generate counterfactual for change in outcome

**Trends** – slopes – are the same in treatments and comparisons *(Fundamental assumption)*.

To test this, at least 3 observations in time are needed:

- **2 observations before**
- **1 observation after**.
Choosing an IE method

- Choice of method depends on context. Rules of program operations are key because they determine who gets the program.

- The rules of program operations determine which impact evaluation method can be used (not vice versa).

- Do this at the same time as you are designing the program – for a prospective evaluation.

- We can almost always find valid comparison groups (counterfactuals) if the operational rules for selecting beneficiaries are equitable, transparent and accountable.
Who gets the program?

- Eligibility criteria
  - Are benefits targeted?
  - How are they targeted?
  - Can we rank eligible's priority?
  - Are measures good enough for fine rankings?

- Roll out
  Equal chance to go first, second, third?
### The Method depends on the rules of operation

<table>
<thead>
<tr>
<th></th>
<th>Targeted</th>
<th>Universal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Stages</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without cut-off</td>
<td>○ Randomization</td>
<td>○ Randomized Rollout</td>
</tr>
<tr>
<td>With cut-off</td>
<td>○ RD/DiD</td>
<td>○ RD/DiD</td>
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<td>○ Match/DiD</td>
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<td><strong>Immediately</strong></td>
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<tr>
<td>Without cut-off</td>
<td>○ Randomized Promotion</td>
<td>○ Randomized Promotion</td>
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<td>○ RD/DiD</td>
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<td>○ Match/DiD</td>
<td>○ Randomized Promotion</td>
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</table>
Ethical Considerations

Do not delay benefits
Rollout base on budget/administrative constraints

Equity
Equally deserving beneficiaries deserve an equal chance of going first

Transparent & accountable method
- Give everyone eligible an equal chance
- If rank based on some criteria, then criteria should be quantitative and public
Overall Messages

Impact evaluation

Is useful for:
- Validating program design
- Adjusting program structure
- Communicating to finance ministry & civil society

Evaluation design

Derived from clear, transparent rules of program operation

A good one requires estimating the counterfactual:
- What would have happened to beneficiaries if had not received the program
- Need to know all reasons why beneficiaries got program & others did not
Remember

“The objective of impact evaluation is to estimate the causal effect or impact of a program on outcomes of interest.”
Remember

“

To estimate impact, we need to estimate the counterfactual.

- what would have happened in the absence of the program and
- use comparison or control groups.
Remember

Choose the best evaluation method that is feasible in the program’s operational context.
Remember

“

We have a toolbox with 5 methods to identify good comparison groups.
References (Methods)
