

# Impact Evaluation

## NGO Perspectives



**Muluemebet Chekol**  
**Senior Director**  
**Monitoring & Evaluation**

**Larry Dershem**  
**Senior D, M & E Advisor for**  
**the Middle East & Eurasia**

**March 21, 2012**

# How does Save the Children define Impact and IE?

- **IMPACT**: the totality of effects produced by an intervention, whether they be positive or negative, intended or unintended, direct or indirect, primary or secondary. *In emergency interventions, effects may be assessed in terms of outcomes rather than impact.*

- **IMPACT EVALUATION**: an evaluation of effects (both intended and unintended) that can be attributed to a specific program, project or policy. Impact evaluations help inform policy and decision making as to what works, what doesn't work, why and in what contexts.

# THEORY OF CHANGE: how we work to create impact for children

**We will...**

## **... be the voice**

advocate and campaign for better practices and policies to fulfill children's rights and to ensure that children's voices are heard (particularly those children most marginalized or living in poverty)

## **... be the innovator**

develop and prove evidence-based, replicable breakthrough solutions to problems facing children

## **build partnerships**

collaborate with children, civil society organizations, communities, governments and the private sector to share knowledge to ensure children's rights are met

## **... achieve results at scale**

support effective implementation of best practices, programs and policies for children, leveraging our knowledge to ensure sustainable impact at scale

# Factors we consider before deciding IE design

- **Why do we need to conduct IE?**

Is the IE embedded in the program design? Will this require us to modify the project design? If we need to change the project design, can we accommodate it?

- **What type of IE design is proposed?**

Does the proposed IE design meet the level of rigor necessary to answer the evaluation question(s)?

- **Is the evaluation design cost effective?**

Assess value for money

- **Which IE design would be appropriate for the project type and the context we work in?**

Does the context we work in limit the IE designs available to us?

- **Who will conduct the IE?**

Is the IE led by internal team? If so, how do we ensure objectivity? If external, what will be our involvement in an external evaluation process?

# Experiences from Palestine & Kazakhstan

## Palestine (West Bank)

- **Project:** Vocational technical education for youth
- **Evaluation question:** Since parents are the main influence on youth for choosing educational opportunities, does targeting parents with VOTECH awareness activities and campaigns increase positive parental attitudes toward VOTECH?
- **Result:** Increased positive parental attitudes toward VOTECH

## Kazakhstan

- **Project:** Conditional cash transfer (CCT)
- **Evaluation question:** Does the transfer of cash to very poor households increase attendance of pregnant mothers at health clinics for antenatal screenings and increase children attending pre-school?
- **Result:** Children attending pre-school & maternal health clinic visits

# Experiences from Palestine & Kazakhstan.. ctd

## 1. Why IE was used

- Evidence of **whether “it works” for scaling-up**
- **Accountability** to donor (upward accountability)
- Kazakhstan – **cost effectiveness**

## 2. Which IE designs were used

- Palestine – **Quasi-experimental** (matched group & double difference analysis) design by Save the Children.
- Kazakhstan – Mixed method: **Experimental** (random assignment of villages), 2 qualitative studies & cost evaluation.

# Experiences from Palestine & Kazakhstan ctd.

## 3. Who was involved

- Palestine – **Project staff, implementing partners & regional M&E Advisor.**
- Kazakhstan – **Oxford Policy Management** selected by Save the Children & World Bank in tender.

## 4. What were the costs

- Palestine – part of the usual **5%** allocated for M&E within the **project budget**
- Kazakhstan – separate budget of **\$1 million USD**

# Experiences from Palestine & Kazakhstan ctd.

## 5. What were the main challenges

- Palestine – respondent matching, data base development (panel data), and interpreting results
- Kazakhstan – IE has required implementation adjustment rather than implementation requiring IE adjustments.

## 6. What were the results

- Palestine – credible for most parental attitudes; showed interventions effected parental attitude of “*better employment opportunities than university graduates*” the most.
- Kazakhstan – results not completed



# Experiences from Palestine & Kazakhstan Ctd

## 7. How were the results used

- Palestine – VOTECH curriculum scaled-up by **MoE** will target comparative advantages of “*employment opportunities*” in awareness campaigns to parents.
- Kazakhstan – interest to **Save the Children** (for other countries) & **World Bank** (non-gov’t implementation) for scalability