RISE UP LEARNING SESSION: UNDERSTANDING IMPACT MEASUREMENT

Micah Cruz & Kim Vidal • December 10, 2020

AGENDA

- **Introduction to IDinsight**

- What do we mean by "impact?"

- Case studies
    1. Improving learning (India)
    2. Distributing insecticide treated nets (Zambia)

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DATA. DECISIONS. DEVELOPMENT.

# IDINSIGHT USES DATA AND EVIDENCE TO HELP LEADERS COMBAT POVERTY WORLDWIDE.

Our collaborations deploy a large analytical toolkit to help clients **design better policies**, rigorously **test what works**, and use evidence to **implement effectively at scale**.

We place special emphasis on using the right tool for the right question, and tailor our rigorous methods to the real-world constraints of decision-makers.

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OUR WORK IN SOUTHEAST ASIA
IDINSIGHT SOUTHEAST ASIA HAS WORKED IN 5 COUNTRIES

UNICEF
SANITATION
IMPACT EVALUATION

YOUTHWORKS PH
WORKFORCE DEVELOPMENT
FORMATIVE EVALUATION

DEPARTMENT OF HEALTH
UNIVERSAL HEALTH CARE
MONITORING SUPPORT

PROXIMITY
AGRICULTURE
PROGRAM DIAGNOSIS

iDE
SANITATION
IMPACT EVALUATION

INVESTING IN WOMEN
WORKPLACE GENDER EQUALITY
QUALITATIVE RESEARCH

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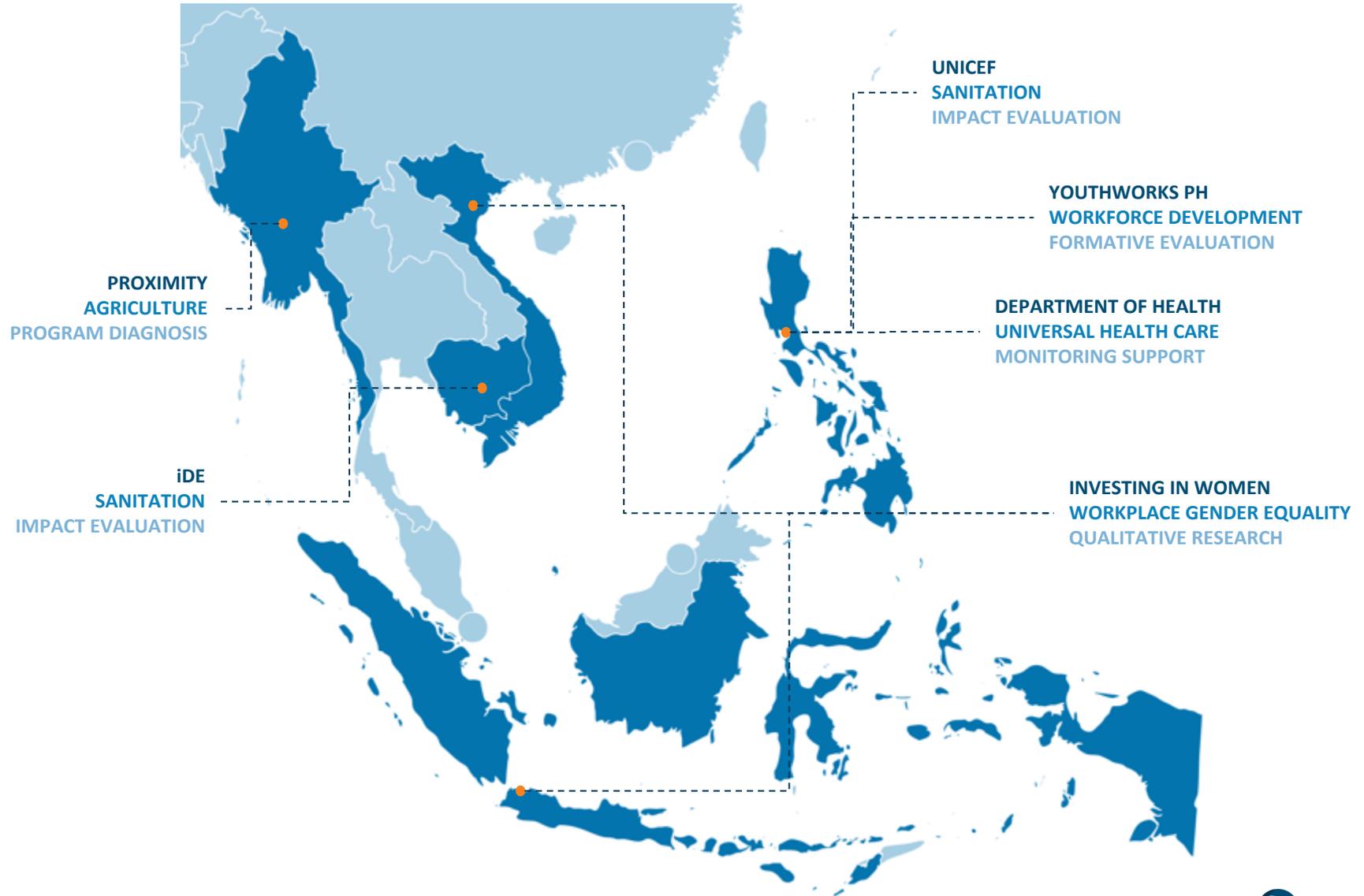
OUR APPROACH: IDINSIGHT HELPS CLIENTS TRANSLATE DATA INTO MORE IMPACT

RIGOROUS

Data and evidence via the most rigorous techniques

TIMELY

Actionable information delivered by decision-making deadlines

DEMAND-DRIVEN

Solutions tailored to partner contexts and budgets

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IMPACT VALUE CHAIN (THEORY OF CHANGE)

	Input	Activity	Output	**Outcome**	**Impact**
Definition	Resources that are deployed in service of a certain set of activities	Actions / tasks that are performed in support of specific impact objectives	Tangible, immediate practices, products and services that result from the activities undertaken	**Changes or effects on individuals** that follow from the delivery of products and services	**Changes or effects on society / the environment** that follow from the achieved outcomes
Example: Train2 Work	Funding from incubator Manpower	Training of young people on job skills	Number of young people trained	Improved job skills of training participants	Increased employment in community

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TO WHOM DO WE ATTRIBUTE "IMPACT"?

The IMP reached global consensus that impact can be measured across five dimensions: What, Who, How Much, Contribution and Risk

Impact dimension	Impact questions each dimension seeks to answer
☐ **What**	• What outcome occurs in the period? • How important is the outcomes to the people (or planet) experiencing them?
○ **Who**	• Who experiences the outcome? • How underserved are the affected stakeholders in relation to the outcome?
☰ **How Much**	• How much of the outcome occurs - across scale, depth and duration?
+ **Contribution**	• Would this change likely have happened anyway?
△ **Risk**	• What is the risk to people and planet that impact does not occur as expected?

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Train2Work has an opportunity to expand to new communities.

Does the program work?

- Did employment increase in the community?
- If yes, is Train2Work the reason for the increase?

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"CHANGE" ANECDOTES

BEFORE-AND-AFTER SURVEY
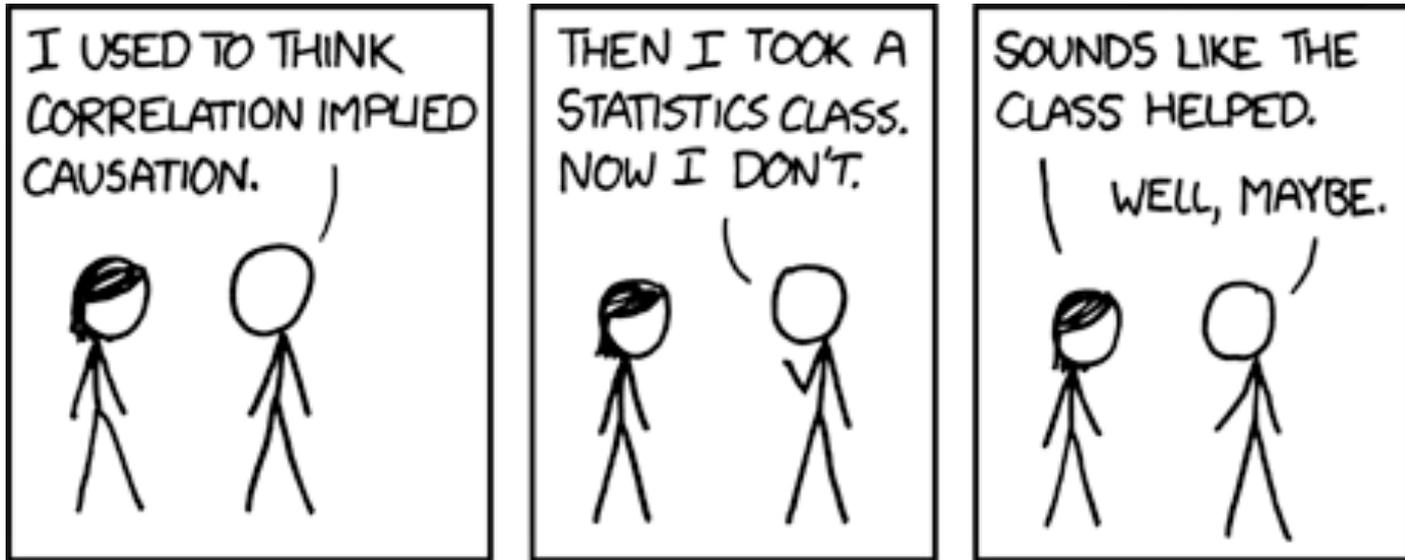
What would have happened if Train2Work wasn't in the community?

The Counterfactual

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WHY WE NEED THE COUNTERFACTUAL
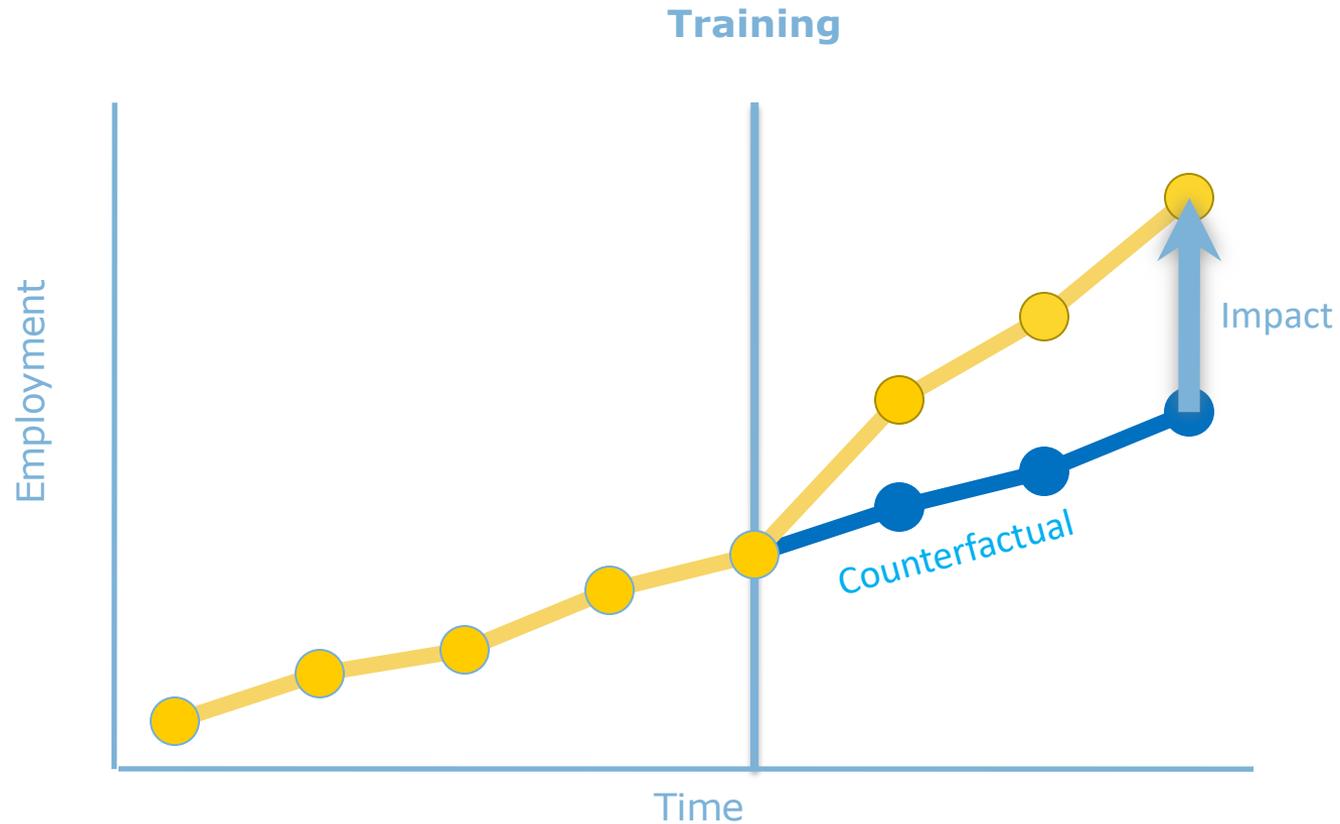
WHY WE NEED THE COUNTERFACTUAL
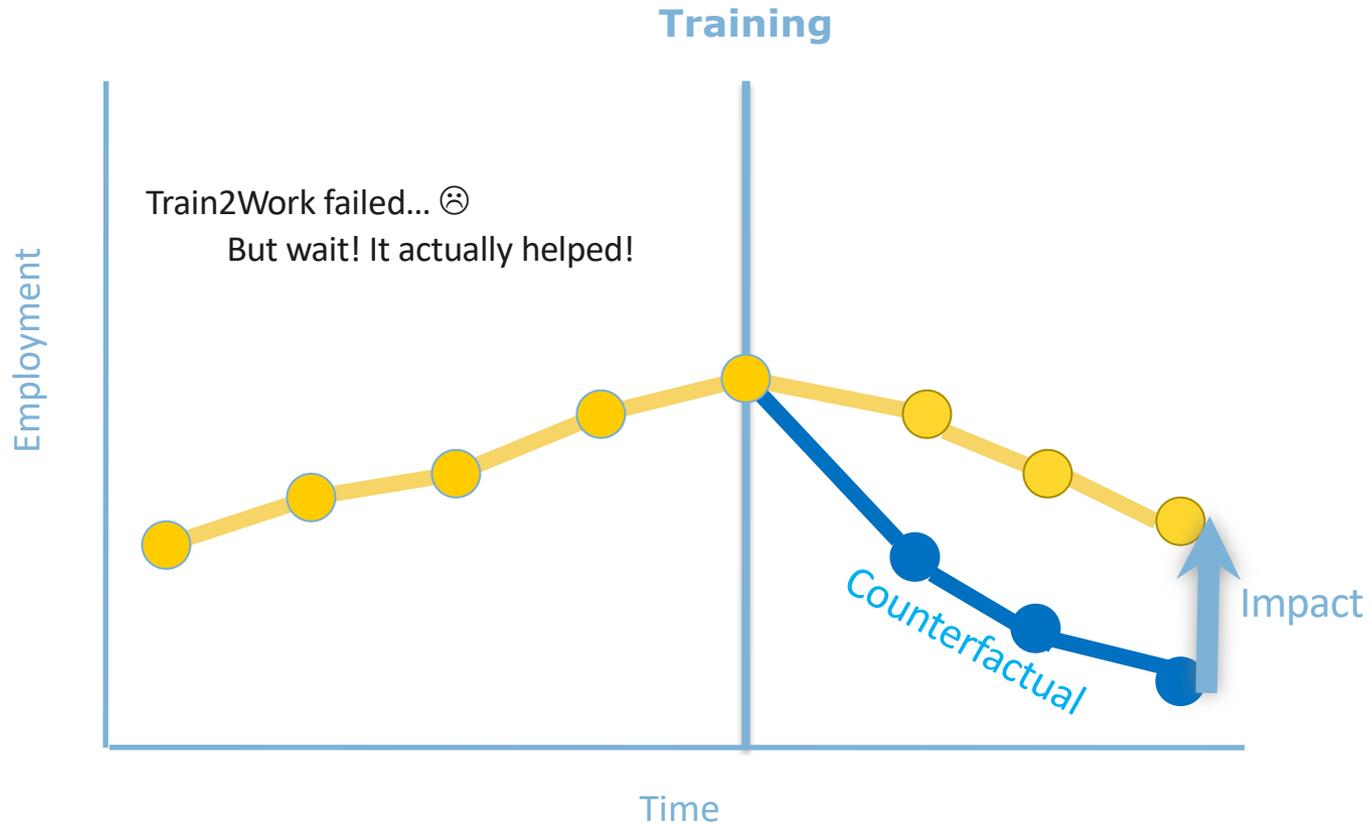
HOW DO WE MEASURE THE COUNTERFACTUAL?

ESTABLISHING THE COUNTERFACTUAL

Target Group

- Rural population
- Low high school completion rate
- Tagalog speakers
- Participated in training

Comparison Group

- Rural population
- Low high school completion rate
- Tagalog speakers
- **DID NOT participate in training**

CERTAINTY VS. RESOURCES TRADE-OFF

High certainty

Impact Evaluation

Before-and-After Survey

Low certainty

Anecdote/Observations

Less time and
resources

More time and
resources

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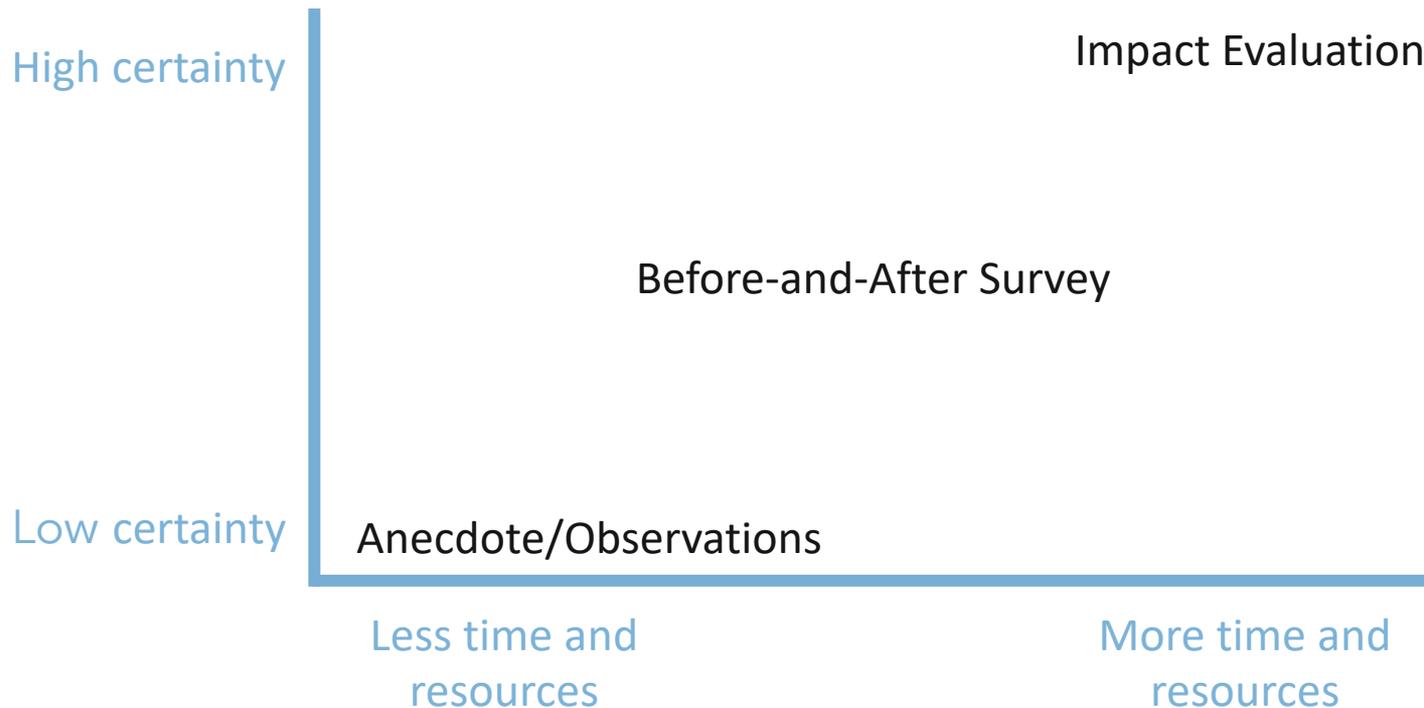
MAKING INFORMED DECISIONS WITH DATA FROM AN IMPACT EVALUATION

Questions it can answer	Decisions it can inform
• Outcome: Does Train2Work increase the job skills of participants? • Impact: Does the increase in job skills make the participants more attractive to employers?	• Whether Train2Work can scale up its operations
• Does Train2Work's program have uniform impact across demographic groups?	• Whether Train2Work should be targeted to certain demographic groups • Whether Train2Work should be redesigned to be more inclusive
• Are all of the different training modes of Train2Work effective? Is there one that's more effective than others?	• Whether Train2Work should focus on particular training offerings

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MAKING INFORMED DECISIONS WITH DATA FROM AN IMPACT EVALUATION

Questions it can answer

- Did the intervention/service achieve the desired outcomes and impact?

- Should the intervention be scaled up in its current form?

- Which version of our service works best?

- Which groups respond best to our intervention? Should we target them?

Decisions it can inform

- Whether the intervention/service should be changed (if doesn't work)

- Whether interventions should be funded (if they work)

- Whether to scale up operations

- Which version/model of an intervention to scale up

- Whether the program should be targeted to certain groups

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CASE STUDIES ON DECISION-FOCUSED IMPACT EVALUATIONS

1 **Improving Learning with Educate Girls (India)**

1) Determine whether outcomes are achieved to secure donor payments

2) Course correct to improve outcomes

2 **Distributing Insecticide Treated Nets (Zambia)**

1) Determine which distribution method is effective and less costly

2) Choose which method to scale up

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CASE STUDY#1: IMPROVING LEARNING WITH EDUCATE GIRLS - INDIA
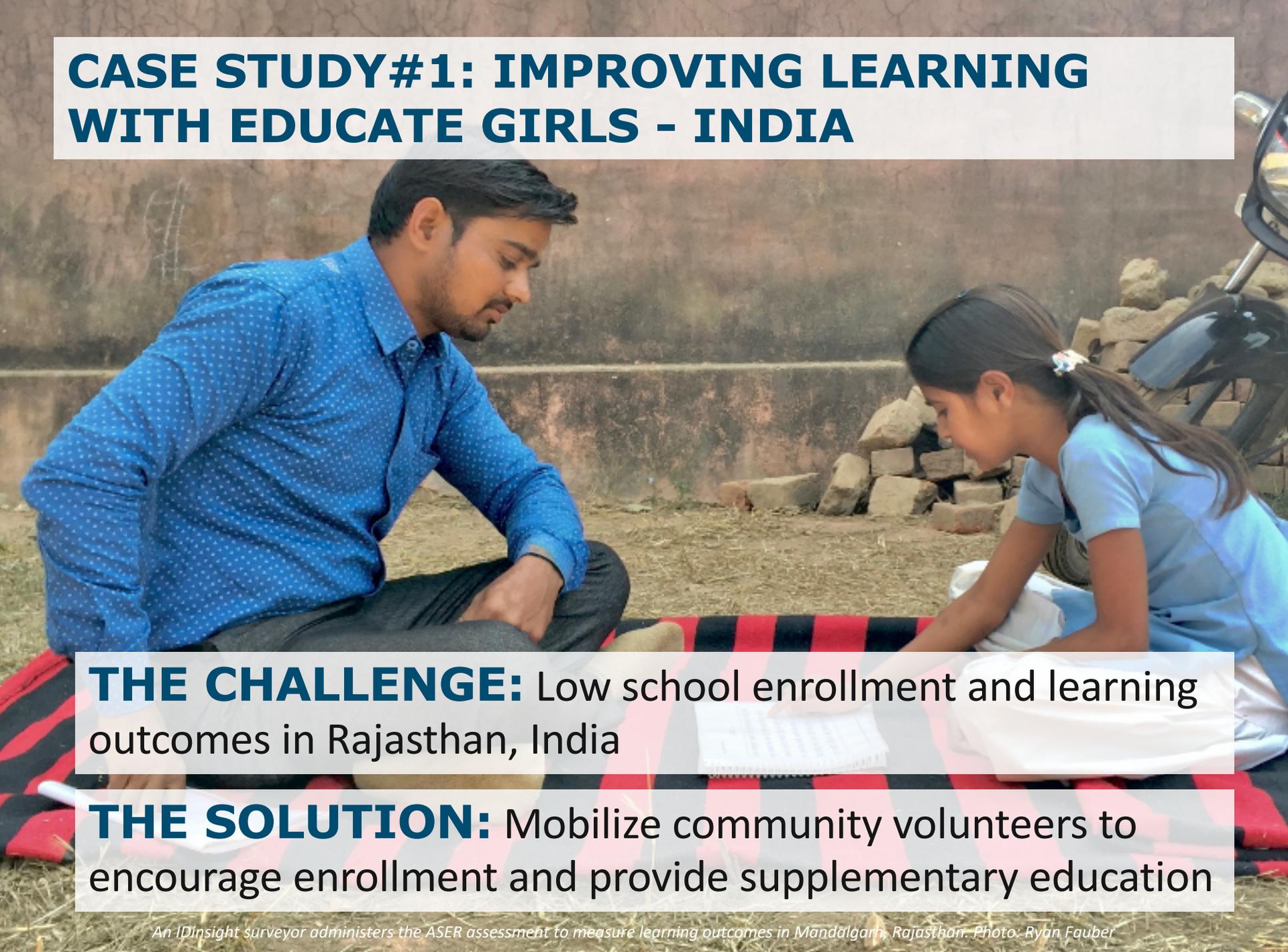
THE CHALLENGE: Low school enrollment and learning outcomes in Rajasthan, India

THE SOLUTION: Mobilize community volunteers to encourage enrollment and provide supplementary education

An IDinsight surveyor administers the ASER assessment to measure learning outcomes in Mandalgarh, Rajasthan. Photo: Ryan Fauber

educate girls

EDUCATE GIRLS

- Educate Girls trains and deploys community volunteers to:
  - ✓ encourage enrollment of girls
  - ✓ provide supplementary education at schools

- IDinsight had a 3-year partnership with Educate Girls and others in the world's first Development Impact Bond (DIB)

EDUCATE GIRLS DEVELOPMENT IMPACT BOND

**Objective**: Improve educational outcomes for primary school students in India

Payment contingent on outcome targets being achieved

Pay for success

UBS Optimus Foundation
Investor

Working capital

Children's Investment Fund Foundation
Donor

Educate Girls
Service Provider

Impact measurement

IDinsight
Evaluator

Educational outcomes
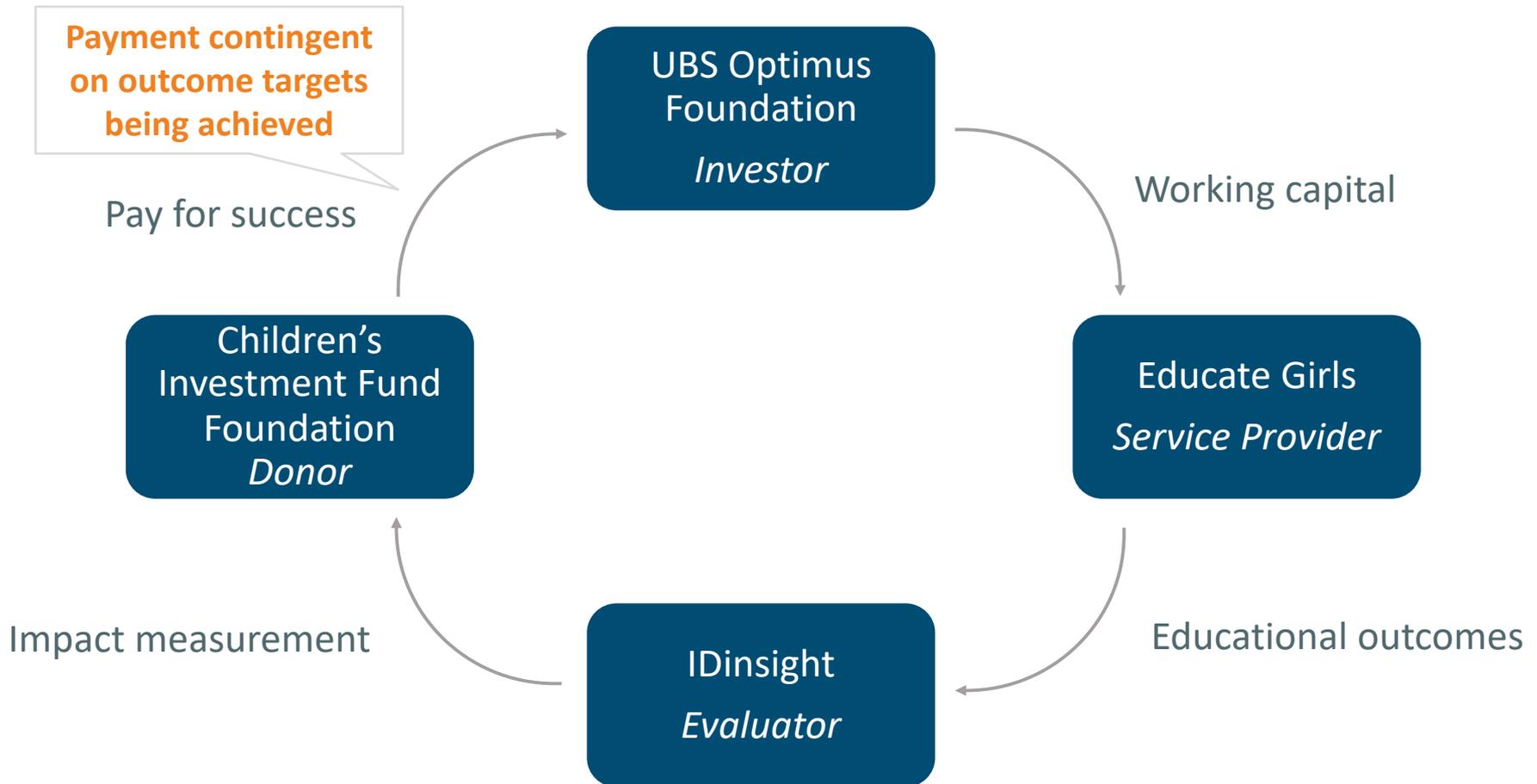
*Simplified project structure, other stakeholders omitted for presentation purposes

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ENGAGEMENT OVERVIEW

IDinsight conducted an impact evaluation to determine outcome payments.

| Objective	Outcome Variable	Evaluation Methodology
Estimate the impact of Educate Girls' interventions on educational outcomes in order to guide DIB payment decisions	**Learning gains** of boys and girls in grades 3-5 from the supplementary curriculum	Village-level randomized controlled trial

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RANDOMIZATION (RCT)

Get program

Individuals split into identical groups

Do not get program

VILLAGE-LEVEL RCT

Villages split into identical groups

Get program

Do not get program
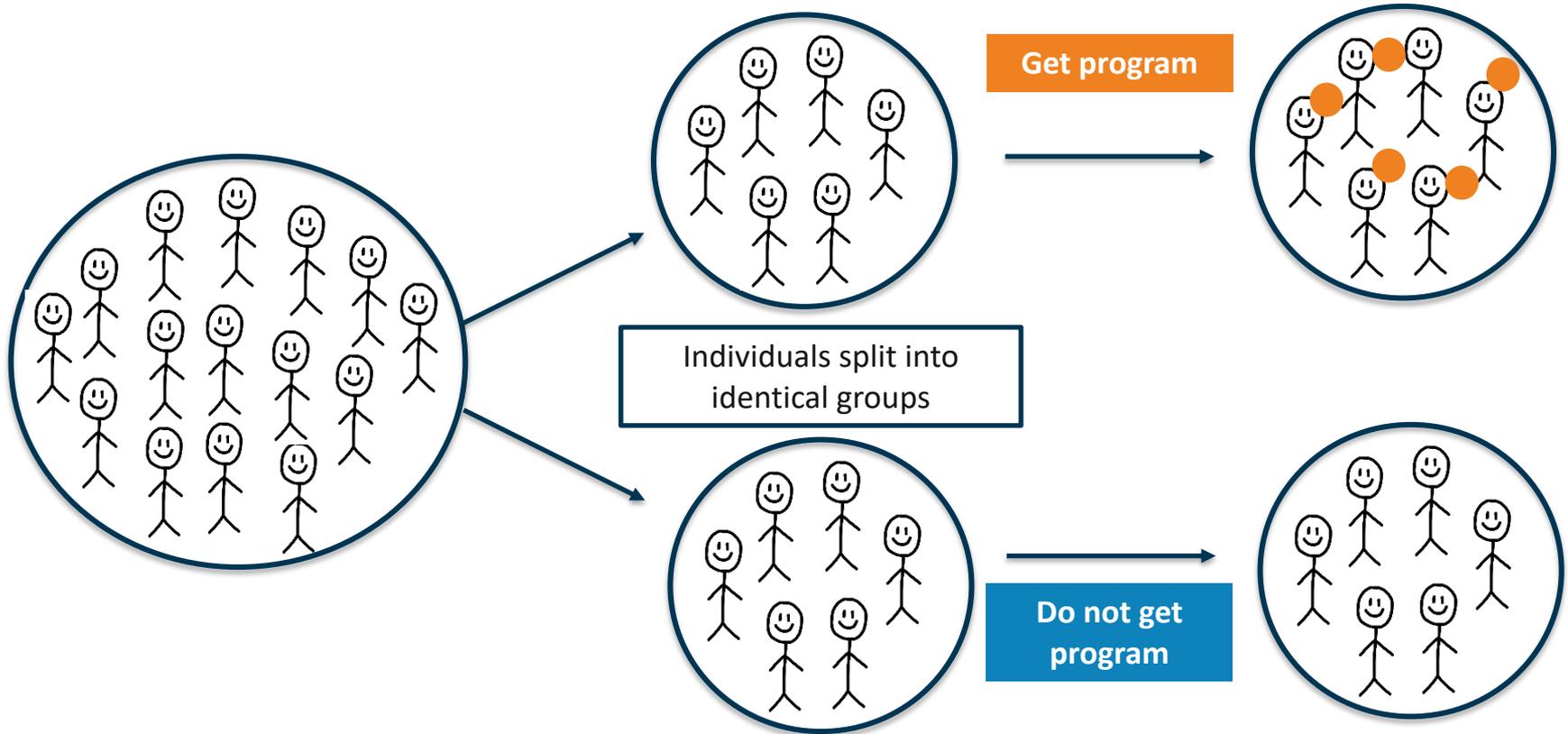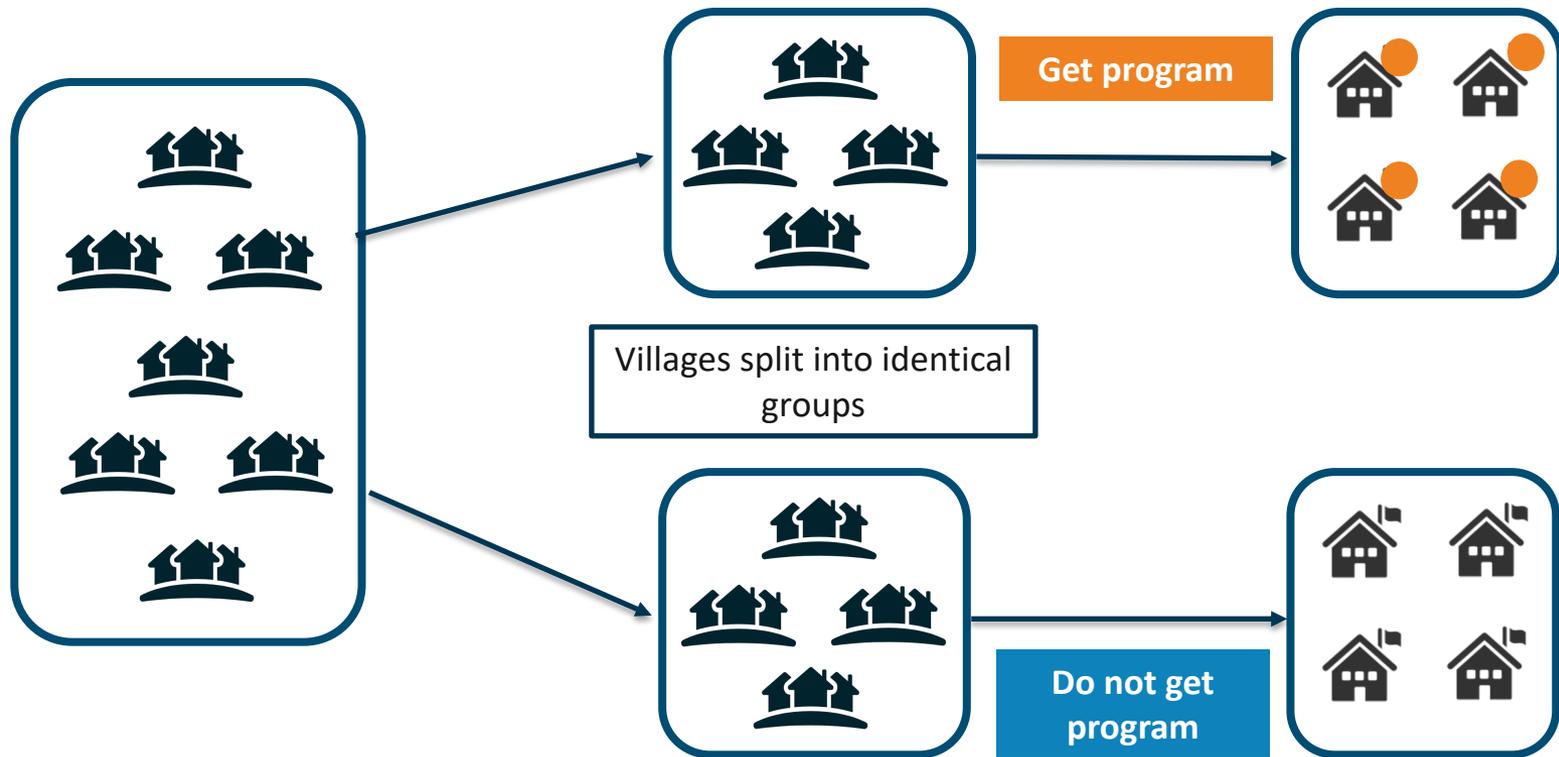
RIGOROUS INDEPENDENT EVALUATION PROVED EFFECTIVENESS OF INTERVENTION

Learning gains: EG vs Non-EG

Learning Gains: EG vs Non-EG Students

Avg TE: +16% Avg TE: +68% Avg TE: +61%

ASER learning gains

EG Non-EG EG Non-EG EG Non-EG
Hindi   Math   English

Educate Girls
Non-Educate Girls
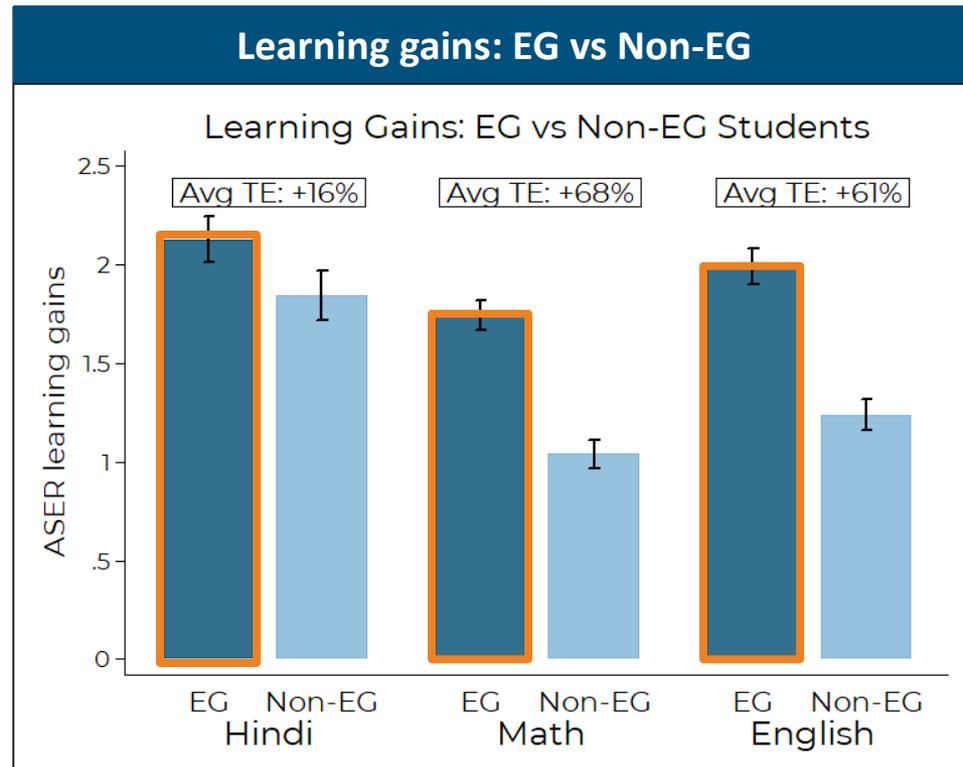
- Impact significant in all subjects, but ~3 times larger in Math and English than in Hindi.

- EG students had **28% larger learning gains** than students in the comparison group.

EDUCATE GIRLS USED IMPACT EVALUATION TO IMPROVE ITS PROGRAM

- Results from Year 2 helped EG focus their efforts and supplement their service offering to achieve Year 3 targets.
- EG achieved **160% of the learning target** in its final year.

**Learning Gains
(Treatment-Control)**

ASER Learning Gains: Treatment - Control

Year 3 Target (5592)

8940

2895

1461

Baseline | End Y1 | End Y2 | End Y3
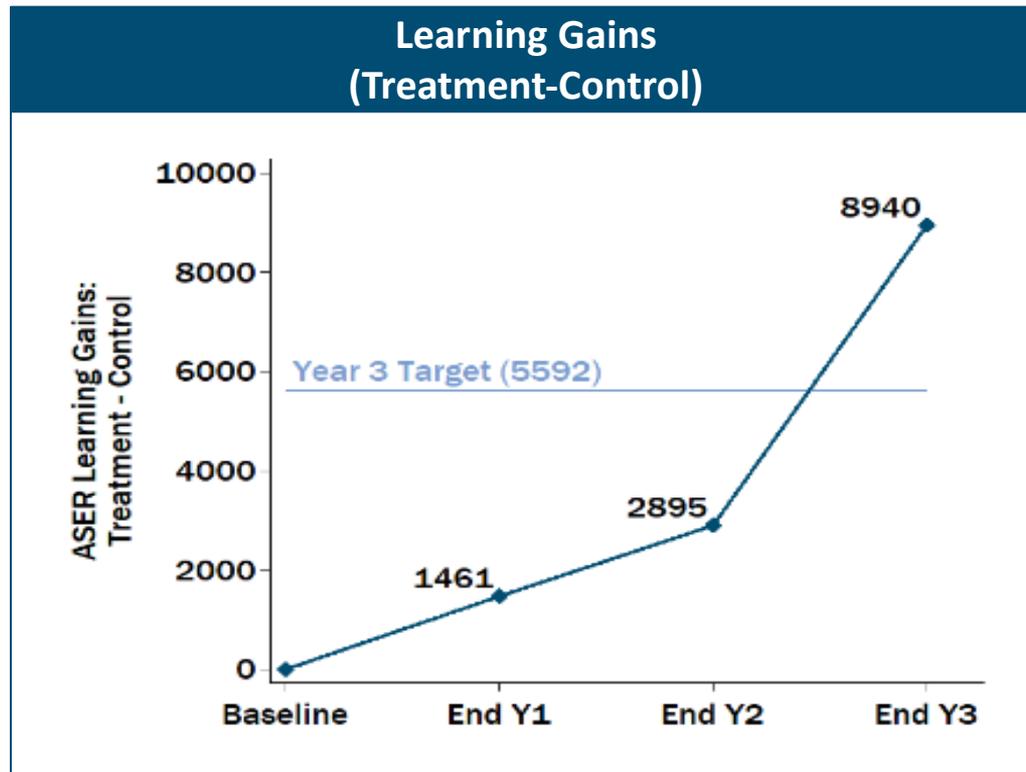
EVIDENCE ON IMPACT INFLUENCED SCALE UP

Educate Girls exceeded the 3-year DIB targets in learning by **60%.** This secured outcome payment for the program.

Educate Girls sought additional funding to scale up its proven program.

A school-aged girl in Bhilwara District completes the ASER assessment as part of the Educate Girls DIB evaluation.

CASE STUDIES ON RIGOROUS IMPACT MEASUREMENT

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CASE STUDY#2: DISTRIBUTING INSECTICIDE TREATED NETS - ZAMBIA
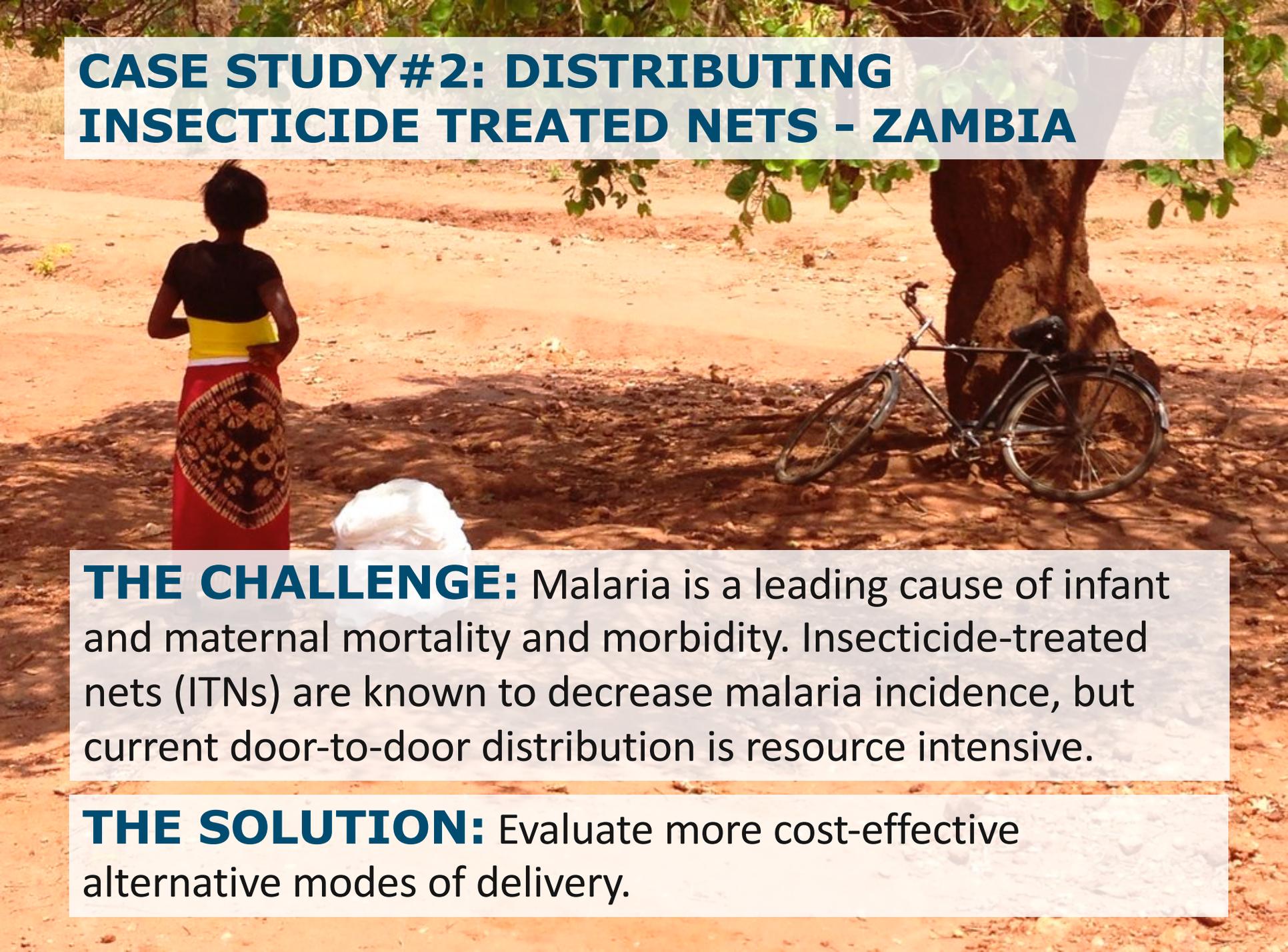
THE CHALLENGE: Malaria is a leading cause of infant and maternal mortality and morbidity. Insecticide-treated nets (ITNs) are known to decrease malaria incidence, but current door-to-door distribution is resource intensive.

THE SOLUTION: Evaluate more cost-effective alternative modes of delivery.

EVALUATING ITN DISTRIBUTION METHODS

Zambia's Ministry of Health (MOH) and National Malaria Control Centre (NMCC) commissioned IDinsight to evaluate the effectiveness and cost of **community point distributions.**

Distribution Methods:

1. **Door-to-door distribution (D2D):** Community Health Workers (CHW) visited households to distribute and hang up ITNs.

2. **Community Point Distribution (CPD):** Eligible households sent representatives to collect their allotted ITNs at a central site in the community.

Household members in Eastern Province collect their allotted ITNs

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ENGAGEMENT OVERVIEW

IDinsight conducted a **randomized control trial (RCT)** that considered these distribution methods:
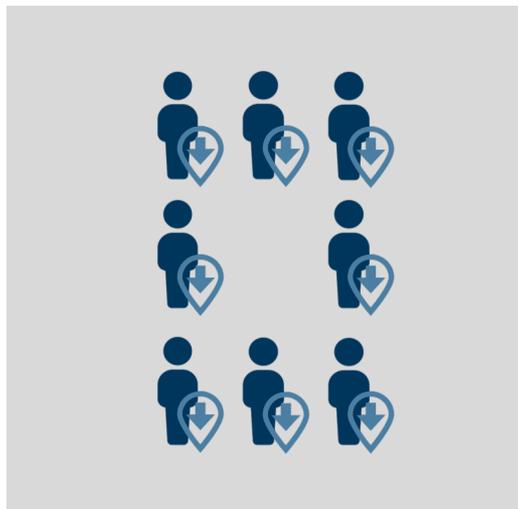
Door-to-door visits	**Community point distribution + delayed hang up visit**	**Community point distribution without hang up visit**
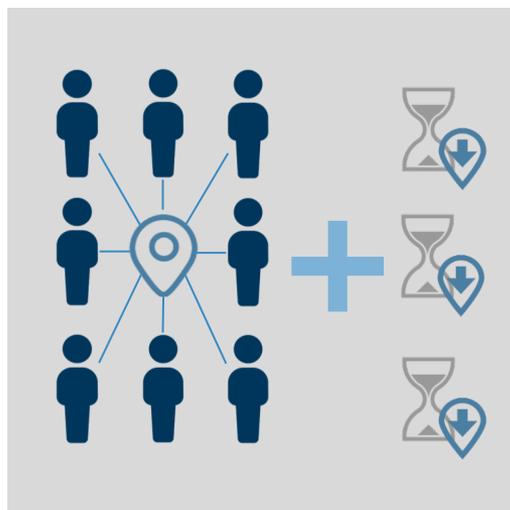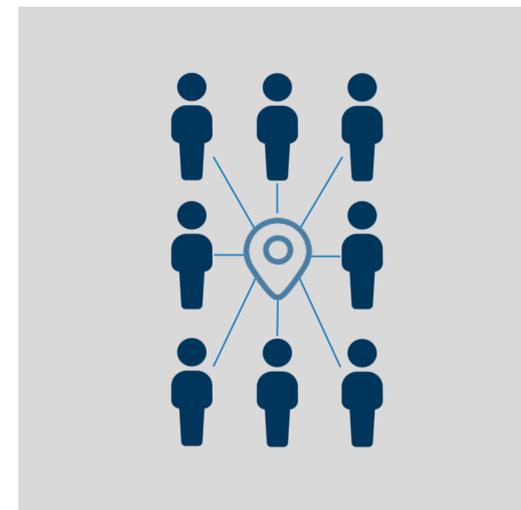
Most costly   *Least costly*

Outcomes of interest: Reach, installation, retention/use

ITN USAGE WAS THE SAME BETWEEN CPD AND D2D DISTRIBUTION

Reach: CPD reached **96% of households**

Usage: Household **ITN usage is similar between distribution methods.**
Average sleeping coverage of ITNs after 8 weeks
- CPD: 74 - 80%
- D2D: 79%

Retention: CHW hang-up visit **had no detectable impact on medium-term use.**

CHW hang-up visits did not result in any difference in ITN use after 5-6 months

Ave. % of Sleeping Spaces Reported Covered per Household after Distribution

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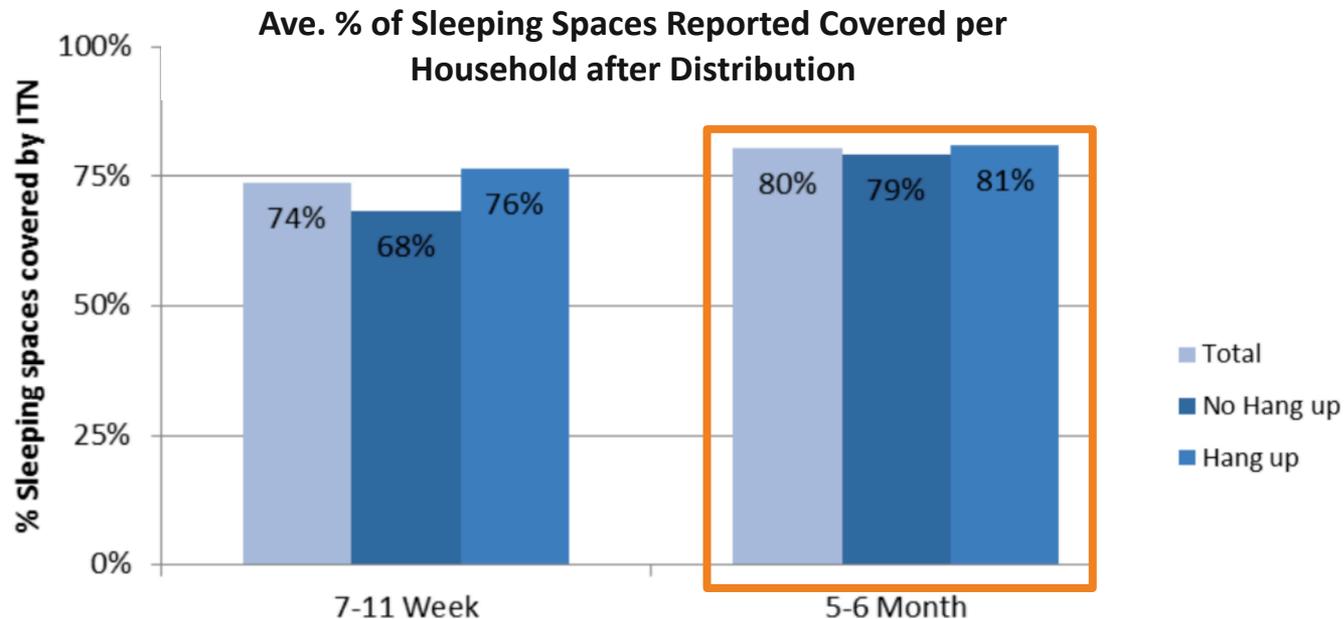
# CPDS WERE LESS TIME-INTENSIVE AND LESS COSTLY THAN D2D DISTRIBUTIONS

Community point distributions **can save significant personnel time and costs for distribution.**[1]

CPDs w/ hang-up visits:
- ○ Time savings: 25% [2]
- ○ HR cost savings: $1+ M [3]

CPDs w/o hang-up visits:
- ○ Time savings: 59%
- ○ HR cost savings: $2+ M

Modeled CHW Time Required by Distribution Method
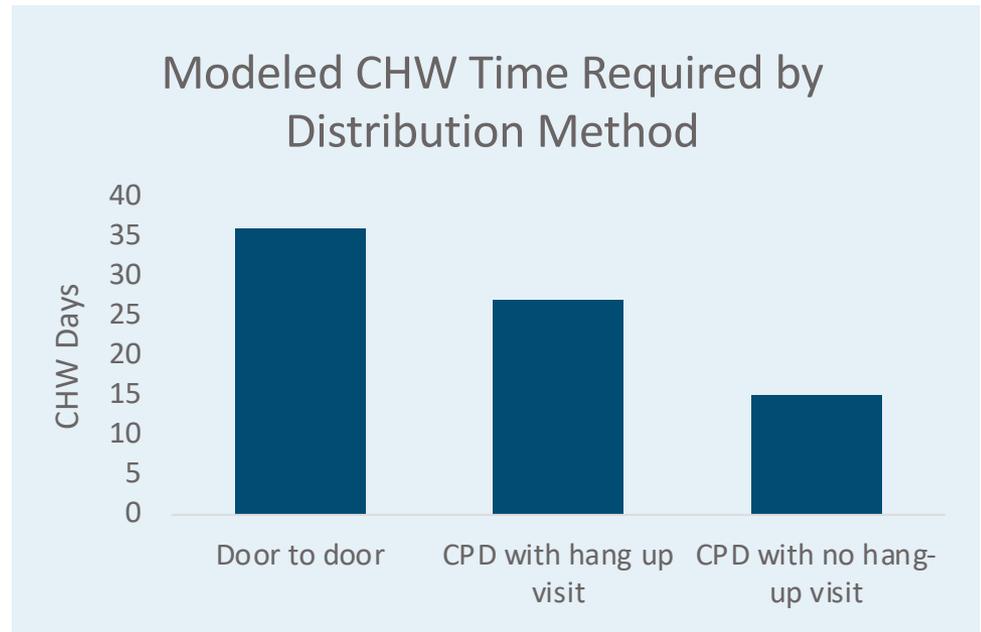
1. The time savings from community point distributions varies significantly depending on community size and distance from health facility.
2. When compared to D2D distribution
3. Savings for the planned 2014 ITN distribution

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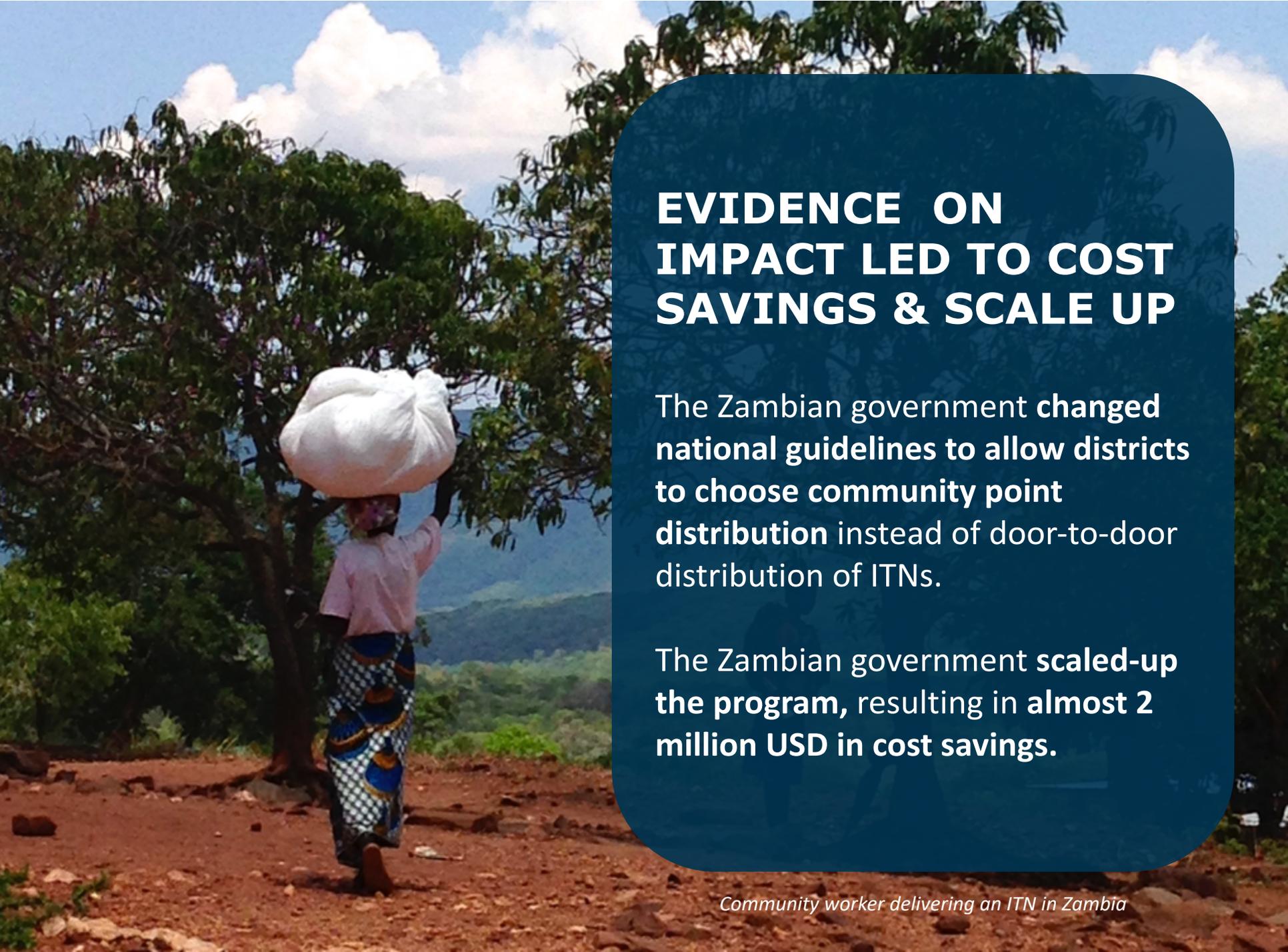
EVIDENCE ON IMPACT LED TO COST SAVINGS & SCALE UP

The Zambian government **changed national guidelines to allow districts to choose community point distribution** instead of door-to-door distribution of ITNs.

The Zambian government **scaled-up the program,** resulting in **almost 2 million USD in cost savings.**

Community worker delivering an ITN in Zambia

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TAKEAWAYS

1 Impact is the societal or environmental change that can be attributable to a service, product, program or intervention.

2 Impact evaluation is a powerful tool that can help measure changes in outcomes and final impact more rigorously.

3 Data on impact can and should be used to influence and make decisions that help to improve an organization's interventions and service delivery.

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THANK YOU!

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