



# EVALUATION TO IMPROVE DEVELOPMENT RESULTS

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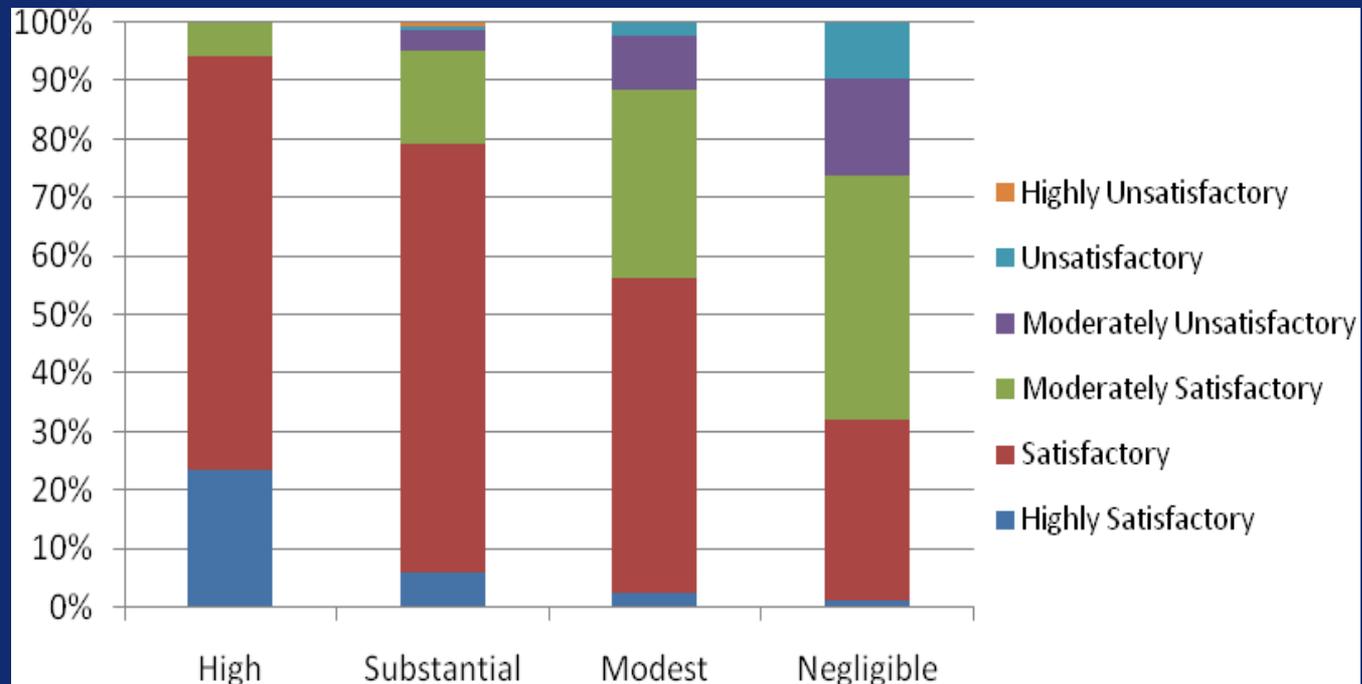
# Overview



- I. Evaluation for improving results
- II. Basic principles and new challenges
- III. Evaluation framework
- IV. Institutional framework
- V. Going forward

# I. Better monitoring and evaluation can help improve results

## How M&E is related to results in World Bank-financed projects 2007–09



Source: World Bank project data and IEG staff calculations.

# Evaluation can influence direction of government policy



To be influential, evaluations need to be:

- ▶ Methodologically sound, using appropriate methods
- ▶ Timely to inform policy-makers before decisions are made
- ▶ Focused on the key issues of concern
- ▶ Presented in a user-friendly format
- ▶ Available to key constituents and beneficiaries

## II. Basic principles and new challenges

### Strong M&E

#### Baseline

- Accurate measurement of the initial status

#### Indicators

- Relevant
- Clear and measurable

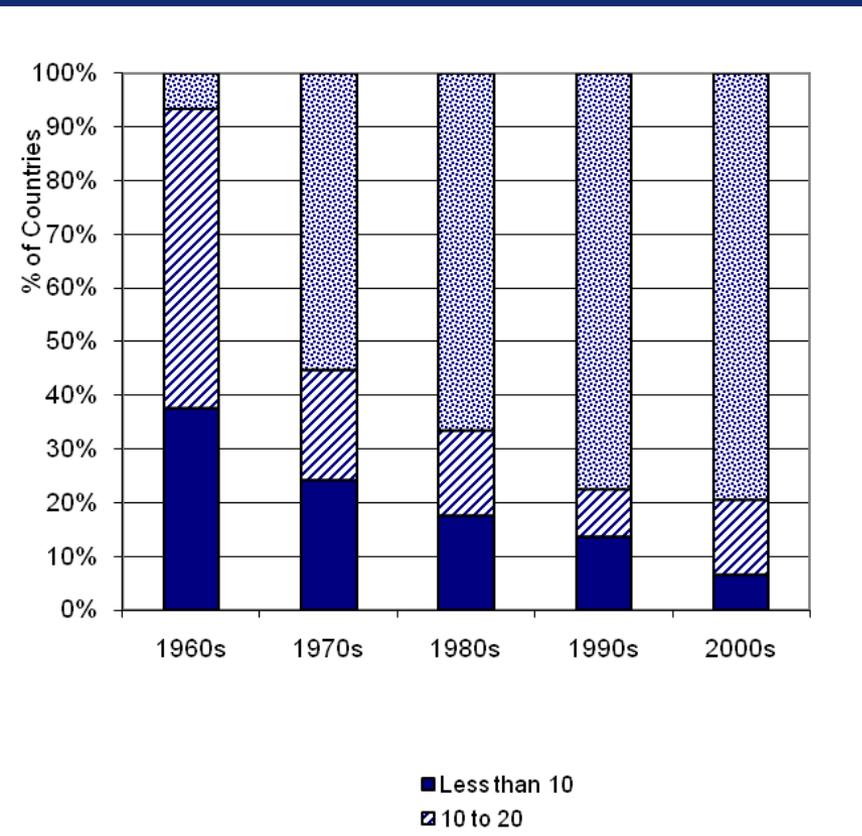
#### Ownership

- Data collection
- Analysis and learning

# Development architecture is becoming more complex

- ▶ Development architecture is more complex
  - More players
  - Harmonization
- ▶ Higher scrutiny of the effectiveness of development activities
- ▶ Global economic crisis and emerging development issues

Dramatic increase in sources of financing for development activities



# Evaluations need to capture links across projects/programs



- ▶ **Project-level evaluation results cannot simply be aggregated to country level**
- ▶ **Need a results framework that objectives-based evaluation may not capture fully**
  - Use of baseline data and measurable outcome indicators helps shift to results framework
  - Also need to consider complementary, unanticipated outcomes and omitted objectives
  - Program theory-based evaluation can formulate why changes would be expected and the logic of interventions
  - Need to capture the impact of public-private coordination, beyond additionality to capture synergies, opportunities

# Attribution challenge

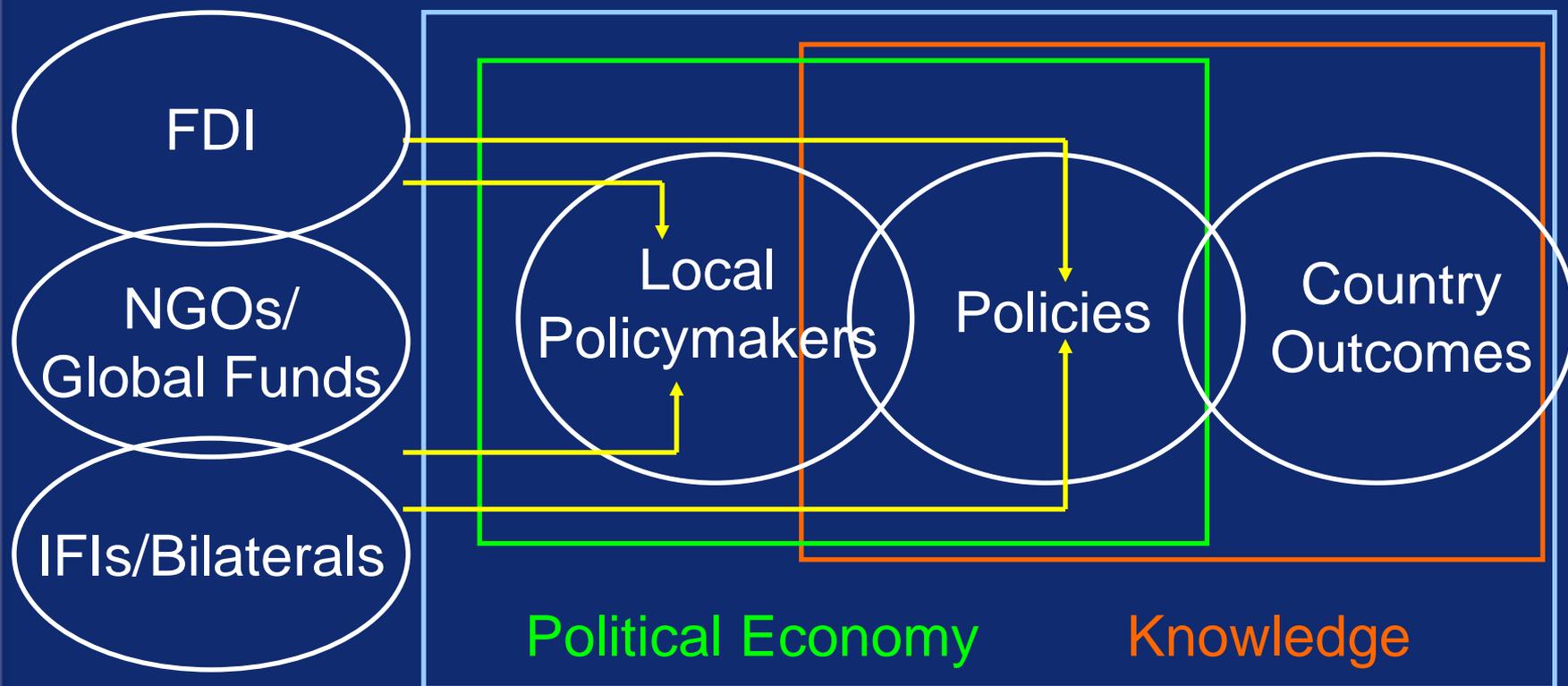


- ▶ **Complexity makes it difficult to attribute outcomes to specific projects/programs**
  - Multiple players, complementarities/conflicts
- ▶ **Global public goods/globalization increase the challenge**
  - Many need collective action across countries, increasing evaluation complexity
- ▶ **Thus, contribution rather than attribution needs to be assessed**
  - Borrowing from the work of John Mayne

# III. Evaluation framework



## Development Effectiveness



# Counterfactual and impact evaluation

- ▶ IE can promote or question programs – a crucial role of knowledge
  - Supported the effectiveness of CCT programs in fostering school attendance and children's visits to clinics at a time when these programs were being dismissed by development practitioners
  - Found the T&V extension system used in Kenyan agriculture to have no impact on agricultural production
- ▶ It tracks linkages across sectors – including unintended and indirect
  - Showed the linkage between a nutrition program in Bangladesh and secondary schooling for girls education
- ▶ It de-politicizes decision-making – contributes to sustainability
  - Evidence-based case for the Mexican *Oportunidades* program made it difficult for politicians to discontinue support for after change of government
- ▶ Challenges: be demand-driven; enter programs ex ante; be theory based; focus IE on the most relevant issues

# From objectives based to results

Objectives Based  
Evaluation

Evaluations should look at:

- Complementary, unanticipated, or omitted objectives
- Assumptions behind the results chain
- Public-private coordination

Results Based  
Evaluation

# IV. Institutional framework



## Strategy under uncertainty

- Evaluations should inform institutions' strategic directions
- Evaluations should review emerging issues

# Independence and engagement



- ▶ **Organizational independence:** Mandate, disclosure, reporting structure, access to information
- ▶ **Behavioral independence:** Staffing, conflict of interests
- ▶ **Commitment from the top:** Need guts in some occasions
- ▶ **Engagement:** Manage the tension with the need for engagement (recusal, disclosure)

# Organizational capacity as foundation for strong M&E



- ▶ Effective systems explicitly incorporate accountability and use of performance data
- ▶ Backbone of such systems is information infrastructure: regular data and statistics
- ▶ Data knowledge and skills among key public officials, not just technical staff
- ▶ Government willingness to experiment, take a trial-and-error approach

## ▶ **Streamlining functions and clarifying goals, mandates, and activities**

- Eliminate duplication/overspending, and consolidate functions (e.g., data collection on key indicators)
- Interagency collaboration on data
- Raising awareness of key managers

## ▶ **Ensure competencies among M&E staff**

- Training (e.g., IPDET)
- Capacity-building partnerships with developing country institutions and governments



# Incentive mechanisms

- ▶ Demand for high-quality information from within the institution and outside (e.g. NGOs) help improve the quality of M&E
- ▶ Leadership from senior management and links to individual performance and reward increase incentive for collecting key data

## UK

- Clear objectives and targets for public service
- Communicate these aspects to public service providers
- Introduce the public service agreements with measurable targets

## Mexico

- CONEVAL was established to regulate the government M&E system with results frameworks, indicators, and a system of evaluations
- Strengthened by introducing performance-based budgeting in 2007

## Colombia

- The National Results-Based Management and Evaluation System (SINERGIA) established performance indicators and set out an agenda for impact evaluations
- The system actively engages civil society in disseminating its reports

# V. Going forward: What can M&E systems offer?



- ▶ Measure and bring attention to important outcomes and the factors that lead to those outcomes
  - A nationwide rural survey of 7–14 year-olds in India found that 35 percent of school-age children could not read a simple paragraph and 41 percent could not do simple subtraction (Pratham 2005)
- ▶ Systematically compare different approaches to find effective strategies to attain desired outcomes
  - To keep students in school in Kenya, de-worming cost about \$3.50 per child per year, while estimates showed that school-feeding cost \$36.00 per student per year, and school uniforms even more (Duflo, E. & M. Kremer 2003).
- ▶ Identify bottlenecks in effective use of resources
  - Medical staff at primary health centers in India had absence rates of 40 % and teachers in primary schools 25 % (Chaudhury et al. 2006).

# But evaluation must up its game to be relevant



- ▶ Adapt approaches/methods in the face of new challenges and changing demands
  - Impact evaluation, mixed methods
- ▶ Respond to rapidly changing events
  - Real-time rather than ex-post evaluation
- ▶ Use evaluation to help shape decisions
  - Prospective evaluation methods

# Strategic directions for development evaluation



- ▶ Promote demand for and use of high-quality M&E among government officials, beneficiaries
- ▶ Ensure organizational and behavioral independence, but with engagement
- ▶ Strengthen data systems
- ▶ Build capacity among technical staff, government managers, and other users



# Thank You!

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Through Excellence in Evaluation*

<http://www.worldbank.org/ieg/>

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