



Measuring impact in development cooperation! What can be done in the planning stage of a program?

Ex-ante evaluation of the program „Skills Development for Climate and Environment Business – Green Jobs“ in South Africa

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Focussing on results in the international debate

- With the Millennium Development Goals (MDGs) and the Paris Declaration, the debate on the quality and effectiveness of development cooperation has taken on a new dimension.
- Standardised procedures and instruments for measuring and attributing the results of development cooperation are playing an ever greater role.
- GTZ's goal of the years 2009 and 2010: Evidence of impacts!

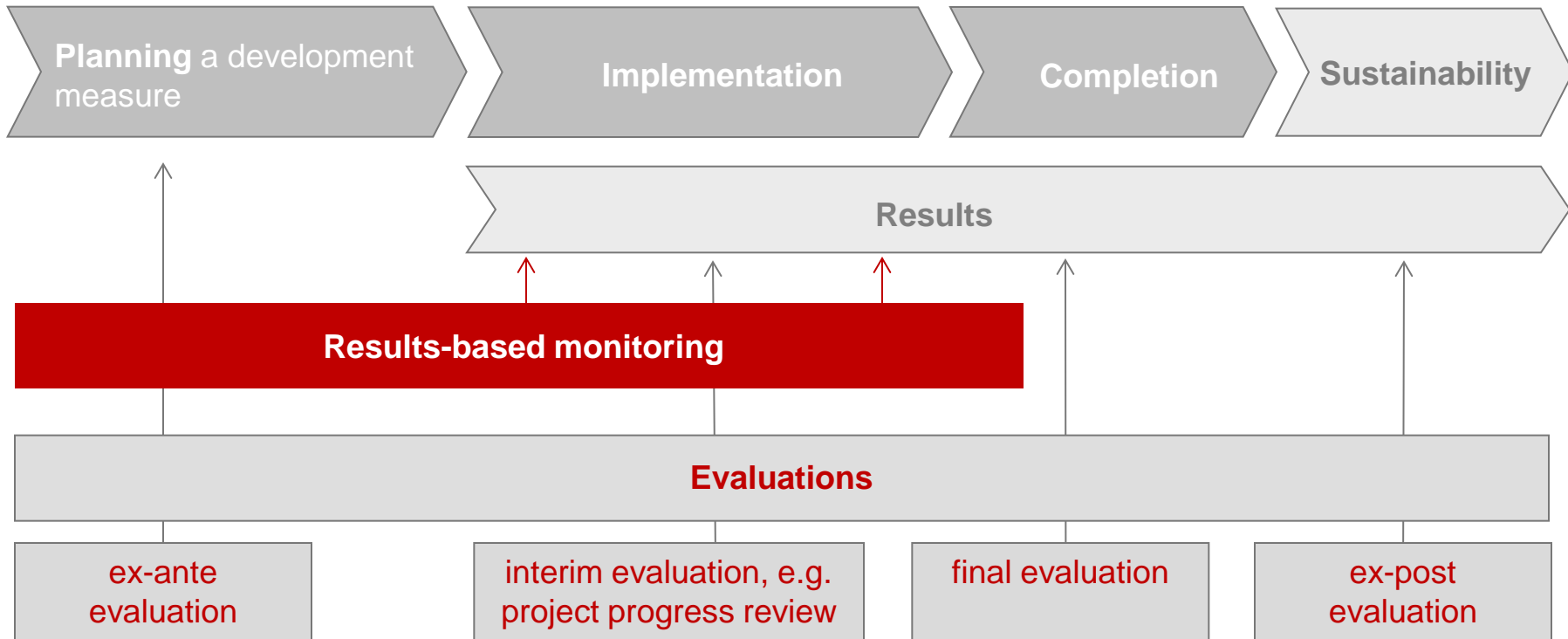


Challenges for the evidence of impacts

- Implementation of a program logic which considers verifiable cause and effect hypothesis, with realistic outcomes and impacts, measurable indicators and indicators also on impact level
- Identification of a control/comparison group at the beginning of an intervention (allows with/without comparisons)
- Conducting baselines of the treatment *and* the comparison group (allows before and after comparisons)
- Implementation of M&E systems with continuous collection of information (allows time series analysis) and the implementation of (impact)evaluations
- Existence and quality of secondary data, national M&E systems



Managing for development results





Ex-ante evaluations

Objectives

- Improve the quality of a new program
- Provide information on the basis of which decision makers can judge the value of a proposal
- Provide information for future steering decisions
- Assure evaluability at a later stage
 - Evidence and attributability of impact

Possible instruments

- Needs assessment
- Stakeholder analysis
- Development / review of the program's concept
- Development of M&E-System
- Baseline study
- Scenario based impact assessment



New project:

“Skills Development for Climate and Environment Business – ‘Green Jobs’” in which exInWEnt, exDED and exGTZ complement each other

Focal area: "Energy and Climate" of German DC in South Africa

Goal: The graduates of the TVET-system and the staff of green technology oriented industries improve their employment chances and business in the green economy.

Ex-ante tasks:

- Contribution to the development of the program's concept
- Development of M&E-System
- Baseline study
- Scenario based impact assessment



Concept development

Objectives

- Operationalization of indicators
- Sensitization of appraisal team regarding measurability of program results
- Revision of results chain in order to make program success measurable

Implementation

- Discussion of results chain with appraisal team
- Joint development of preliminary set of indicators for outcome level
- Revision of indicator set and development of further indicators subjacent results levels
- Development of analysis grid for results measurement



Example excerpt of analysis grid

Analysis dimension		Indicator	Data to be collected
Outcome	The skills development system provides scarce or critical skills required by the green economy	100% of relevant (with regard to green) qualifications which have been under review until 2014 integrate ‘green skills’	<ul style="list-style-type: none"> • Total # of NCV and QCTO registered qualifications that are reviewed • # of reviewed relevant qualifications • # of reviewed relevant qualifications which integrate ‘green skills’ • Type of ‘green skills’ integrated in each reviewed relevant qualification
		The number of graduates that qualify as <ul style="list-style-type: none"> • Wind turbine service technicians is x (x% women) • Building energy auditors is y (y% women) • Still to be defined is z (z% women) 	<ul style="list-style-type: none"> • # of green skills related male and female graduates other than wind turbine service technicians, building energy auditors and [still to be defined] • # of graduated male and female wind turbine technicians by region/training institution • # of graduated male and female building energy auditors by region/training institution • # of graduated male and female [still to be defined] by region/FET
		All supported training institutions provide (accredited) green skills training	<ul style="list-style-type: none"> • # and types of green skills training courses at supported and not supported training institutions • Accreditation of relevant (related to green skills) training courses at supported and not supported training institutions



Development of M&E-System

Objectives

- Provision of a guideline/data collection plan for continuous results monitoring and evaluation
- Adaptation to/of partner systems as far as possible

Implementation

- Analysis of required data based on the analysis grid
- Definition of data types, sources, responsibilities, instruments, timelines and required resources
- Provision of data collection plan and recommendations for monitoring and evaluation for future program staff



Example excerpt of data collection plan

Indicator	Data to be collected	Data type	Data source	Responsibility	Data collection instruments	Timeline	Baseline data available	Resources
Outcome								
100% of relevant (with regard to green) qualifications which have been under review until 2014 integrate ‘green skills’	Total # of NCV and QCTO registered qualifications that are reviewed	Quantitative	DHET, QCTO, SETAs, official statistics (?)	Program staff	Document analysis	Annually	= 14	Approx. 0.5 wd/year
	# of reviewed relevant qualifications						4	
	# of reviewed relevant qualifications which integrate ‘green skills’						0	
	Type of ‘green skills’ integrated in each reviewed relevant qualification	Qualitative					-	
The number of graduates that qualify as <ul style="list-style-type: none"> • Wind turbine service technicians is x (x% women) • Building energy auditors is y (y% women) • Still to be defined is z (z% women) 	# of green skills related male and female graduates other than wind turbine service technicians, building energy auditors and [still to be defined]	Quantitative	Supported FET colleges, yearly school statistics (?), DHET	FET administrative staff	Questionnaire/Interview, document analysis	Annually	✓ (= 0)	None
	# of graduated male and female wind turbine technicians by region/training institution						25 from RE/EE program but not registered within NCV or QCTO	
	# of graduated male and female building energy auditors by region/training institution							
	# of graduated male and female [still to be defined] by region/FET							
All supported training institutions are accredited and provide (accredited) green skills training	# and types of green skills training courses at supported and not supported training institutions (from other province)	Quantitative & qualitative	Supported and not supported FET colleges, yearly school statistics (?), DHET	FET administrative staff	Questionnaire/Interview, document analysis	Annually	(?)	None
	Accreditation of relevant (related to green skills) training courses at supported and not supported training institutions	Quantitative (dichotomous)					✓ (= 0)	
Green skills are reflected in at least 3 key departmental policy papers	Strategy (related) publications of DST, DHET, DoE, DoL	Qualitative	Publications of DST, DHET, DoE, DoL	Program staff	Document analysis	Whenever policy paper gets published	-	0.5 wd per paper



Baseline study

Objectives

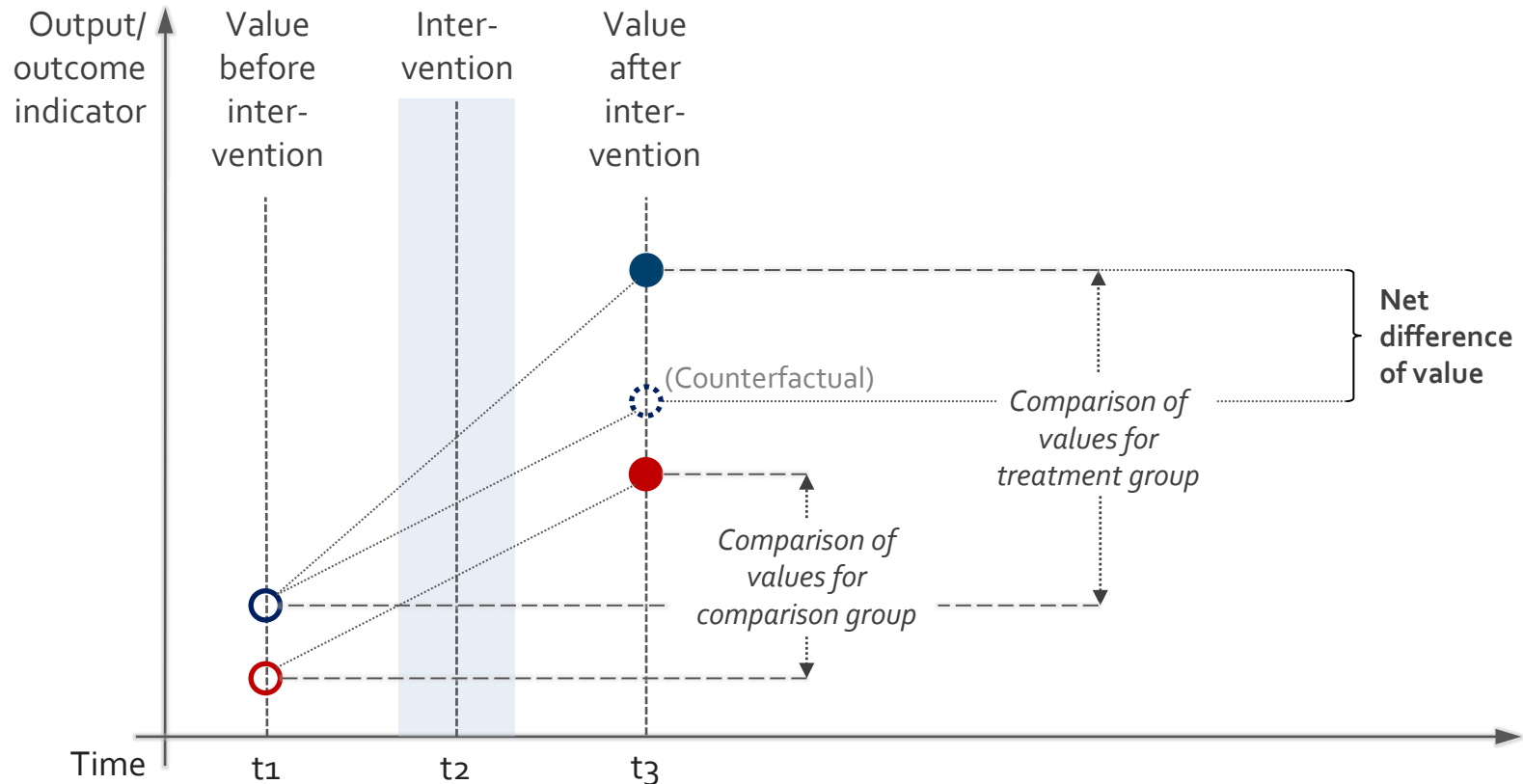
- Identification of situation in the impact fields of the program before the beginning of its implementation
- Identification of comparison group data
- Provision of basis for quasi-experimental evaluation design (here: double-difference-measurement)

Implementation

- Compilation of a set of required baseline data
- Identification and examination of existing data from previous programs and partners
- Collection of further baseline data at organizational level
- Development of recommendations for further baseline data collection at target group level



Illustration of double-difference-measurement



→ Allows attribution of impacts to program!



Scenario based impact assessment

Objectives

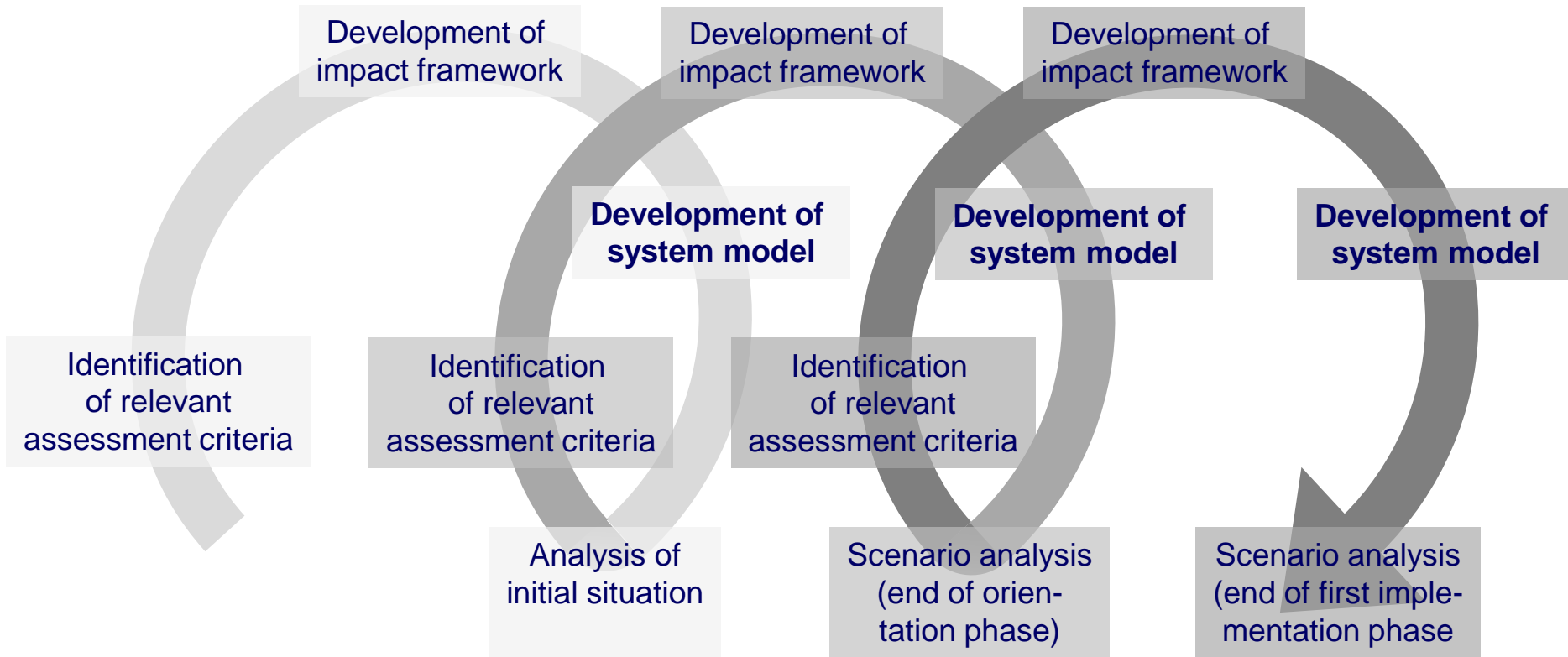
- Identification of key assessment criteria (i.e. key influential factors)
- Development of realistic future scenarios for dedicated points in time
- Deduction of recommendations for design revision and future steering decisions

Implementation

- Analysis of program design
- Identification of key influential factors
- Development of impact framework and system model
- Development and comparison of scenarios and development trajectories



Development of System Models



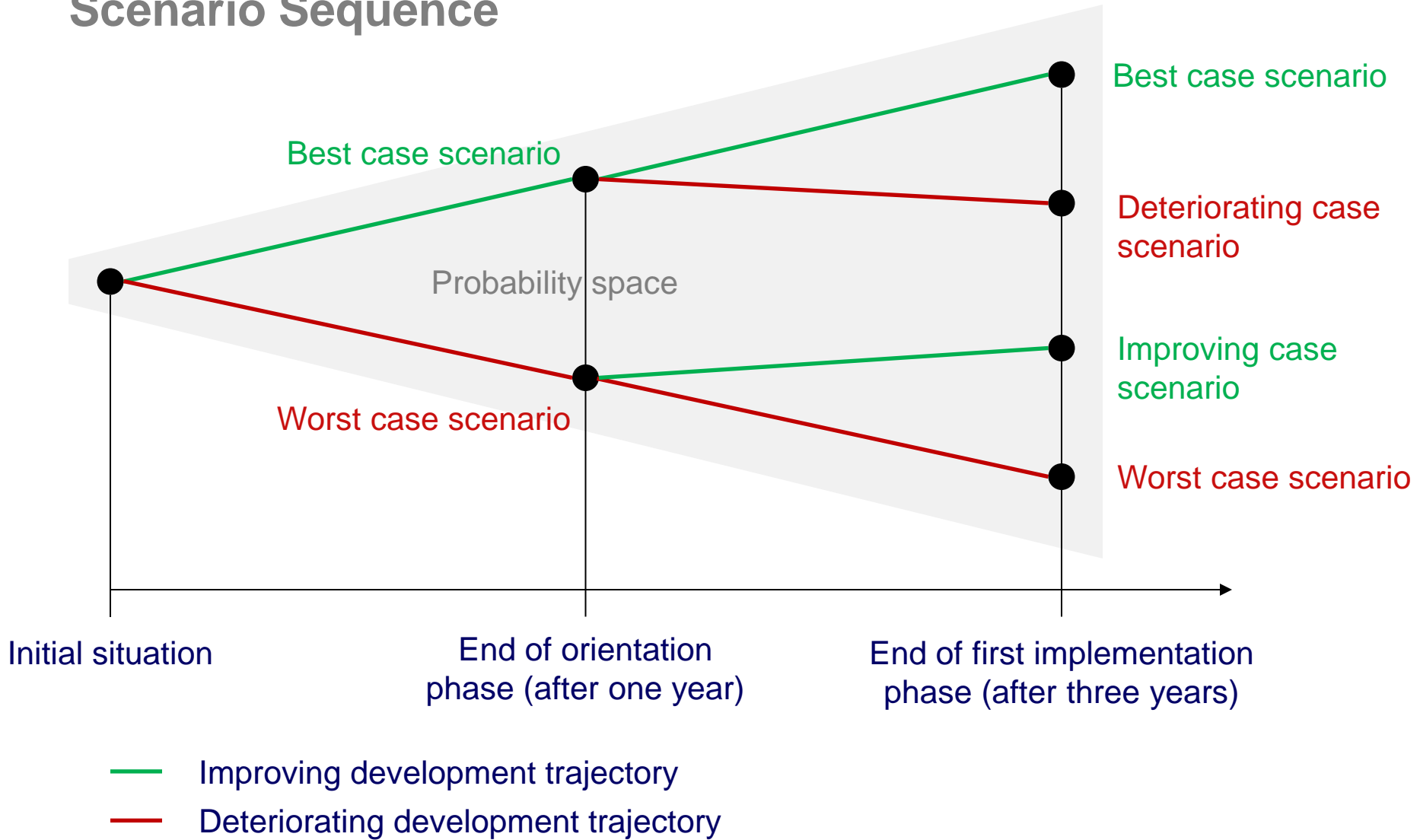


Analysis perspectives for identifying relevant assessment criteria

- **Organizational perspective:** Available resources and structure, interlinkages to other organizations
- **Procedural perspective:** Resource and structural requirements, process structure, stakeholder relevance
- **Goal perspective:** Overall goal logic, verification of goal achievement
- **Impact perspective:** Organizational impacts, process impacts, systemic impacts
- **System perspective:** Framework conditions and development, organization related systemic influences, process related systemic influences, goal and impact related systemic influences, systemic influences on the sustainability of the impacts



Scenario Sequence





Group work: Impact Assessment

- Objective: Development of future program scenarios based on the available information about the program and its environment
- Steps:
 - Identification of relevant assessment criteria
 - Development of impact framework/system model (qualitatively)
 - Scenario analysis
- Two or three groups:
 - Best case scenario
 - Worst case scenario
 - (Most likely scenario)



Guiding questions for discussion

- What is the added value of an ex-ante evaluation in comparison to a “regular“ program appraisal?
- How can ex-ante evaluations lay ground for measuring impacts?
What role plays the monitoring system?
- What are typical obstacles during an ex-ante evaluation and how could they be solved?



Thank you very much!

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