Field Experiments Training
Abu Dhabi
October 6-10
DAY FOUR
Defining and Measuring Outcomes
Overview

• Defining outcomes along the theory of change
• Measuring outcomes
• Data collection for measuring outcomes
  – Types and sources of data
  – Recommendations
How to commission an IE

• Identify the intervention of interest and obtain detailed project information.
• Based on the learning objectives, determine whether an IE is appropriate.
• Map out the theory of change.
• Determine the evaluation questions including outcomes.
• Consider possible identification strategies.
• Write the SOW and issue an RFP.
Vocational training theory of change

- Receive cash transfer
- Participate in classroom training
- Participate in OTJ
- Obtain relevant skills
- Increase employment
- Increase formal sector employment
- Increase wages
- Increase welfare
Defining outcomes

Just as the process of mapping the theory of change is similar to developing a “logical framework”, defining outcomes is analogous to writing results statements.
Vocational training outcomes

- Receive cash transfer
- Participate in classroom training
- Participate in OTJ
- Obtain relevant skills
  - Increase employment
  - Increase formal sector employment
  - Increase wages
  - Increase welfare
Vocational training outcomes

- Training received
  - Participate in classroom training
  - Participate in OTJ

  - Obtain relevant skills

  - Increase employment
  - Increase formal sector employment
  - Increase wages

  - Increase welfare
Vocational training outcomes

- Training received
- Skills increased

Participate in classroom training
Participate in OTJ

- Increase employment
- Increase formal sector employment
- Increase wages
- Increase welfare
Vocational training outcomes

- **Training received**
  - Participate in classroom training
  - Participate in OTJ

- **Skills increased**

- **Employment increased**
  - Increase employment
  - Increase formal sector employment
  - Increase wages

- Increase welfare
Vocational training outcomes

- Training received
- Participate in classroom training
- Participate in OTJ
- Skills increased
- Wages increased
- Employment increased
- Increase formal employment
- Increase wages
- Increase welfare
Vocational training outcomes

- Training received
- Skills increased
- Wages increased
- Employment increased
- Increase formal employment
- Increase wages
- Increase welfare
- Participate in classroom training
- Participate in OTJ
- Receive cash transfer
- Participate in training
Measuring outcomes

• Defining outcomes is easy
• Measuring outcomes is hard
  – What is an indicator *really*?
• For example:
  – Outcome: “Welfare”
    – What are good indicators?
  – Indicator: “Increase skills”
    – What are good indicators?
Measuring is easy (indicators obvious)

- Training received
  - Receive cash transfer
  - Participate in classroom training
  - Participate in OTJ

- Obtain relevant skills
- Employment increased
  - Increase formal employment
  - Increase wages
  - Increase welfare

Measuring is easy (indicators obvious)
Measuring is hard (indicators less obvious)

- Receive cash transfer
- Participate in classroom training
- Participate in OTJ

Skills increased

- Increase employment
- Increase formal sector employment
- Increase wages

Increase welfare
Measuring outcomes: choosing indicators

• Different types:
  • “Self reported” by subjects
  • “Direct observation”
Data collection: self-reported

- Knowledge
- Attitudes
  - Feelings ("are women equally qualified to work at the same job you do?")
  - Normative beliefs ("is it okay for employers to pay women less than men?")
Data collection: self-reported

• Private behavior
  – “did you attend the training?” “did you vote?” “did you work for wages last week?”

• Private thoughts
  – “how much do you worry about theft in the night?”
Self-reported data: biases

- Courtesy bias (respondents say what they think the surveyor wants to hear)
- Social acceptability bias (respondents say what they think is socially acceptable)
- Fundamental error of attribution bias (respondents overestimate the role of individuals in relation to contextual factors)
- Self-serving bias (respondents take credit for good things and blame others for bad things)
- Self-importance bias (respondents overestimate their role in events)
Data collection: Direct observation

- Administrative data
  Attendance records, standardized tests
- “Real world” observation
  Satellite data example
- Creating situations that reveal outcomes
  “GoBifo” study in Sierra Leone example
Recommendations

- Use a multidisciplinary approach to understand the theories of change and construct outcome measures.
- Triangulate different measures of same outcomes—self-reported vs. observed.
- Measure outcomes along the causal chain.
- Use standard measures where possible for comparability.
Activity

• Define indicators for each stage of the theory of change

• Identify whether the indicators are:
  – Direct measures
  – Self-report:
    • Knowledge
    • Attitudes

• What strengths, weaknesses and potential biases of your measurement strategy