

Evaluation, coordination and evidence

Howard White

CEO, Campbell Collaboration



@campbellreviews @HowardNWhite

HOW TO MAKE A DIFFERENCE?

- Origins UK, Australia and New Zealand
- Adopted Clinton and Blair governments
- Shifted focus from monitoring inputs (how much money we spend)...
- to outcomes (families lifted out of poverty, women empowered, children protected from abuse etc.)

IIA

103^D CONGRESS
1ST SESSION

H. R. 826

IN THE SENATE OF THE UNITED STATES

MAY 26 (legislative day, APRIL 19), 1993

Received; read twice and referred to the Committee on Governmental Affairs

AN ACT

To provide for the establishment of strategic planning and performance measurement in the Federal Government, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the "Government Perform-

Government Results and Performance Act, 1993

- USAID: six strategic development goals
- E.g. “broad-based economic growth and agricultural development encouraged”
- For each goal defined outcome indicators at both country and global levels
- E.g. “average annual growth rates in real per capita income above 1 per cent”



USAID
FROM THE AMERICAN PEOPLE

- FY 2000 performance report states that “nearly 70 per cent of USAID-assisted countries were growing at positive rates in the second half of the 1990s, compared with 45 per cent in the early part of the decade”

But: ‘one cannot reasonably attribute overall country progress to USAID programs’

GAO: ‘so broad and progress affected by many factors other than USAID programmes, [that] the indicators cannot realistically serve as measures of the agency’s specific efforts’

And so...

USAID abandoned the use of strategic indicators as performance measures (retaining them as 'Development Performance Benchmarks')

This does not mean should NOT do monitoring... but know what it can and cannot do

There IS an important role for outcome monitoring

TABLE 6: PERFORMANCE AGAINST THE HEALTH SERVICE OUTCOME TARGETS

| Indicator | Performance 2014/15 | Performance 2015/16 | | HSDP Target 2015/16 |
|---|---------------------|---------------------|---------------------|---------------------|
| | | Achievement | Disaggregation | |
| ART Coverage | 56% | 88% | | 57% |
| HIV+ pregnant women not on HAART receiving ARVs for eMTCT during pregnancy, labour, delivery and postpartum | 72% (2013/14) | 68.3% | | 85% |
| TB case detection Rate (all forms) | 80% (2014/15) | NA | | 83% |
| IPT ² doses coverage for pregnant women | 53.4% (2014/15) | 55% | | 58% |
| IPT ³ doses coverage for pregnant women | NA | NA | | 93% |
| In Patient malaria deaths per 100,000 persons per year | 30 (2013/14) | 22 | M – 20 F – 23 | 13 |
| Malaria cases per 1,000 persons per year | 460 (2013/14) | 408 | M – 365 F – 480 | 198 |
| Under five vitamin A second dose coverage | 26.6% (2013/14) | 28% | M – 27% F – 28% | 66% |
| DTP ³ HibHeb ³ Coverage | 102.4% (2014/15) | 103% | M – 105% F – 99% | 95% |
| Measles coverage under 1 year | 90% (2014/15) | 96% | M – 96% F – 93% | 90% |
| Bed occupancy rate (Hospitals & HC IVs) | NA | 83% | RRH | |
| | 50% (2013/14) | 62% | GH | 62% |
| | 59% (2013/14) | 52.2% | HC IV | 55% |
| Average length of stay (Hospitals & HC IVs) | NA | 4 | NRH | 4 |
| | NA | 4 | RRH | 4 |

| | 1.1.1 Strat Plans | 1.1.2 APP | 1.3.1 M&E | 2.1.1 Serv del Impr mech | 2.2.1 Mgt Struct | 2.3.2 Account (Audit Comm) | 2.4.1 Prof Ethics | 2.4.2 Fraud Prev | 2.5.1 Internal Audit | 2.6.1 Risk Mgt | 2.7.1 Desig's: PSA | 2.7.2 Desig's: PRMA | 3.1.1 HR Planning | 3.1.2 Org Design | 3.1.3 HR Dev Plan | 3.2.1 Pay Sheet Cert | 3.2.2 Recruit & Reten | 3.2.4 Mgt Diversity | 3.3.1 Level 1-12 PMDS | 3.3.2 SMS PMDS | 3.3.3 PMDS HOD | 3.4.2 Discipl Cases | 4.1.1 Demand Mgt | 4.1.2 Acquisition Mgt | 4.1.3 Logistics Mgt | 4.1.4 Disposal Mgt | 4.2.1 Cash Flow | 4.2.2 Paymt of Suppl | 4.2.3 Unemp |
|--|-------------------|-----------|-----------|--------------------------|------------------|----------------------------|-------------------|------------------|----------------------|----------------|--------------------|---------------------|-------------------|------------------|-------------------|----------------------|-----------------------|---------------------|-----------------------|----------------|----------------|---------------------|------------------|-----------------------|---------------------|--------------------|-----------------|----------------------|-------------|
| ND Science and Technology | Yellow | Orange | Yellow | Red | Green | Green | Orange | Green | Green | Green | Yellow | Red | Green | Yellow | Yellow | Green | Red | Green | Yellow | Green | Green | Green | Green | Green | Green | Green | Yellow | Green | Green |
| ND Trade and Industry | Green | Green | Yellow | Yellow | Green | Green | Green | Green | Yellow | Green | Green | Orange | Green | Yellow | Orange | Green | Orange | Green | Orange | Green | Red | Yellow | Yellow | Yellow | Yellow | Green | Green | Green | Green |
| ND Environmental Affairs | Green | Green | Yellow | Green | Yellow | Green | Green | Red | Red | Green | Green | Green | Green | Yellow | Orange | Green | Red | Green | Orange | Green | Orange | Yellow | Green | Green | Green | Green | Green | Green | Green |
| ND National Treasury | Green | Green | Orange | Red | Red | Green | Orange | Green | Orange | Green | Green | Orange | Yellow | Red | Green | Yellow | Red | Green | Orange | Yellow | Red | Green | Yellow | Green | Green | Green | Green | Green | Orange |
| ND Government Communication and Information System | Green | Green | Green | Orange | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Yellow | Green | Green | Orange | Orange | Orange | Green | Green | Green | Green | Green |
| ND Mineral Resources | Green | Yellow | Yellow | Red | Orange | Yellow | Red | Orange | Orange | Green | Red | Red | Orange | Green | Red | Green | Yellow | Red | Green | Orange | Red | Green | Green | Green | Green | Green | Yellow | Green | Green |
| ND Performance Monitoring and Evaluation | Yellow | Orange | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Red | Green | Green | Yellow | Green | Green | Orange | Yellow | Yellow | Yellow | Yellow | Yellow | Green |
| ND Public Service Commission | Green | Green | Green | Red | Yellow | Green | Green | Orange | Orange | Yellow | Red | Green | Green | Green | Orange | Green | Red | Green | Orange | Yellow | Orange | Green | Green | Green | Green | Green | Green | Orange | Green |
| ND The Presidency | Green | Green | Green | Red | Green | Green | Red | Green | Orange | Yellow | Red | Green | Green | Green | Green | Green | Green | Green | Orange | Yellow | Orange | Red | Green | Green | Green | Green | Green | Green | Green |
| ND Tourism | Green | Green | Green | Red | Red | Green | Green | Yellow | Red | Yellow | Green | Green | Green | Orange | Red | Yellow | Red | Green | Orange | Yellow | Green | Orange | Green | Green | Green | Green | Green | Green | Green |
| ND Public Enterprises | Yellow | Yellow | Red | Red | Green | Red | Green | Green | Green | Red | Red | Green | Green | Orange | Red | Orange | Red | Green | Orange | Yellow | Green | Orange | Green | Green | Green | Green | Green | Green | Green |
| ND Social Development | Yellow | Green | Red | Green | Yellow | Green | Green | Green | Green | Yellow | Orange | Green | Green | Green | Green | Green | Red | Green | Orange | Yellow | Orange | Orange | Green | Green | Green | Green | Orange | Yellow | Green |
| ND Public Administration Leadership and Management Academy | Green | Green | Green | Red | Red | Green | Green | Red | Green | Green | Yellow | Red | Green | Green | Green | Green | Red | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Orange | Green |
| ND Communication | Yellow | Green | Green | Red | Green | Yellow | Red | Orange | Orange | Green | Green | Red | Orange | Orange | Orange | Orange | Red | Green | Orange | Red | Red | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Home Affairs1 | Green | Orange | Green | Red | Green | Red | Green | Green | Green | Green | Green | Green | Yellow | Red | Green | Green | Red | Green | Orange | Orange | Orange | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Statistics South Africa | Orange | Orange | Green | Red | Green | Red | Green | Green | Yellow | Orange | Orange | Orange | Green | Red | Green | Green | Red | Green | Yellow | Red | Red | Green | Orange | Green | Green | Green | Green | Green | Green |
| ND Justice and Constitutional Development | Green | Green | Green | Yellow | Green | Red | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Orange | Yellow | Green | Green | Red | Green | Green | Green | Green | Green | Green | Green |
| ND Public Service and Administration | Green | Green | Green | Red | Green | Red | Green | Green | Orange | Red | Yellow | Orange | Green | Green | Green | Green | Red | Green | Orange | Orange | Red | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Energy | Green | Green | Red | Red | Green | Orange | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Yellow | Green | Red | Orange | Green | Green | Green | Green | Green | Green | Green |
| ND International Relations and Cooperation | Green | Green | Green | Green | Green | Red | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Orange | Yellow | Green | Red | Green | Green | Green | Green | Green | Green | Green |
| ND Independent Police Investigative Directorate | Green | Green | Red | Red | Green | Red | Green | Green | Green | Green | Red | Red | Green | Green | Green | Green | Red | Green | Green | Yellow | Green | Red | Green | Green | Green | Green | Green | Green | Green |
| ND Sports and Recreation South Africa | Green | Green | Green | Red | Yellow | Red | Green | Green | Green | Green | Red | Orange | Red | Green | Green | Green | Red | Green | Orange | Yellow | Orange | Red | Green | Green | Green | Green | Green | Green | Green |
| ND Defence | Yellow | Green | Green | Red | Green | Green | Green | Red | Green | Green | Green | Green | Green | Green | Green | Green | Orange | Green | Orange | Yellow | Red | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Transport | Yellow | Green | Orange | Orange | Green | Yellow | Green | Green | Green | Green | Green | Green | Green | Orange | Green | Orange | Red | Green | Orange | Orange | Green | Green | Green | Green | Green | Green | Green | Green | Orange |
| ND Basic Education | Yellow | Green | Green | Red | Yellow | Green | Green | Green | Green | Red | Red | Green | Green | Red | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Red |
| ND Labour | Yellow | Green | Green | Red | Red | Green | Green | Orange | Yellow | Green | Red | Red | Yellow | Red | Red | Orange | Green | Orange | Orange | Yellow | Red | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Police | Green | Green | Green | Red | Yellow | Green | Green | Green | Green | Green | Yellow | Green | Green | Red | Green | Green | Green | Green | Yellow | Yellow | Green | Red | Orange | Green | Green | Green | Green | Green | Green |
| ND Correctional Services | Green | Orange | Green | Green | Red | Green | Green | Green | Green | Green | Red | Red | Green | Green | Orange | Green | Red | Green | Orange | Red | Red | Green | Green | Green | Green | Green | Green | Orange | Orange |
| ND Agriculture Forestry and Fisheries | Yellow | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Rural Development and Land Affairs | Yellow | Green | Green | Red | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Orange | Red | Red | Green | Green | Green | Green | Green | Green | Green | Green |
| ND Health | Red | Red | Yellow | Green | Yellow | Green | Green | Green | Green | Green | Green | Green | Green | Red | Green | Yellow | Green | Green | Yellow | Yellow | Green | Red | Orange | Green | Green | Red | Red | Red | Green |
| ND Higher Education and Training | Yellow | Orange | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Red | Green | Red | Green | Green | Green | Yellow | Yellow | Green | Red | Green | Green | Green | Green | Green | Orange | Red |
| ND Traditional Affairs | Red | Green | Green | Green | Green | Green | Green | Green | Yellow | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Red | Green | Green | Green | Green | Green | Green |
| ND Military Veteran | Green | Yellow | Red | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Green | Yellow | Green | Green |

- But it is not RESULTS.. Only impact evaluation can tell us what difference we made
- Rigorous impact evaluation = experimental or valid non-experimental design which deals with selection bias
- Slow recognition of role of rigorous impact evaluation and evidence synthesis
- And challenge in using them in policy

But it IS happening...

What constitutes high quality evidence of impact?

So what is credible evidence?

... it depends

The type of evidence you need depends on the type of question you are asking

E.g. if you want to know if a programme is reaching its target population you want:

Factual quantitative data on targeting errors

Factual qualitative data on barriers and facilitators

And if you want analysis of causal effects – the difference a programme makes – you need **valid counterfactual evidence**



Credible vs incredible evidence: an example

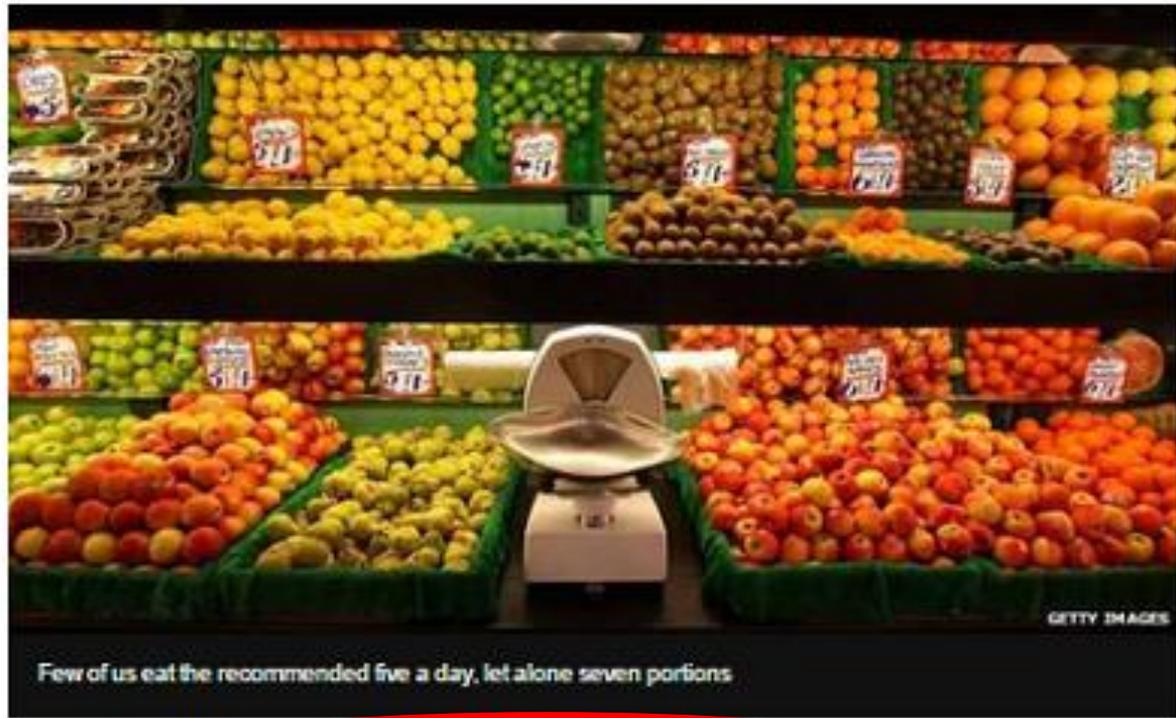
NEWS

Health

Seven-a-day fruit and veg 'saves lives'

By Pippa Stephens
Health reporter, BBC News

© 1 April 2014 | Health | 1087



Few of us eat the recommended five a day, let alone seven portions

Eating seven or more portions of fruit and vegetables a day is healthier than the minimum five currently recommended and would prolong lives, experts say.

NEWS

Health

Fruit and veg: More than five-a-day 'no effect'

By Helen Collins
Health editor, BBC News

© 30 July 2014 | Health | 1

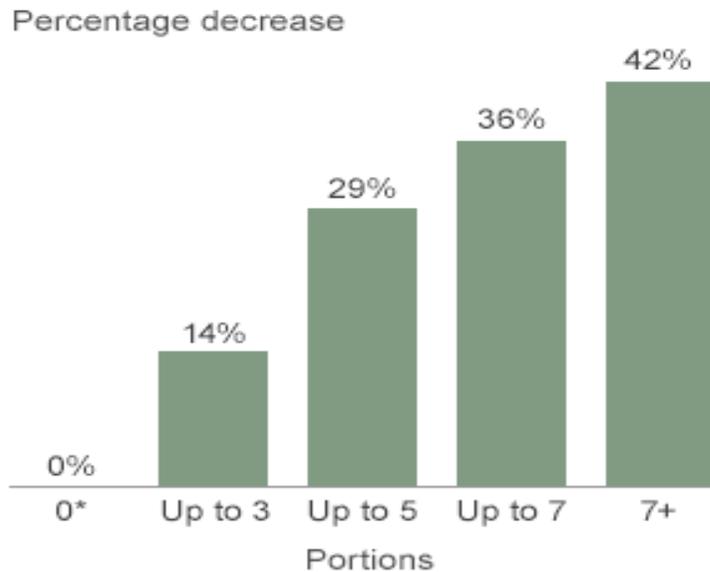


Some countries recommend eating 10 portions a day of fruit or veg

New research backs the five-a-day target for fruit and vegetables, but suggests eating more may have no added benefits.

The seven piece study

How fruit and veg intake reduces risk of death

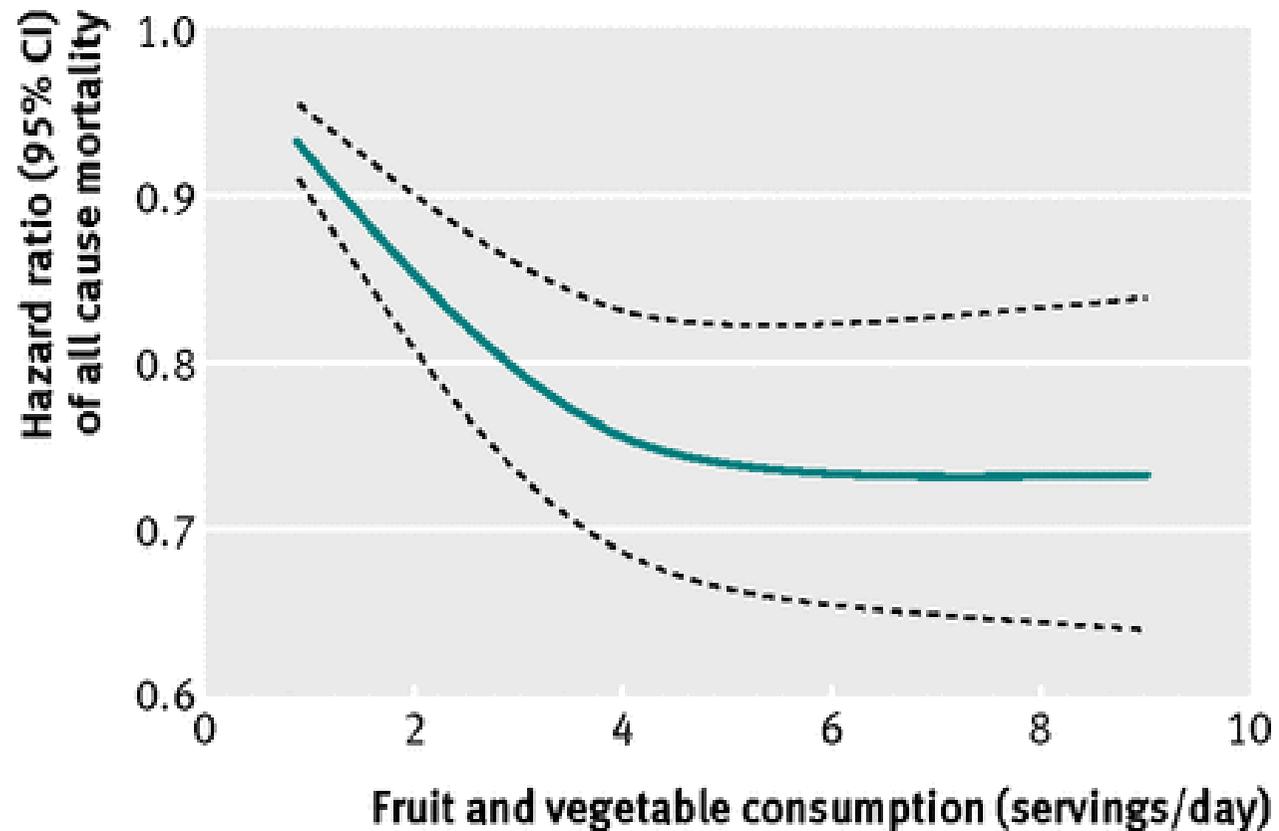


*0 portions = 0%

Source: Journal Epidemiol Community Health

But these are observational data, which don't control for selection bias (people who eat more than five portions a day are wealthy, educated, health fanatics)

The five piece study



This is a systematic review, using data from 16 high-quality studies (observational data but analysis controls for confounders)



DVD price experiment

Up to US\$15 difference for same product
Reimbursed those who paid more, and now all pay lowest price even if order at higher price



Maximizing click through

Variations in home page layout.
Impact evaluation takes one hour



Mergers and Acquisitions

80% of M&A bad for bottom line
Cisco tripled profits through 60 M&A
Exploited heterogeneity
Had data on **9,000** cases

Researchers working in partnership with private sector:

- Product placement in super markets in low-income areas for healthy choices
- Improving efficiency of water use in Atlanta
- Front of pack nutrition labelling and healthy eating

80% of businesses fail in first five years – do we really think public programmes are any better?

But there is usually no bottom line for public programmes

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bottom



"Couldn't we just move the bottom line down a little?"

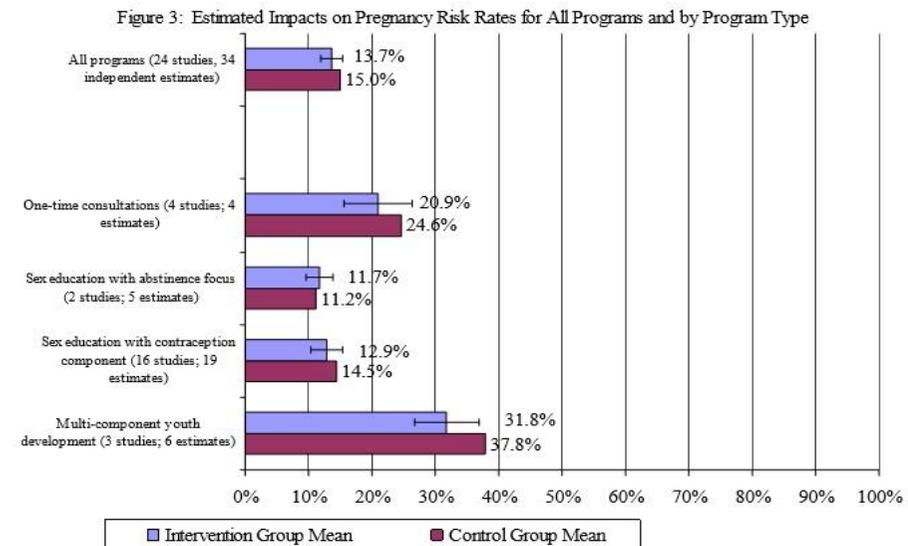
And here is what the bottom line says in developed countries:

- Education: 90 interventions evaluated in RCTs by IES - 90% had weak or no positive effects.
- Employment/training: Department of Labor-commissioned RCTs 75% weak or no positive effects
- Business: Over **13,000** RCTs of new products/strategies conducted by Google and Microsoft, 80- 90% no significant effects.

Without impact evaluation you can move the bottom line!

Campbell systematic reviews confirm programmes in many areas ineffective

- Teenage pregnancy
- Curfews
- Harsh regimes such as boot camps and scared straight... Indeed prison no more effective than non-custodial sentences
- And many branded programmes such as Multi-systemic therapy and nurse family partnership in UK



- Institutionalization of production and use of evidence: experience from different countries
- Opportunities for coordination in production

Institutionalisation of the use of evidence: health

The World Health Organization (WHO) follows a guideline development process, described in detail in the **WHO Handbook for Guideline Development (2nd edition)**, overseen by the Guidelines Review Committee (GRC) established by the Director-General in 2007. The WHO Guidelines Review Committee ensures that WHO guidelines are of a high methodological quality, developed using a transparent and explicit process, and are **informed on high quality systematic reviews** of the evidence using state-of-the art systematic search strategies, synthesis, quality assessments and methods.

National Institutes Health Research (NIHR):

- Provides infrastructure support to 21 Cochrane Groups
- NIHR Cochrane Programme Grant Scheme funds reviews of relevance to NHS
- NIHR Cochrane Incentive Awards to accelerate reviews

National Institute for Clinical Excellence (NICE), Use systematic reviews for:

- Guideline production
- Eligibility for NHS resources

UK: What Works Centres

- Funded by government and Big Lottery
- Commission reviews, largest also commission primary studies

What Works Network 

What Works Wellbeing

What Works Crime Reduction 

CENTRE FOR AGEING BETTER

 what works centre for local economic growth

WHAT WORKS SCOTLAND 



Education
Endowment
Foundation

Funding > 500 trials in > ¼ primary schools in UK

Evidence portal

E.g. Pupil premium: in 2015 64% used Teaching and Learning Toolkit compared to 36% in 2012. But 77% use funds on programmes for all pupils

Early Years Toolkit

An accessible summary of educational research for early years teaching

Example of an evidence portal

Filter Toolkit

Toolkit Strand ^

Cost v

Evidence Strengths v

Months Impact v

Filter results by keywords



Cost



Evidence



Months Impact

Reset ↻

Communication and language approaches

Moderate impact for very low cost, based on very extensive evidence.



+6

Digital technology

Moderate impact for moderate cost, based on limited evidence.



+4

Earlier starting age

Moderate impact for very high cost, based on very limited evidence.



+6

Early literacy approaches

Moderate impact for very low cost, based on extensive evidence.



+4

The Nordic model

- Core funding to government research agencies to produce systematic reviews
- Priorities agreed through annual consultation exercise
- Evidence used for funding decisions and guidelines
- Knowledge Centre for Education (Norway) e.g. school dropouts
- SBU: scientific uncertainties



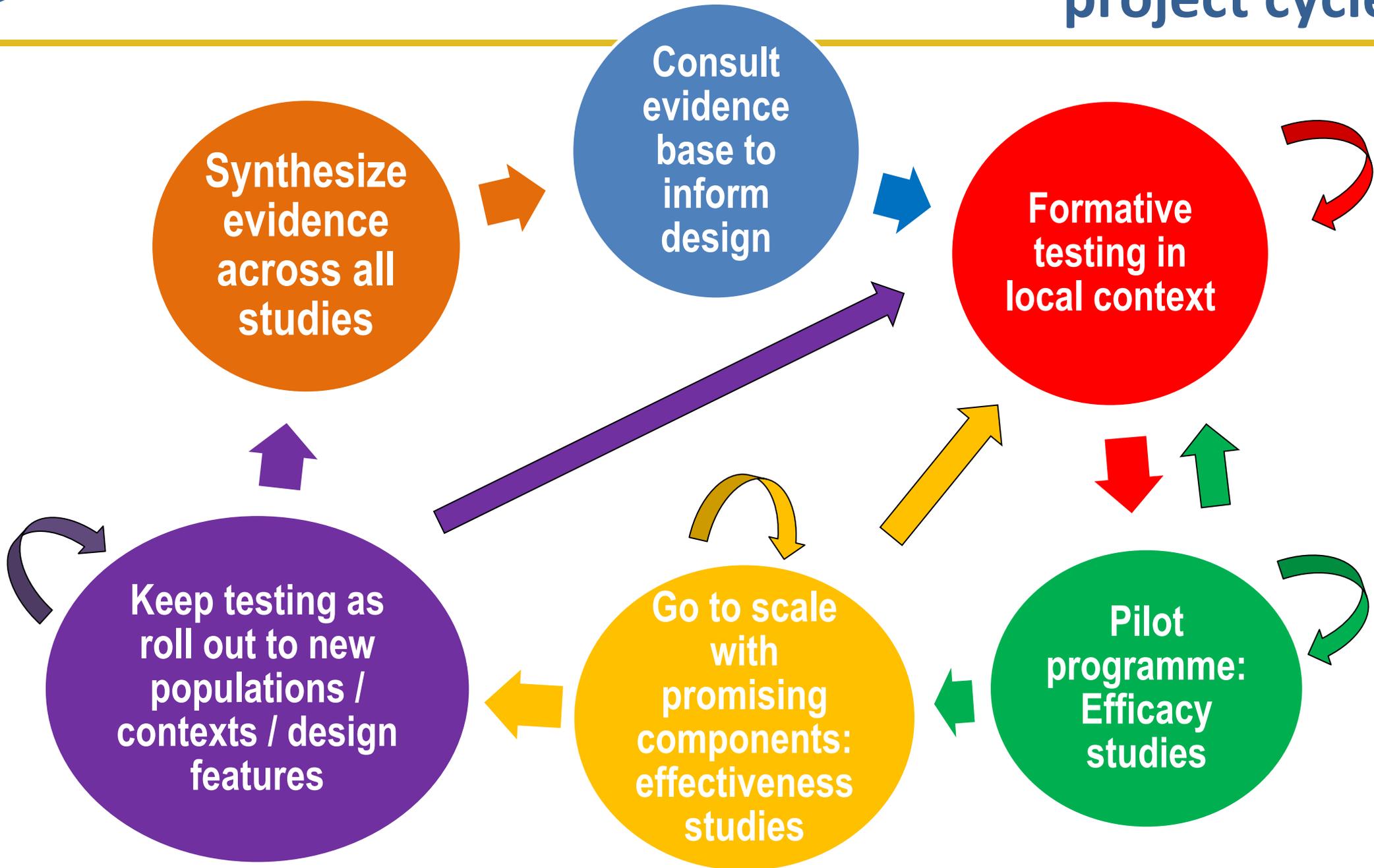
kunnskapssenteret
Norwegian Knowledge Centre for the Health Services



SFI THE DANISH
NATIONAL CENTRE
FOR SOCIAL RESEARCH



Nordic model is example of evidence-driven project cycle



- History since early seventies (e.g. negative income tax)
- What Works Clearing in education, labour, child services and justice
- More recently ‘Moneyball for government’



- Moneyball for gov programmes
- Eg, Head Start, Nurse Family Partnership

But

- Single studies
- Possible COI



Evidence for What Works in Education

We review the research on the different programs, products, practices, and policies in education.

Then, by focusing on the results from high-quality research, we try to answer the question “What works in education?”

Our goal is to provide educators with the information they need to make evidence-based decisions.

Publications & Reviews

Get started with WWC products:

- Practice guides help educators address classroom challenges.

Find What Works!



What's New?

College Bound with the WWC
Nov 20

Demystifying the What Works

www.coneval.org.mx 2017-5-13 08:06:04

Lo que se mide se puede mejorar

¿Quiénes Somos? ▾ Evaluación de Programas Sociales ▾ Medición de la Pobreza ▾ Adquisiciones ▾ Sala de Prensa ▾ Informes y Publicaciones ▾ Eventos ▾

WordPress Facebook YouTube Google+ app @coneval @GHLicona Boletín CONEVAL Suscríbete

Select Language ▾

Buscador CONEVAL 🔍

Evolución de las carencias sociales 2010 - 2015 a nivel nacional y por entidad federativa

- ▶ Medición de la Pobreza en México 2014
- ▶ Anexo Estadístico
- ▶ Evolución de las Líneas de Bienestar y de la Canasta Alimentaria
- ▶ Evolución del poder adquisitivo del ingreso laboral (Índice de Tendencia Laboral de la Pobreza) 4to. Trimestre 2016
- ▶ Metodología para la Medición de la Pobreza
- ▶ Información para el proceso presupuestario 2017

- Central evaluation agency
- Functions enshrined in law
- Quality assurance role for evaluations of social programmes
- Traffic light system relates to quality of M&E system not the results

Different models around the world

| Nordic model | UK model | US model | Latin American model |
|---|--|--|---|
| Govt. funded research centres e.g. SFI, SBU and FHI | What Works Centres | <ol style="list-style-type: none"> 1. WWCHs 2. Moneyball for Government | Central government evaluation agencies |
| Government funded | Mixed funding (e.g. Big Lottery) | <ol style="list-style-type: none"> 1. Some govt. funding 2. Foundation funding | Government funded |
| Systematic reviews, some adherence to Cochrane and Campbell standards | Variety of evidence synthesis | Often single study based (note conflict of interest) | Oversee M&E framework for govt funded programmes |
| Integrated into decision making (demand driven) | Each WWC has to find its 'pathway to policy influence' | <ol style="list-style-type: none"> 1. Portals 2. Advocacy model | Promotes rigorous evidence and evidence-based decisions |

With so many different efforts
what are the opportunities for
coordination?

Types of coordination

- Common standards and guidelines
- Workplans: share, synchronize or integrate
- Common evaluation frameworks or joint evaluations
- Sharing findings
- Joint support to synthesis studies
- UK WWCs all have own evidence standards (exception is DAC and health through WHO)
- Timing and mandate
- Joint Swedish & Norwegian evaluation
- Agencies like their cover on a report
- Failure to support global public goods

- Proper use of monitoring data
- Use of systematic reviews
- Testing of programmes
- Coordination

But they are opportunities so take them if you want to make a difference

Thank you

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