



International Initiative for Impact Evaluation

# **Learning for BRICS** or why countries like India can love impact evaluations

Emmanuel Jimenez, Executive Director, 3ie

Delhi Evidence Week: Keynote Lecture  
Hotel Eros, New Delhi, India  
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Source: The Wire Credit: Elmond Jiyane, GCIS, CC 2.0

# Main points

- BRICS need learning to sustain inclusive growth
- Learning requires rigorous evaluation
- There is progress but much more to be done in countries like India
- 3ie stands ready to help



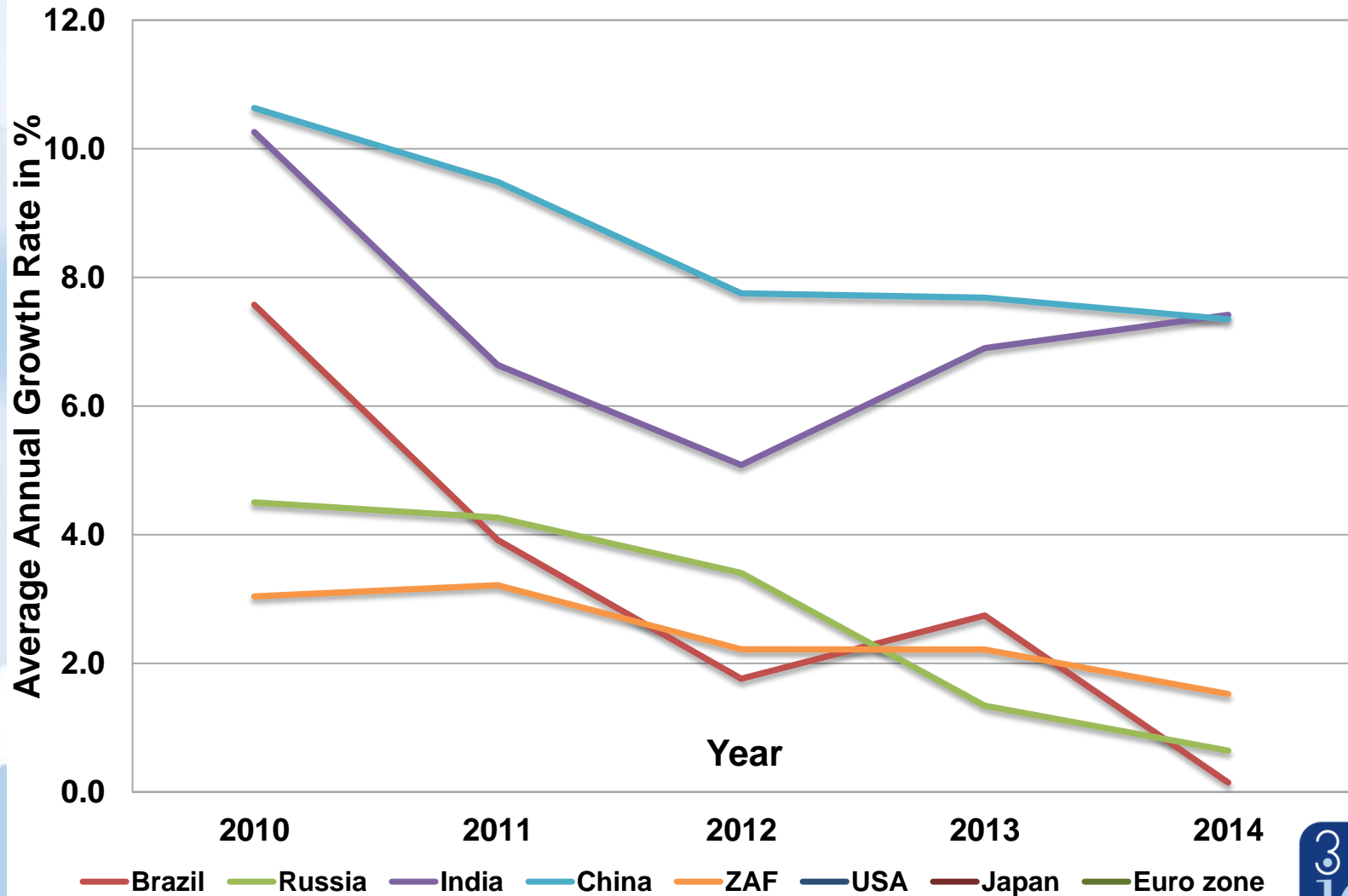
# BRICS' solid foundations: higher average annual growth 2000-10

Country Code	Average growth rate YR 2000 (%)	Average growth rate 2000 to 2010 (%)	Average growth rate YR 2010 (%)
BRA	4.4	3.7	7.6
RUS	10.0	5.4	4.5
IND	3.8	7.2	10.3
CHN	8.4	10.3	10.6
ZAF	4.2	3.5	3.0
USA	4.1	1.9	2.5
JPN	2.3	0.9	4.7
Euro area	3.4	1.4	2.1

Source: World Bank, WDI;  
Note: "BRICS" originally coined in Goldman-Sachs paper in 2001



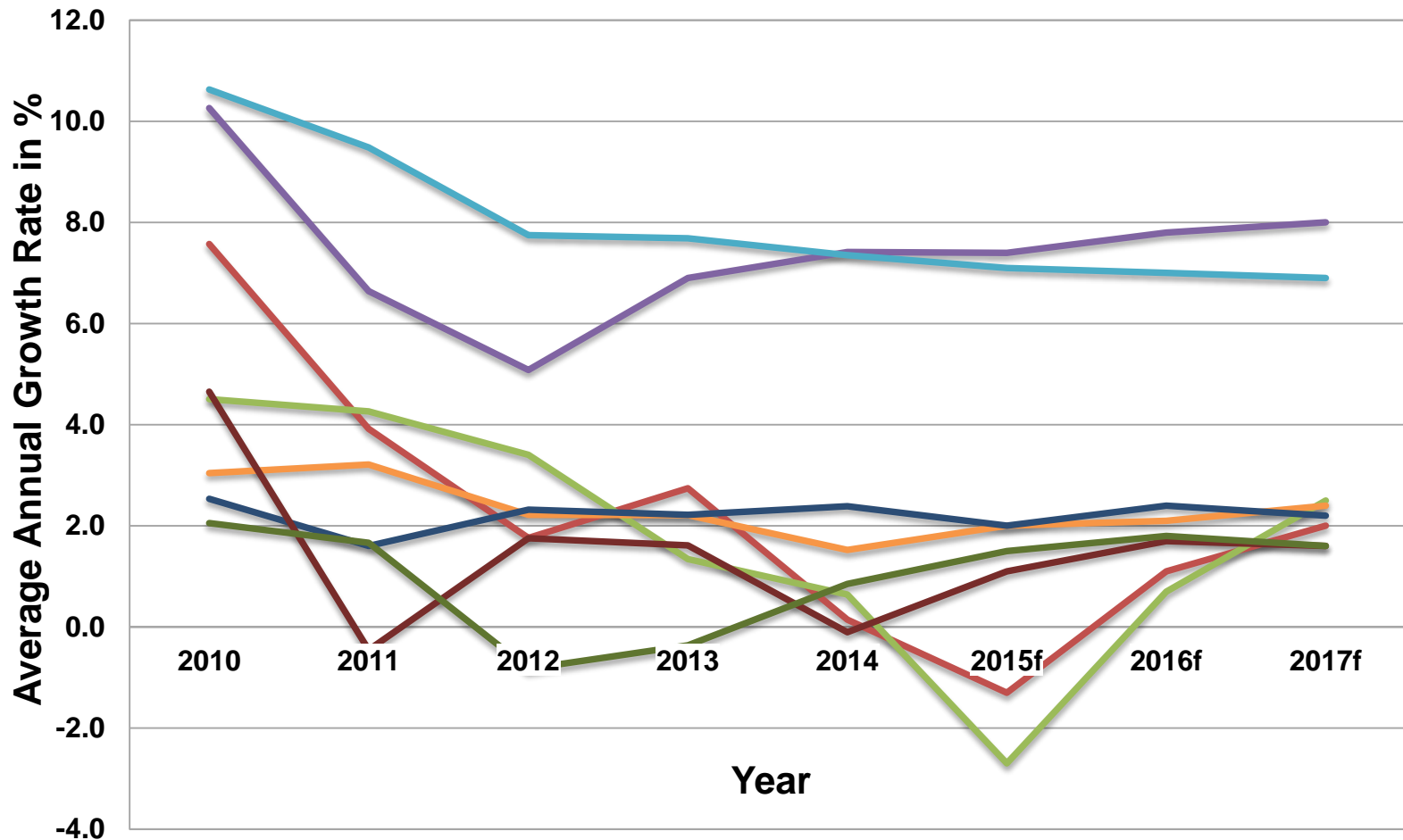
# Like a ton of BRICS? Average annual growth rate for BRICS (2010 – 2014)



Source: World Bank World Development Indicators Database website



# BRICS, USA, Japan and Euro Zone: actual and forecasted growth rates 2010-14



— Brazil — Russia — India — China — ZAF — USA — Japan — Euro zone



# Challenge of inclusion

	Maternal Mortality (per 100K)	Infant Mortality (per 1K live births)	Human Development Index (2013-14)
<b>Brazil</b>	68	16.6	0.744 (Rank 79)
<b>China</b>	36	36.0	0.719 (Rank 91)
<b>India</b>	220	59.9	0.586 (Rank 135)
<b>Russia</b>	31	12.0	0.778 (Rank 57)
<b>South Africa</b>	140	33.8	0.658 (Rank 118)
<b>LMIC</b>	250	58.0	N/A
<b>High Income</b>	24	7.7	N/A

# The elusive search for sustainable and inclusive growth

- “It is hard to know how an economy will respond to a policy, and the right answer in the present moment may not apply in the future.” – *Growth Commission on Development* (2008)
- Shift from “Thinking Big” to “Thinking Small”: role of policy experimentation



Source: [www.mintic.gov.co](http://www.mintic.gov.co)



# Example: policy experimentation in China

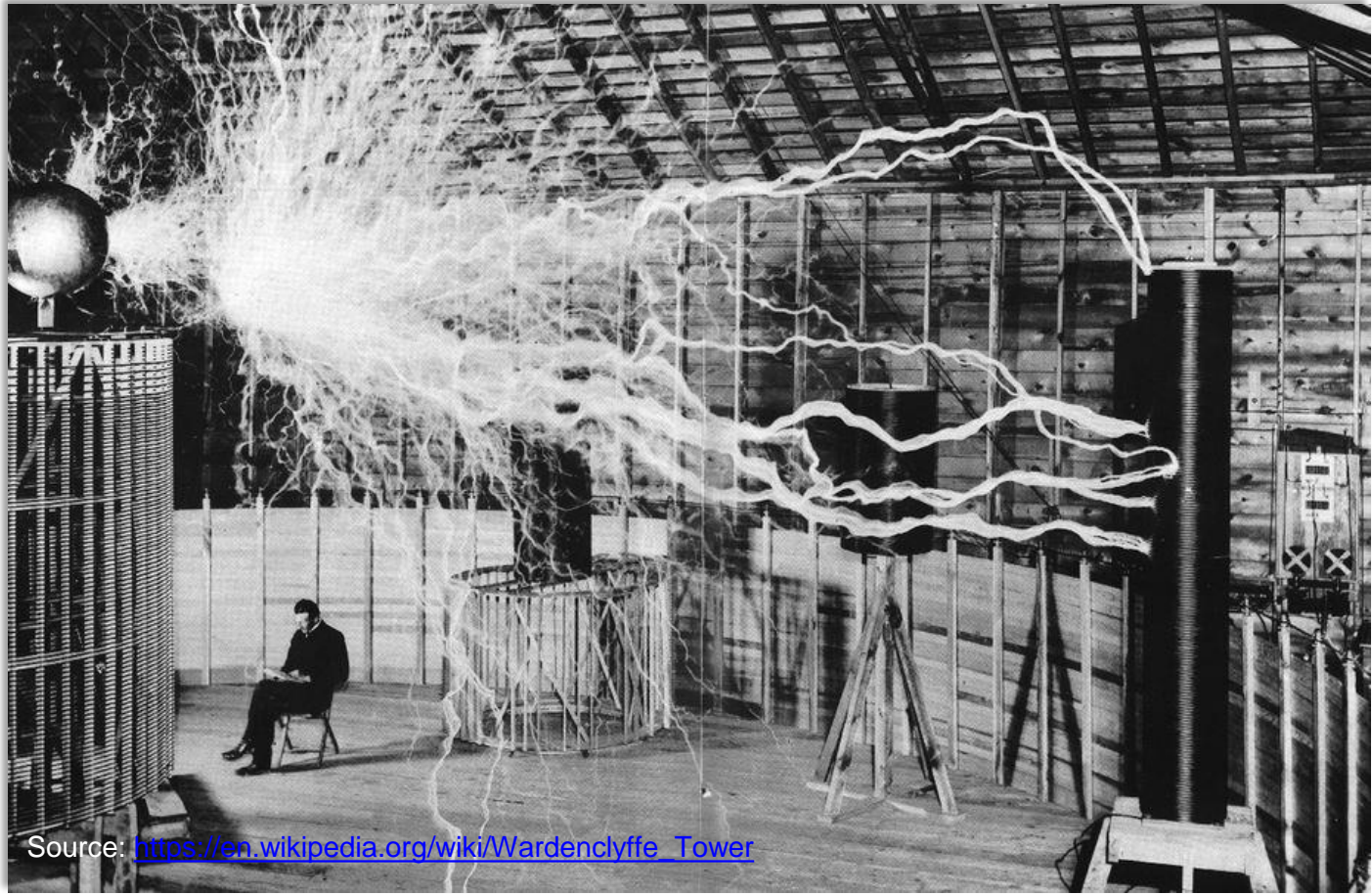
**“It doesn’t matter if a cat is black or white, as long as it catches mice.” – Deng Xiaoping, July 1962, Speech at the Communist Youth League**



Source:  
[www.shutterstock.com](http://www.shutterstock.com)

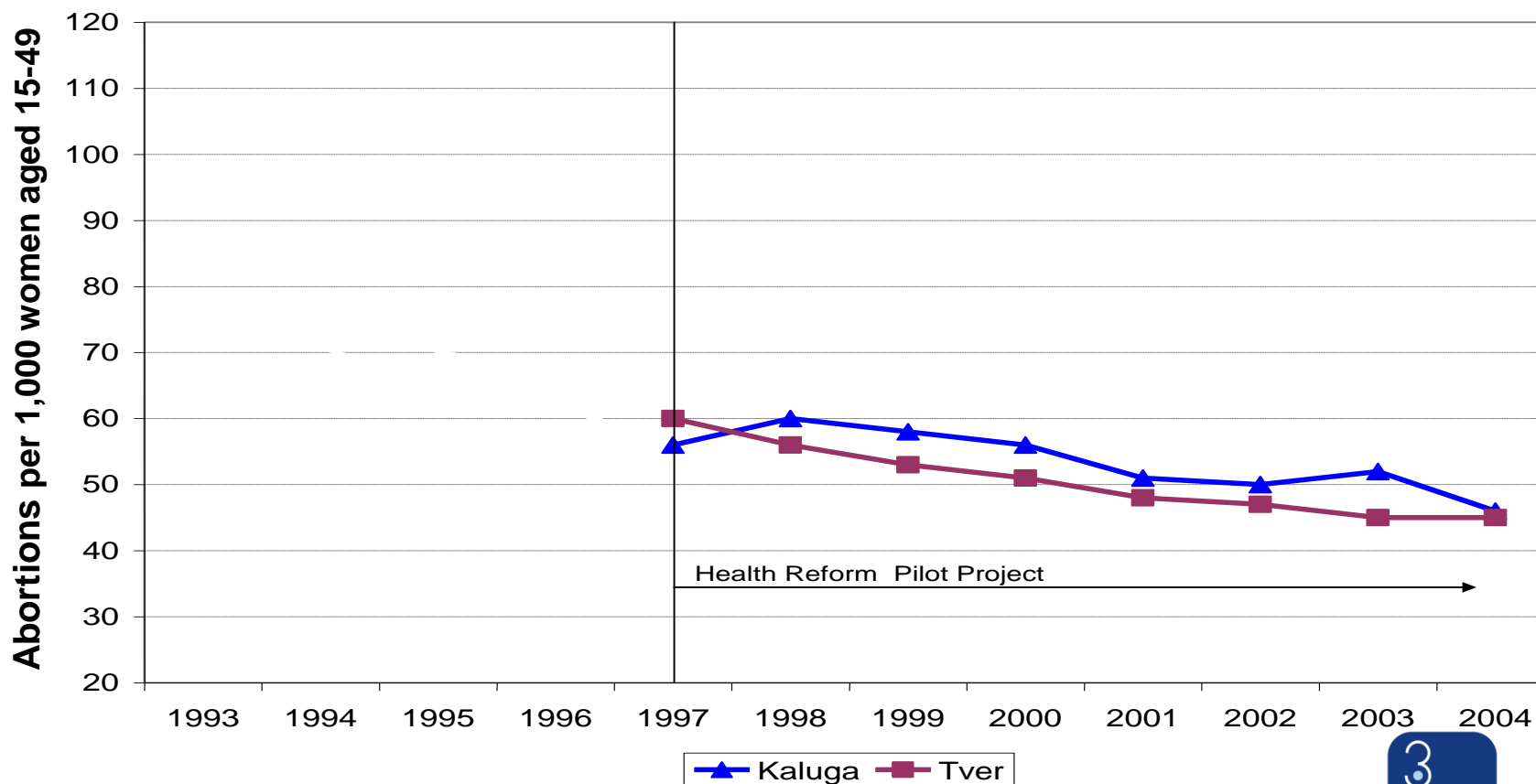
**“Decentralized experimentation...decisively shaped the making of policies in domains as diverse as rural restructuring, foreign economic opening, the promotion of private business, state sector restructuring...” – Political scientist Sebastian Heilmann, 2008, writing about China’s reform processes**

# Evaluation is needed to learn from experiments ... easier said than done

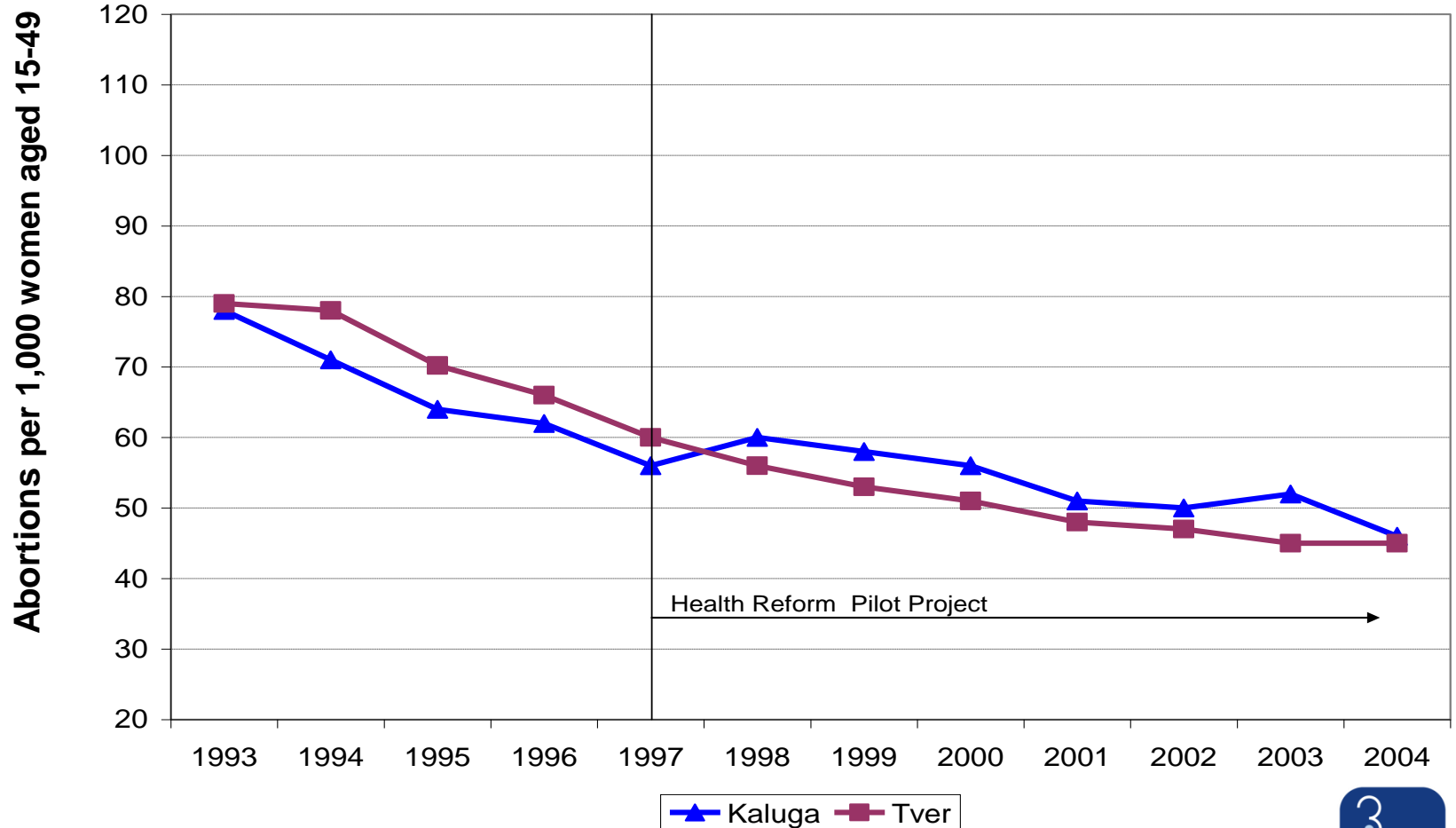


# Evaluating outcomes of World Bank financed health reform pilot project in Russia

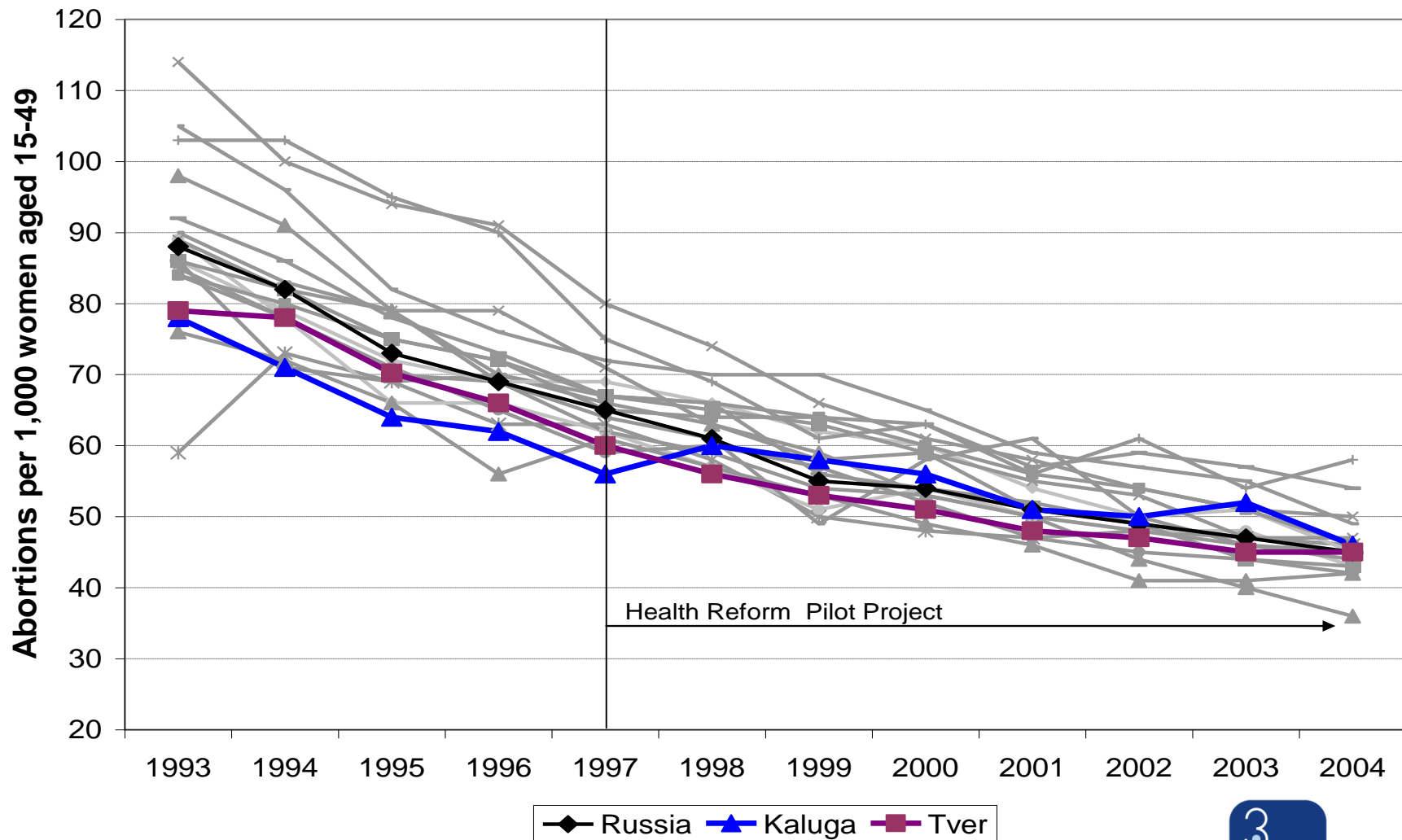
Abortion rate in two project regions in Russia: declined over the life of the project.



# But the outcomes were improving even before the project



# And they were improving for all other regions in Russia



**Impact evaluation** “means the study of changes in outcomes that are attributable to an intervention.”

Addresses two fundamental evaluation questions:

### 1) What is the results chain?

Outside factors



Outside factors



**Clarifying this chain helps to:**

- Identify assumptions to understand the causal links
- Assess the contribution of different inputs and activities to outputs, outcomes and impacts

**2) What is the counterfactual?** *What would have happened without the intervention or program?*

# Establish the counterfactual: why and how?

- Why the counterfactual?
  - Outside factors
  - Selection by participants
  - Selection due to program placement

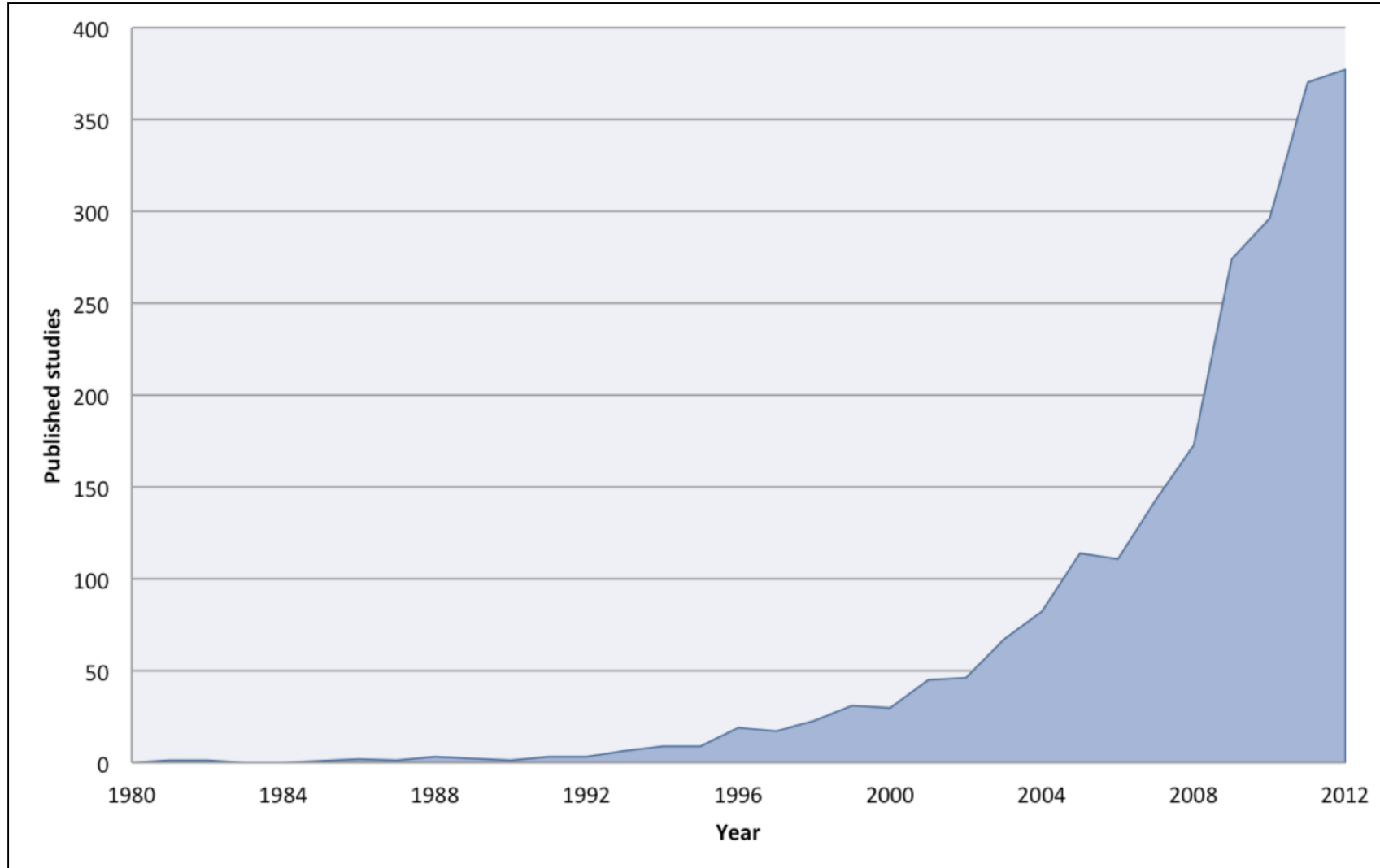
***Issue: cannot observe beneficiary without the program***

- Solution: Find a 'proxy' for the counterfactual using impact evaluation
  - Experimental methods use a control group
  - Quasi-experimental methods use a comparison group





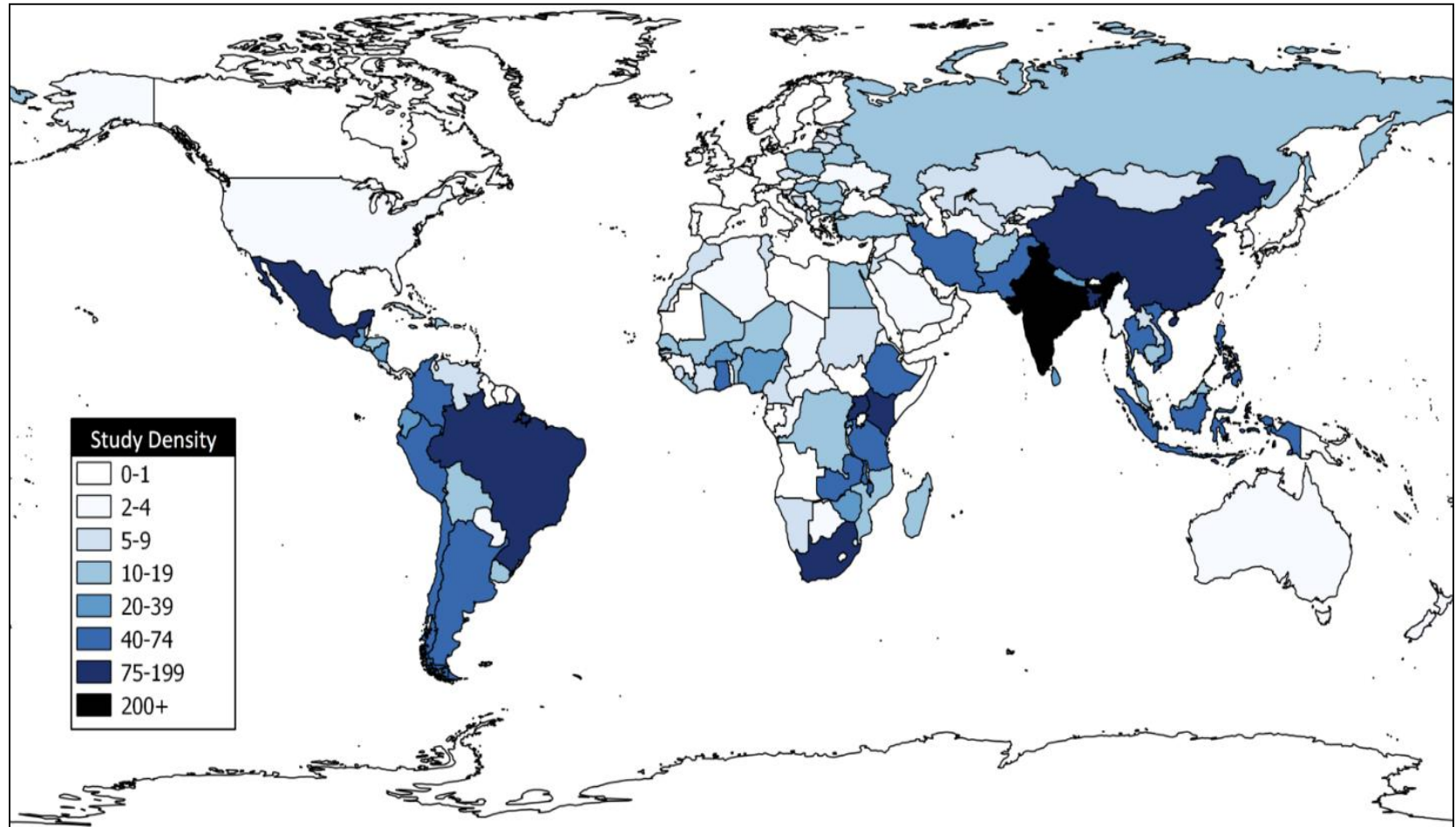
# The numbers of IEs have grown recently



Drew Cameron, Anjini Mishra and Annette Brown "The growth of impact evaluation for international development: How much have we learned?" *Journal of Development Effectiveness*, forthcoming



# Trends in country coverage: focus on South Asia and Latin America and the Caribbean



Source: Cameron et. al 2015

# Some big issues being addressed

Combatting pollution

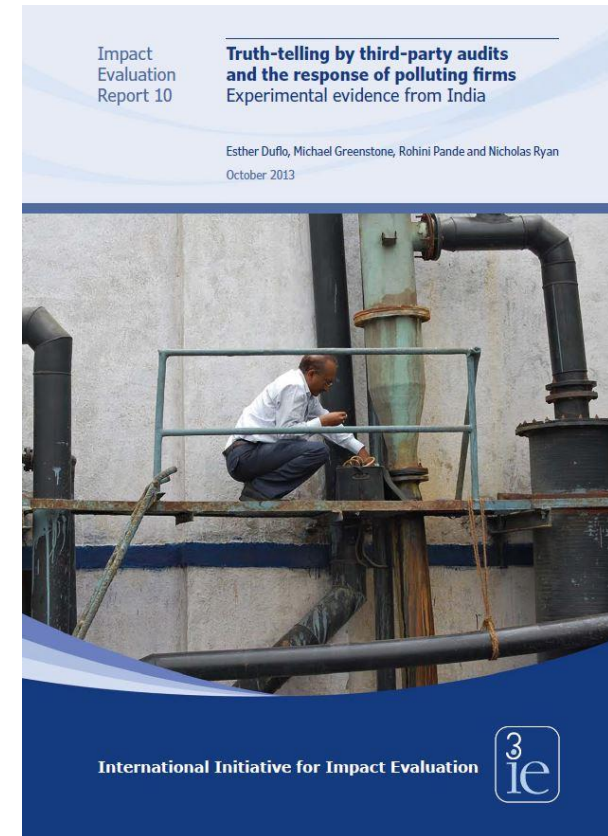


Improving learning

Fighting corruption in social protection programs through technology

# Can reforms improve the efficacy of regulations and reduce pollution emissions? Gujarat, India

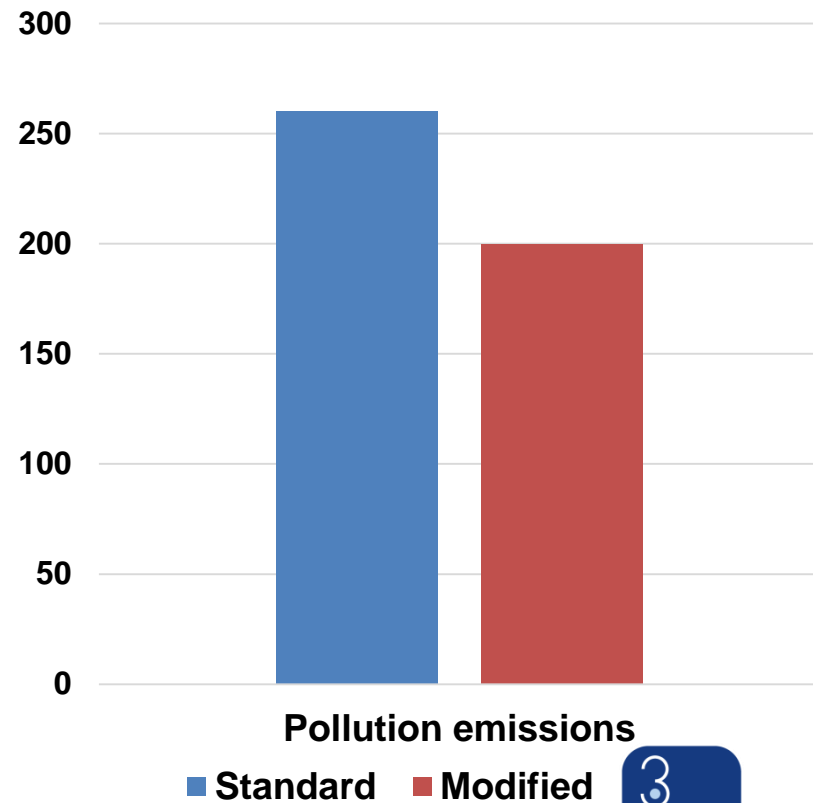
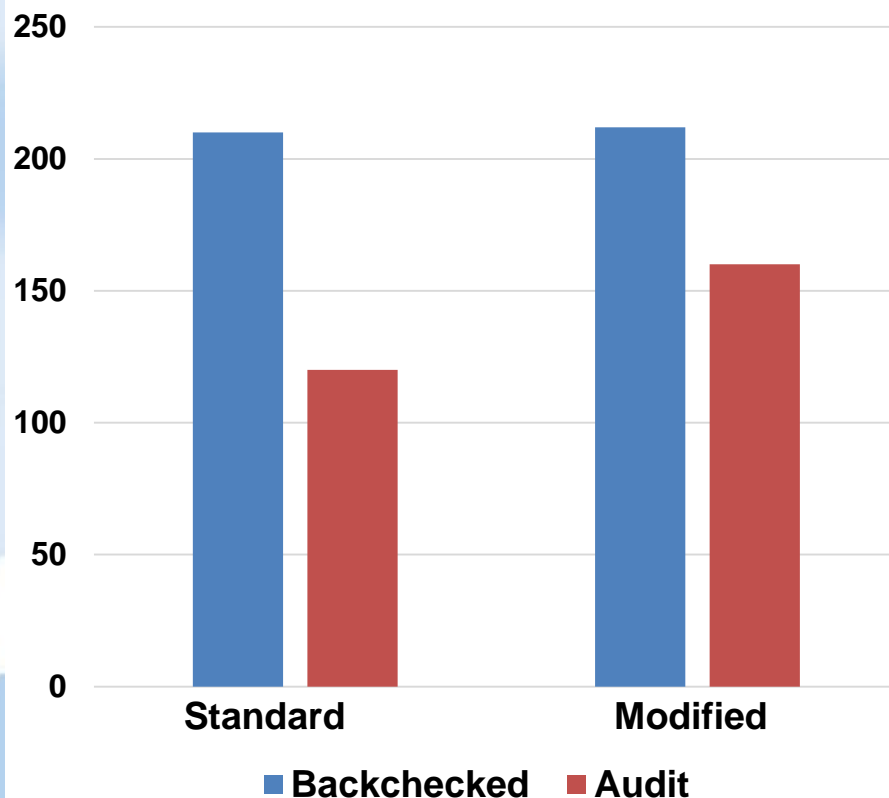
- Regulators often use third party auditors to monitor outcomes: finance, environment.
- Potential conflict of interest due to auditor remuneration
- In two heavily polluted regions in Gujarat, firms randomly assigned to control and treatment where
  - Auditors assigned to industries rather than being chosen by firms
  - 20% of audits randomly chosen by technical backchecking
  - Funds came from central pool and not from individual firms or industries.



# Can reforms improve the efficacy of regulations and reduce pollution emissions? Gujarat, India

More accurate reporting of suspended particulate parts per million (ppm) of firms backchecked

Suspended particulate ppm of all firms

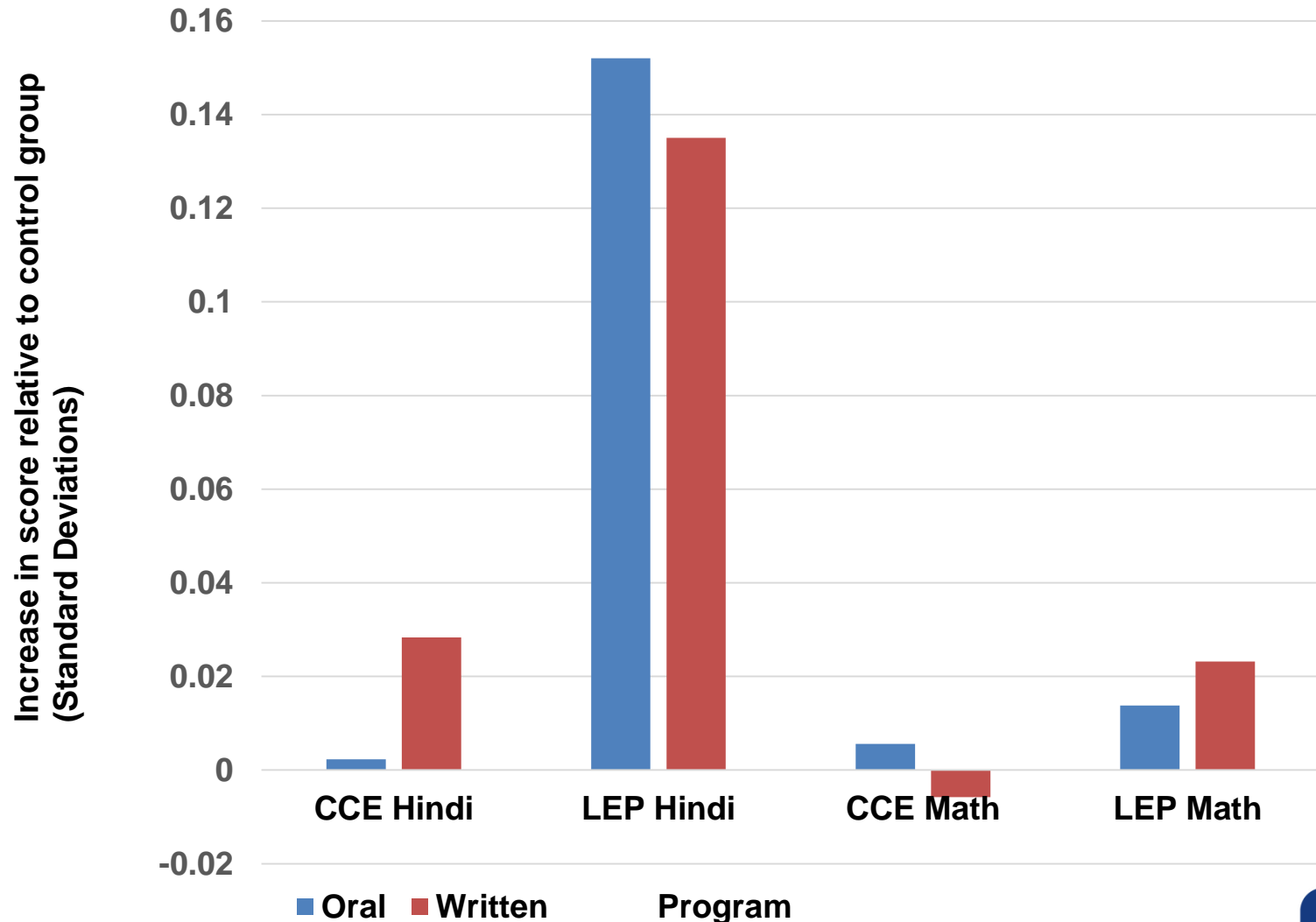


# Improving learning outcomes in Haryana, India

- Despite high enrollment rates, poor outcome indicators
  - 76% of grade 8 students can read at grade 2 level
  - < half can complete grade 4 math problems
- What to do?
  - Continuous and Comprehensive Education (CCE)
  - Learning Enhancement Programme (LEP)

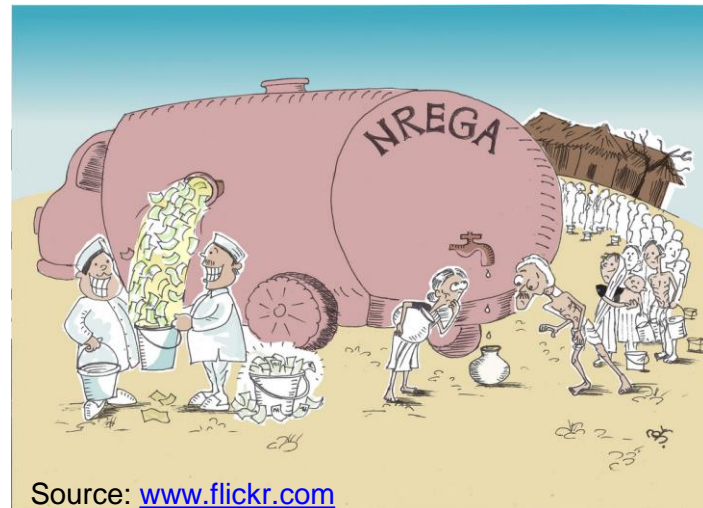


# Improving learning outcomes: findings



# Combating corruption in the Mahatma Gandhi National Rural Guarantee Scheme (MGNREGS) in Bihar

- MGNREGS had low take up in Bihar, despite being poor
- One reason is corruption – district and block officials seeking payments from village panchayats
- Technology used to help village access state funds directly in 69 blocks. Results compared with 126 other blocks in 12 districts



Source: [www.flickr.com](http://www.flickr.com)



# Combating corruption in MGNREGS in Bihar: results

- Average daily spending
  - No difference between treatment and control
  - Spending 24% lower on average during intervention months
  - No difference after
- No significant differences in employment
- No negative effect on labor payments



# But much more to be done....

- **BIG GAPS:** Many important programs in key areas remain under-evaluated.

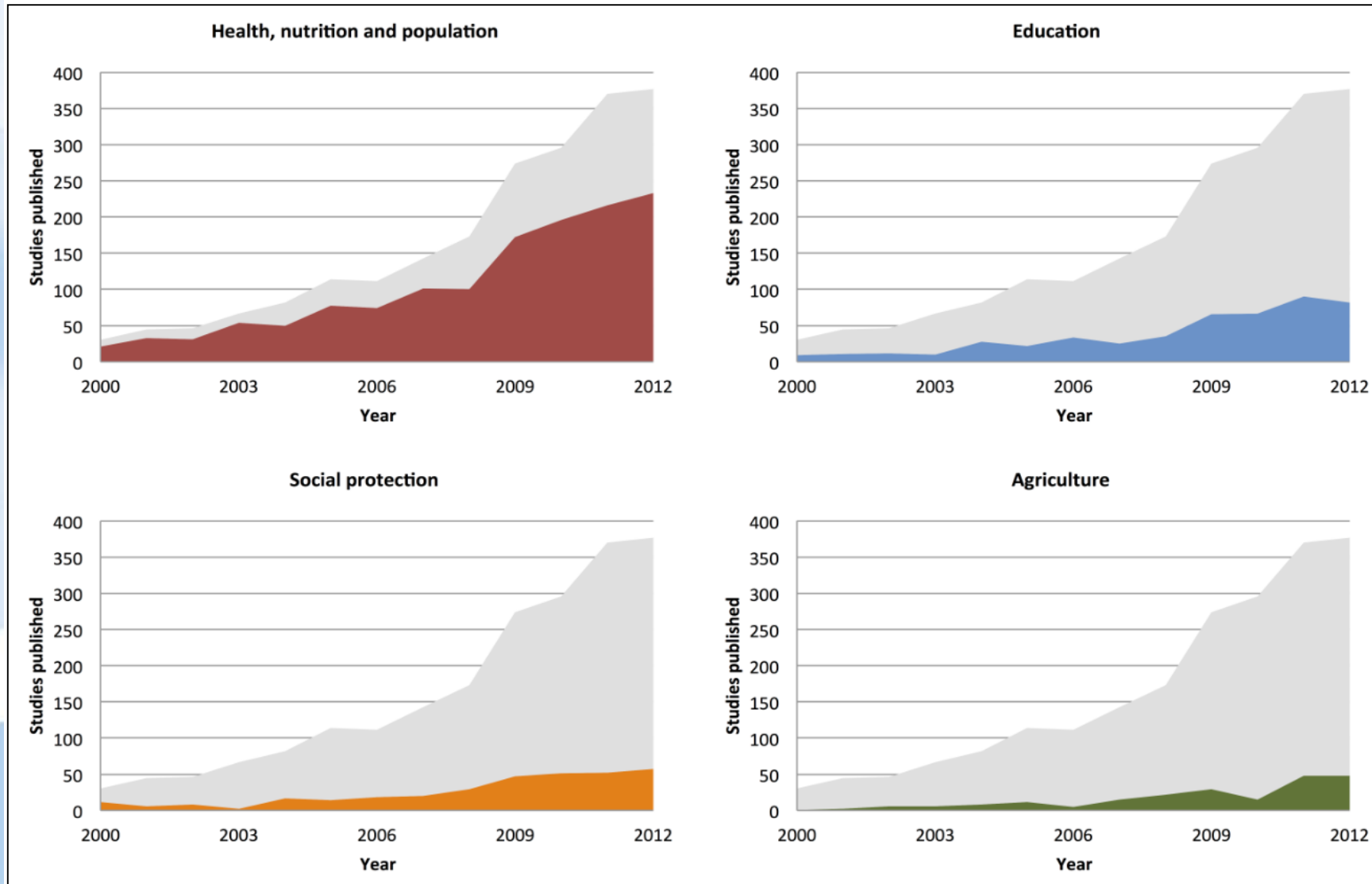


- **MISSED OPPORTUNITIES:** A culture of evaluation has not yet been embedded among many decision makers

# Impact evaluations in the BRICS

	Number of IEs	IEs per Crore (10 million) Population
<b>Brazil</b>	<b>107</b>	<b>5.2</b>
<b>China</b>	<b>175</b>	<b>1.3</b>
<b>India</b>	<b>260</b>	<b>2.1</b>
<b>Russia</b>	<b>17</b>	<b>1.2</b>
<b>South Africa</b>	<b>142</b>	<b>26.5</b>

# Trends: HNP, Education, Social Protection and Agriculture have most IEs



Source: Cameron., et al. 2015.

# Underusing a good result: immunisation in India

- NGO intervention to increase immunisation rates in India
- RCT IE showed:
  - Setting up reliable immunisation camps increased child immunisation rate from **6 to 18%**
  - Camps + 1 kg lentil award to families increased rate to **39%**
  - As volume rose, cost per immunisation of child fell to **\$28 (half)**
- Assessment: “**one of most successful and policy-relevant studies...last 10 years**”



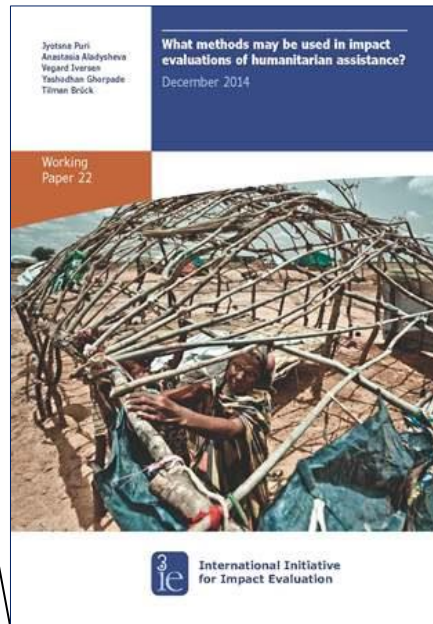
Source: [www.who.int](http://www.who.int)

## Take up?

- 8 years after study ended in 2007, no scale-up
- JPAL planning more replication studies

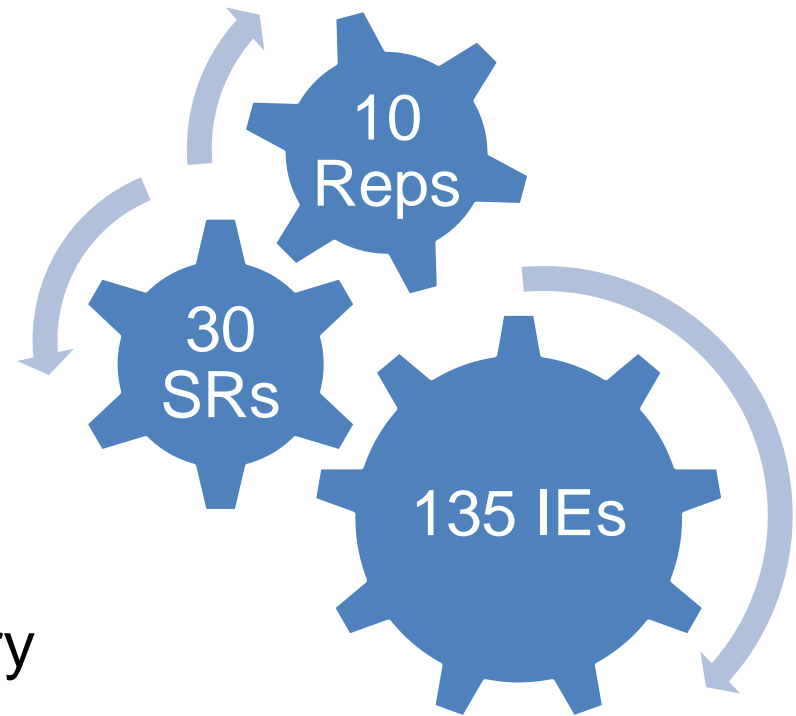
# What is 3ie?

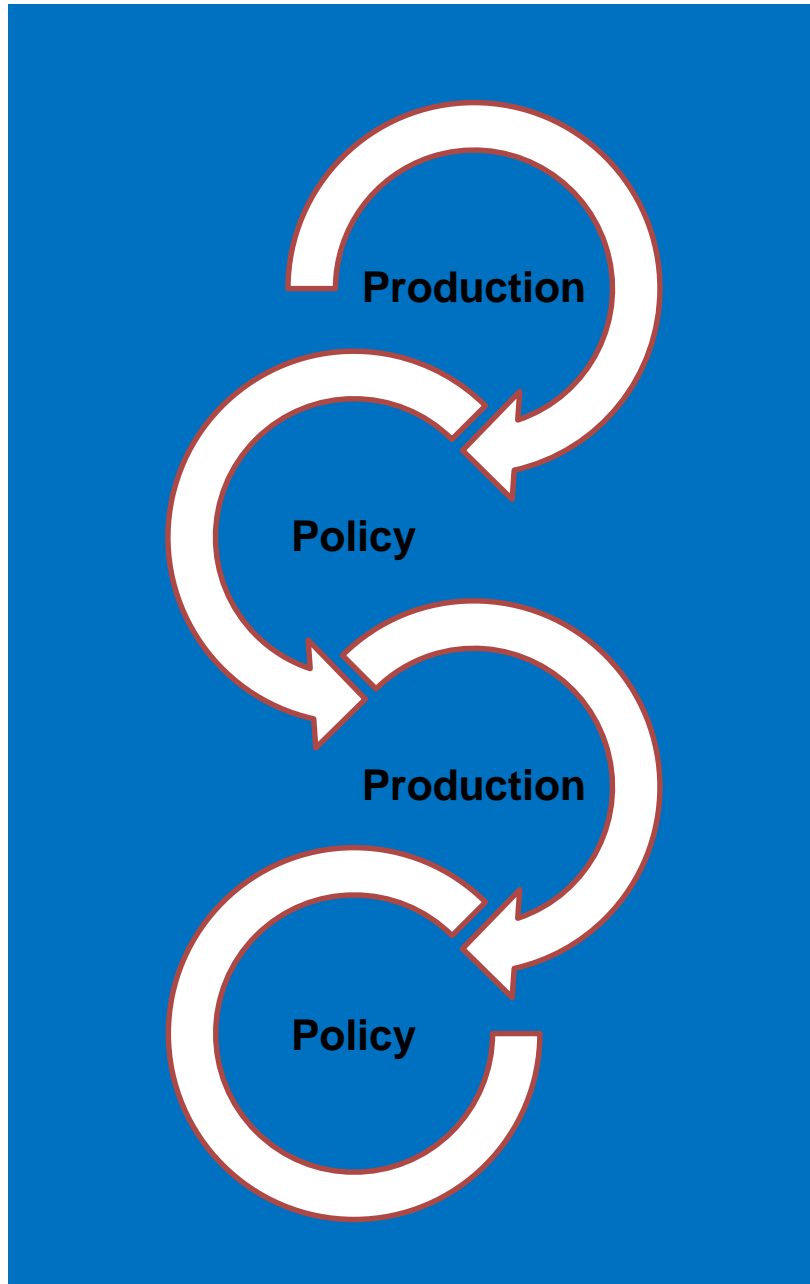
- An international grant-making NGO that funds the production of rigorous evidence to improve the effectiveness of development policies and programmes
- Main office in Delhi with offices in Washington, London
- Established by donor consortium 6 years ago



# What are some of 3ie's tools?

- **IE Grant Windows**
  - Open, Thematic and Policy Windows
- **Synthesizing Evidence**
  - Systematic Reviews
  - Evidence Gap Maps
- **Supporting Evaluation**
  - Advice
  - Replication and IE Registry
  - Bursaries to build capacity





**Establishing a virtuous cycle**

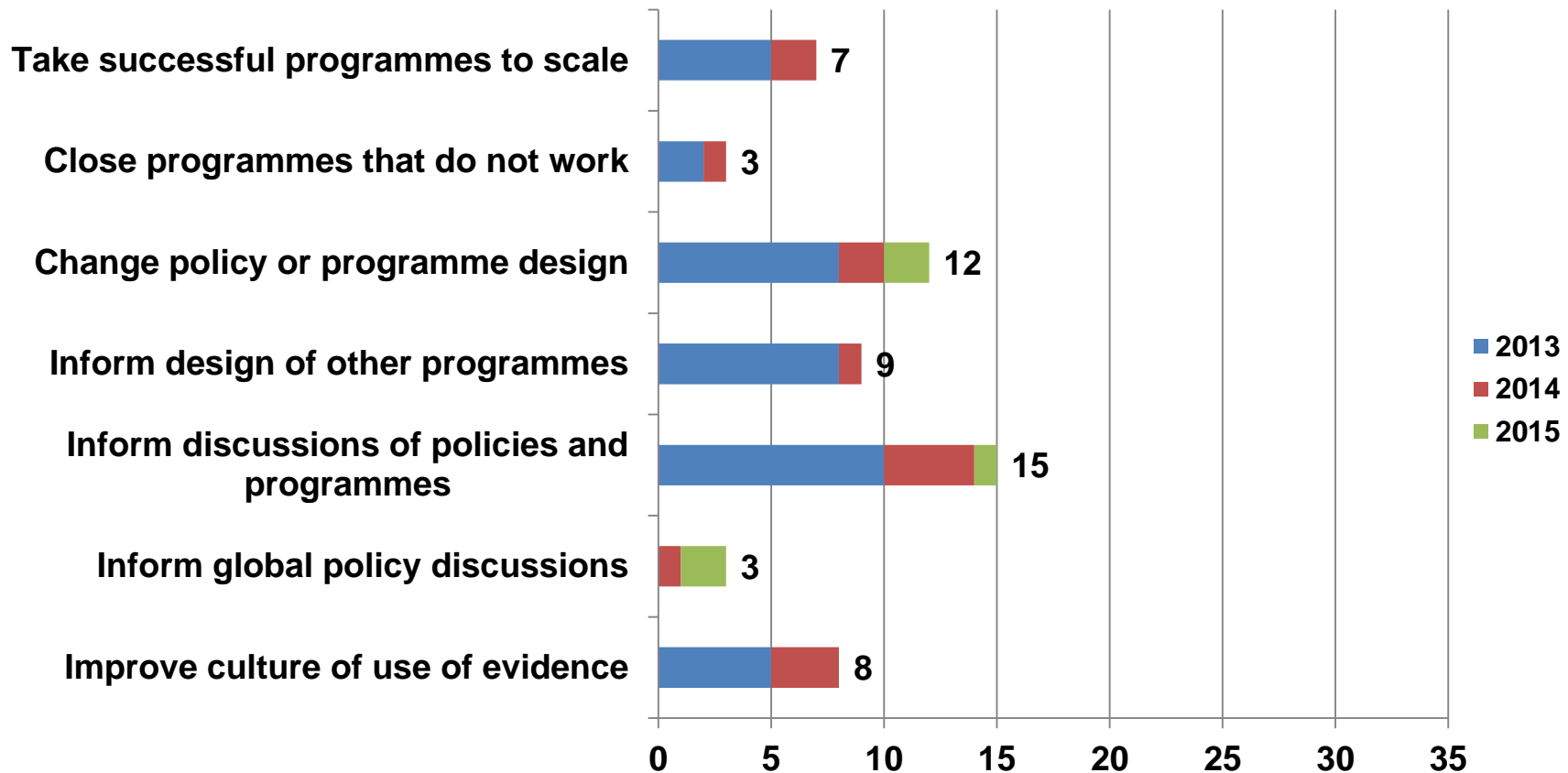
**between the production of  
policy-informed research**

**and evidence-informed  
policymaking**

**Improves uptake and use**



# Monitoring influence: policy influence from 3ie-funded studies



Data is obtained from the PIP / SEEP and progress reports. In some cases, 3ie will initiate a call with grantees to understand policy change.



# Examples of take up in India



**Improving Gujarat's industrial pollution inspection standards (2009-10)**



**A Wide Angle View of Learning: Evaluation of the CCE and LEP Programmes in Haryana (2014)**



**Can e-governance reduce capture of public programmes"? MGNREGA scheme in Bihar (2015)**

# Summing up

- BRICS need learning to sustain inclusive growth
- Learning requires rigorous evaluation
- There is progress but much more to be done in countries like India
- 3ie stands ready to help

# Thank you



[www.3ieimpact.org](http://www.3ieimpact.org)

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