Selecting outcomes, indicators, and instruments to measure impact of School to Work Transition Programs

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Outline

1. What are the problems that a StWt program should address?
2. How do we select the outcomes and indicators to be measured?
3. How do we collect the data to measure these outcomes?
What is the “problem”?

The WDR 2007 highlights two type of problems youth face in their transition to work:

- Some start work too early without enough skills and consequently remain stuck in low paying job with limited upward mobility.
- Some have difficulties finding work and stay either unemployed or outside the workforce for an extended period of time making the transition from school to work lengthy and painful.
What is/should be the outcome/s of a StWt program (the “solution”)?

The WDR offers 3 types of policy response:

- Broadening employment opportunities for youth in the labor market
- Increase their capability to choose the right job and/or create their own work
- Offer second chances so no one is left behind
How do we select the outcomes we want to measure?

The existing literature on the causal impact of training in Developing Countries focuses on LM outcomes:

- Dominican Republic (Card et al. 2007)
  - Positive impact on **hourly wages** and **health insurance** coverage conditional on employment
  - Substantial returns for sub-groups, e.g. girls

- Colombia (Attanasio et al. 2008)
  - Women and men have a **higher probability of being employed**, of having a **formal job**, and of having a job **with a written contract**;
  - Only women earn **higher wages, and profits** and work more days.
Where do outcomes and indicators come from?

- PDO/Logical framework/causal chain?
  - What outcomes could in principle be affected by the intervention?
    - Directly
    - Indirectly

- Also indicators not in the Logical Framework?
  - Falsification tests
  - Outcome that should not be affected by intervention
Opportunity to learn more than Program Impact

- Use program to measure
  - Direct effects: job training on skills
  - Net or reduced form effects
    - Job training on wages & employment
  - Behavioral
    - Wages on risk behaviors, crime, civil participation

- Behavioral useful for other interventions
- Need indicators from all steps in Log Framework / Causal Chain
An example of a Logical Framework

Program

Youth at risk participate to vocational training

Youth acquire vocational skills

Youth use leisure time more constructively

Intermediate Effects

Youth’s employability increases

Reduced contact with anti-social peers

Decreased Risky Behavior

Indirect Effects

Effects
The main hypotheses of current impact evaluation of StWt programs regard the average impact of participation on a set of outcomes, including but going beyond LM success:

1. educational attainment,
2. psychosocial well-being,
3. labor market success
Labor market success

- Training is expected to:
  - increase the technical and professional skills of the trainee (skills valued on the labor market)
    - will find work more easily, be paid higher wages (when finding a job) and have better quality of employment
    - When? 6-12 months later
  - Funds for the acquisition of tools and enterprise start-up expenses will:
    - increase the likelihood of self-employment
      - Thus youth that participate in the program should start a greater number of enterprises and earn greater net profits.
      - When? 1 or more years later
Educational attainment

- Training may also lead to:
  - Increased likelihood of pursuing higher levels of education and skills training both because of:
    - the background and the financial means (via any increased employment and income)

*Note! This outcome is likely to raise long-term earnings and employment potential, but it is likely to reduce short and perhaps even medium term labor market outcomes as the youth is out of the labor market.*
Psychosocial well-being

- Participation to the program

  - Increased employment, incomes and social support (and diminished idleness) could
    - improve self-esteem and self-actualization and reduce hostility, aggression, risky behaviours...
    - be positively correlated with political and community participation - increase community group and leadership activities.
Impact heterogeneity

- It is fundamental to test hypotheses related to impact heterogeneity, e.g. the primary determinants of individual success are expected to include:
  - An individual’s initial human capital, especially levels of prior education;
  - An individual’s initial social capital, in particular his or her ability to raise funds through kin networks; and
  - An individual’s entrepreneurial abilities, including psychological traits (optimism, motional stability, etc) and attitudes towards risk.

- Differential impacts for different groups (men or women, high or low cognitive ability, orphan/poor/vulnerable or higher economic status, etc.)
<table>
<thead>
<tr>
<th>Country</th>
<th>Program/Component</th>
<th>Description</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Honduras</td>
<td>First Employment Component</td>
<td>(i) orientation for life and work skills, (ii) specific job training, (iii) an internship directly linked to that training</td>
<td>1. Employment rate (6 months after end of training cycle, 12 months after end of training cycle) 2. Employment quality (Episodes of employment and unemployment, employment stability; Type of employment: sector, level, occupation; Level of formality of employment; Benefits: social security, retirement saving, health insurance, paid leave, sick leave; Living conditions) 3. Income 4. Risky behavior (Consumption of illegal drugs, alcohol, tobacco, commercial sex, unprotected sex, Participation in gang activities, Participation in criminal activities) 5. Outcomes related to risky behaviors (Crime victimization, Incidence of STD, Unwanted pregnancy, Drug addiction, Mental health (eg. Depression), Self-esteem, Domestic violence)</td>
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| Uganda      | NUSAF (Northern Uganda Social Action Fund)  | Training in trade skills (accompanied by tool kits for the trade) + in some cases training also provided life skills and psychosocial counseling                                                                   | • Labor market outcomes (e.g. employment levels, employment type/quality, income)  
• Leadership abilities and empowerment (e.g. current and past group leadership roles; interest in future leadership roles; participation in community groups and meetings)  
• Community integration (marital status, self-reported relations with community members, incidence of conflicts with neighbors)  
• Psychosocial well-being (symptoms of emotional distress, pro-social behavior, and aggression, family connectedness and quality of relations, levels of social support received in past 4 weeks)  
• Conflict and violence (Crime victimization, incidence of domestic abuse, return from displacement, participation in fights, protests, riots)  
• Risky behavior (consumption of alcohol, consumption of tobacco, unprotected sex, participation in criminal activities) |
**Labor Market**
- Time to find a job
- Rate of employment in the 20 months after the end of the program
- Number of hours worked in past week
- Wage/income/consumption
- Quality of employment, contractual conditions (a) Marginal benefits (b) Medical insurance (d) Formality of contract (e) Duration

**Non - Labor Market**
- Self-Esteem
- Self-Confidence
- Locus of Control
- Effective Problem Solving
- Goal-Setting
- Healthy Risk-taking
- Conflict Resolution
- Communication Skills
- Cooperative Teamwork
- Effective Leadership
- Community Engagement
- Environmental Stewardship
Self-Employment Income: a controversial issue....

Measuring Unobserved - earning enhancing - Ability: “innate ability – ideally unrelated to academic learning” (Ravens test?)

Role of cognitive vs non cognitive skills?

Employability?

Youth are a tough crowd....
Employability:

- Based on transition probabilities between employment and non-employment status (Card et al., 2007)
- Measured as easier access to high quality occupations (Firpo et al., 2008)
More complex definitions...More complex to operationalize...

- Employability refers to
  - the capability to move self-sufficiently within the labor market to realise potential through sustainable employment. For the individual employability depends on the **knowledge, skills and attitudes** they possess, the way they use those assets and present them to employers and the context (e.g. personal circumstances and labour market environment) within which they work by Hillage and Pollard (1998)
  - the capacity and willingness of workers to remain attractive for the labour market (**supply factors**), by reacting to and anticipating changes in tasks and work environment (**demand factors**), facilitated by human resource development instruments available to them (**institutions**) by De Grip et al (2004)
Personal or social development - Attitudes, feelings, behaviors

Primary changes (capabilities) → Consequential / Positional changes (outcomes or functioning)

Situation/position (entering employment, re-entering school, etc)

Non-cognitive skills or Personality Traits:
1. Confidence or self-efficacy
2. Motivation and aspiration
3. Self-determination and Self-control
4. Social confidence and interpersonal skills

Cognitive (e.g. problem solving)
and/or technical skills (e.g. computer skills)

Soft Skills

Hard Skills
How do we measure these outcomes?

Data Collection: Youth Surveys

- Tailor your survey to capture outcomes of interest
- Use reliable and valid instruments
  - Be careful: what’s reliable and valid in one cultural and linguistic context may not be so in another
- Questionnaire/instrument is key
Who Are Your Respondents?

- Youth are a tough crowd:
  - Often mobile
  - Not always well informed
  - Require special consent procedures (parental)
  - Cagey about socially undesirable behavior
  - Can have low literacy levels
Best Practices for Sensitive Questions in Youth Surveys

- Use open questions for frequencies of undesirable behavior. Stress ability to skip questions for sensitive questions (violence in HH)
- Design long questions but short instrument
- Use familiar words (know local terms used by youth)
- Ask ‘have you ever done x’ before asking ‘are you currently doing x’ for socially undesirable behavior
- Embed threatening question in a list of more or less threatening topics
- Gather maximum locating data possible, be creative
How Will You Capture the Data?

- Self Administered Questionnaire (SAQ)
- Telephone (CATI, RDD)
- Paper and pencil (PAPI)
- Computer Assisted Personal Interview (CAPI)
- Audio Computer Assisted Self Interview (ACASI)
Sample Questions: Introduction

Sample: Yes/No

During the past 30 days, did you have at least 1 drink of any alcoholic beverage?

1. No
2. Yes

I don’t know the answer I don’t want to answer

For more information, contact:
Dr. Alice M. Tang
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Audio Computer Assisted Self Interview

- Maximizes respondent confidentiality
- Improves response rates
- Can be multi-lingual
- Eliminates data entry time and error
- Useful with low-literacy populations

Yet...$$$$?
Summing up….

- Select your outcomes and indicators wisely:
  - find the fine balance...you cannot measure everything, but you might want to understand more than just the program stated objective

- Select your measurement instruments wisely:
  - the data collection process is key for measuring impact: good quality, meaningful and reliable data will determine the success of an impact evaluation