

Monitoring, evaluation, data gathering



Twinning-Project
 MK2007/IB/SO/02, MAZ III

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“Workshop about evaluation plan of employment policy 2013-15”
 Skopje, 21.3.2013

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Agenda

- How can monitoring contribute to the achievement of goals?
 - Some empirical illustrations
- What can the role of evaluation be?
 - Deeper analysis of issues & support of monitoring
- Data gathering and use
 - A main issue for evaluation

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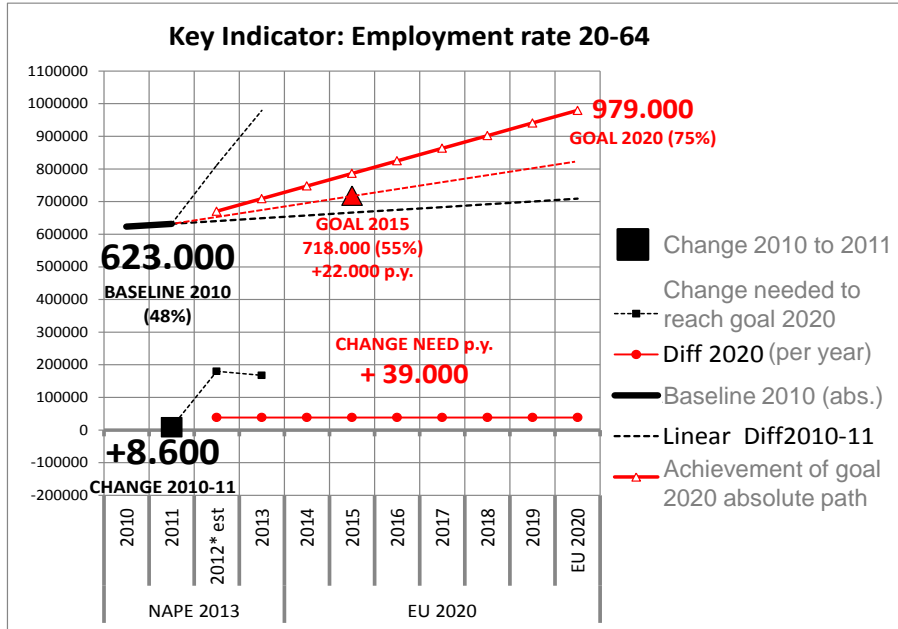
Monitoring

- EU proposes to define key indicators for policy areas, which can measure the achievement of goals
- We have developed a model for monitoring the achievement of key indicators, consisting of the following steps
 - First to specify a development path in absolute figures which is necessary to achieve the specified goals
 - Second to relate the measures of policies to the key indicators
 - Third to assess the contribution of the measures to the achievement of goals
- Illustration in case of two indicators
 - Employment rate 20-64
 - Employability of young people (employment rate 20-34)

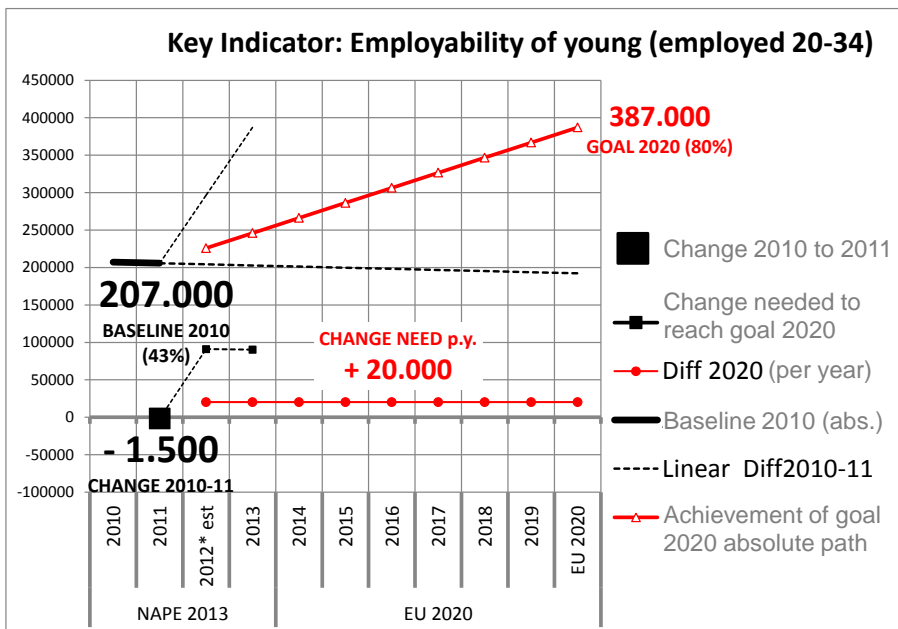
Illustration

- Comparison of actual change 2010-11 with change needed to achieve long term goals
- Examples
 - Employment rate increase until 2020 to 75%; 2015 to 55%
 - Improvement of employability of young people, measured by the employment rate of 25-34y as indicator (2020: 80%)
- Main parameters
 - Translation of percentages into absolute figures: how many people must 'move' per year to achieve the goals
 - Comparison of change 2010 to 2011 with the change needed per year on average to achieve the goal

Empirical illustration 1



Empirical illustration 2



Relating measures to key indicators

- If we know the necessary absolute change needed, we can assess, how many people are in certain measures related to the key indicators
 - e.g., 20.000 people should move into employment, how many are supported by training or other supporting programmes...
 - ...so we get a potential contribution of policies, e.g., if 10.000 people are in measures, there is a potential contribution of 50%, if only 1.000 then 5%
- However, not everyone in a measure will move into employment, so we need some idea for how big the impact of the measures might be
 - e.g., if we know that probably on average 60% of trained people will be employed afterwards, we can give a weight of 0,6 to participants in training...
 - ...so we get a contribution of $10.000 \cdot 0,6 = 6.000$, which reduces the potential contribution from 50% to 30%
 - this is particularly important with measures that reach many thousands of people, e.g., quality schemes in education
- This is important for development of more clear expectations about potential contribution of measures to the goals

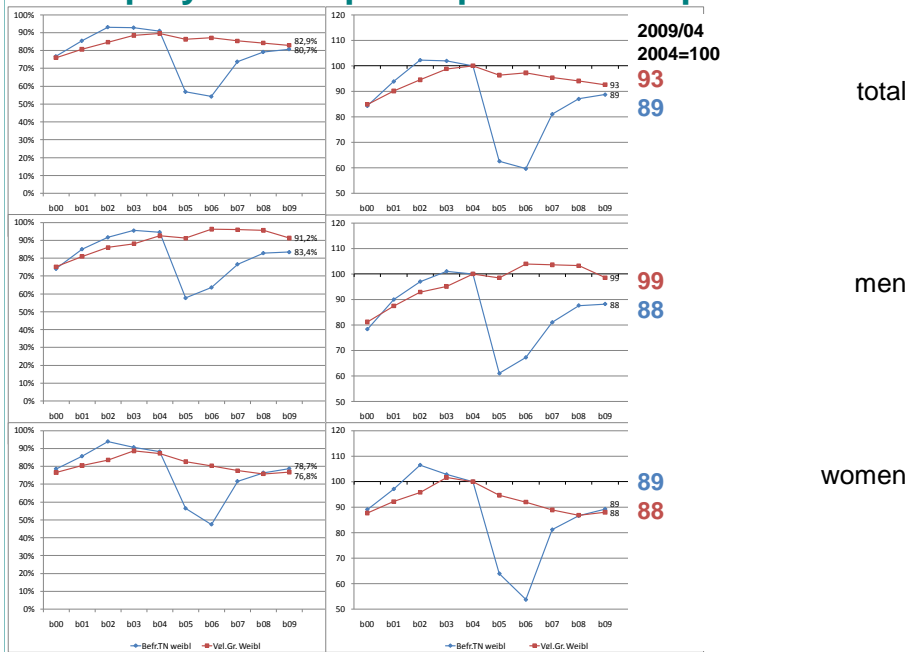
Role of evaluation

- Evaluation looks more in-depth and qualitatively on specific measures, and needs much resources to be done appropriately
- An important role is to learn about the impact of the measures, which is a very tricky business because of many involved factors
- Evaluation can give a better idea about the weights of the contribution of measures to the goals / key indicators
- Important is here the knowlege which has already accumulated in the international space of evaluation activities, this should be taken into account
 - methodology of meta-studies and systematic reviews
 - might give sometimes better information than a specific evaluation
- Translation of key books, if there are some items open?

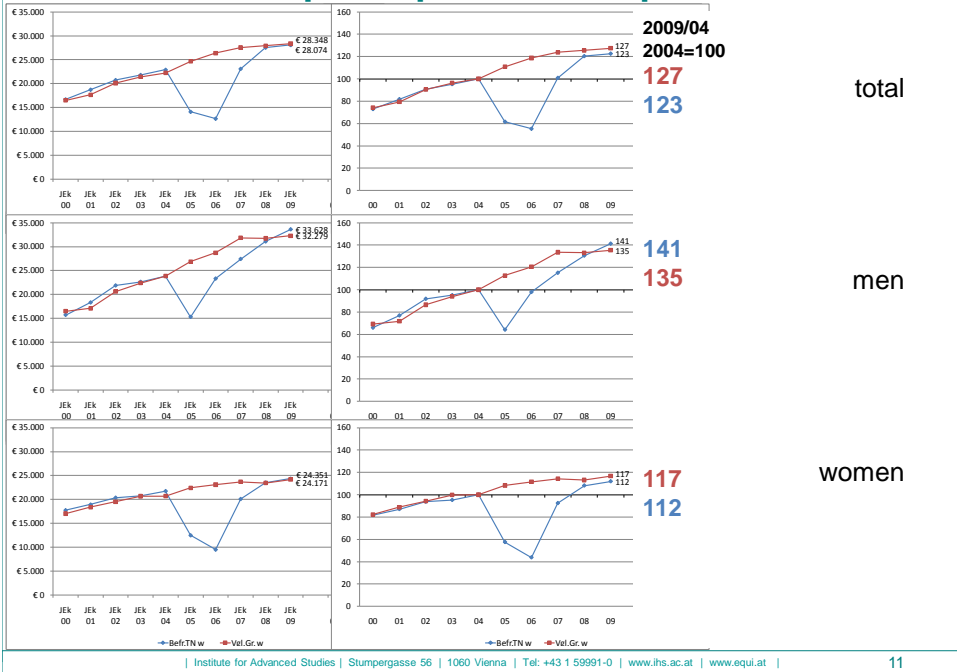
Data gathering

- Evaluation needs good data, good data are expensive
- A key practice is to use available data for evaluation, e.g. employment statistics or records of social security data if available
- The main problem of impact evaluation is the comparison of treated persons with a situation without treatment
 - If similar persons without treatment can be identified in the data basis, their experience can be compared with the treated after completing the measure
 - so a better idea of the effects can be developed
- Example from a recent Austrian evaluation, support of training leave, typical for this kind of analysis

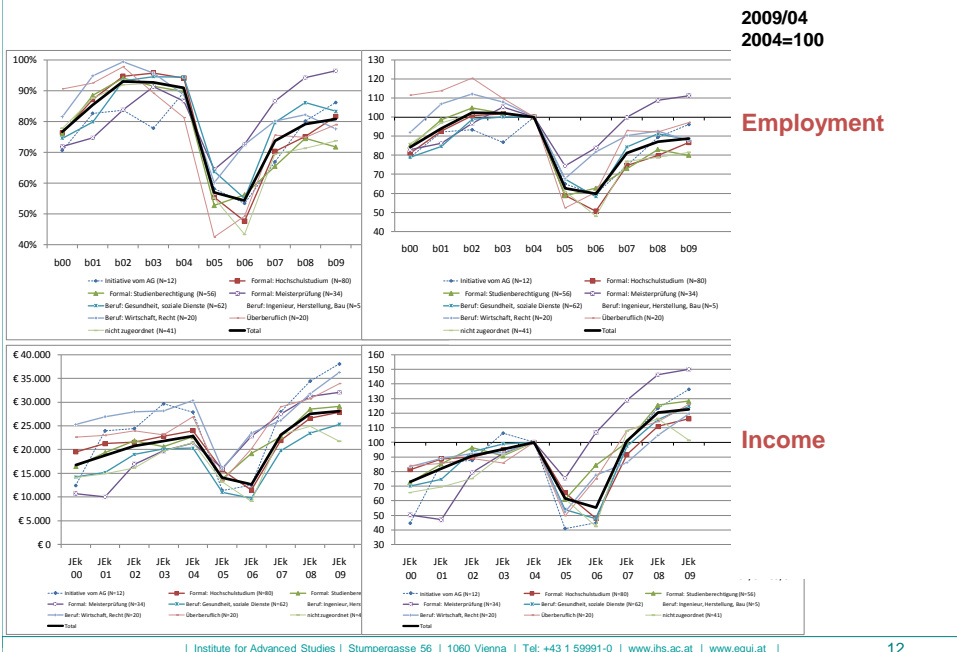
Employment % participants & comparisons 00-



Yearl.income participants & comparisons 00-09



Typology: employment and income



The End



Material



ANNEX

Key indicators related to education (GL9=

MSS table 1: Planned achievement by key indicators

For each indicator to be calculated absolute numbers for baseline, goal (broken down per years), and absolute change desired (JAF-Indicators)	Absolute Baseline (2010)		Absolute goal 2013			Absolute change 2010-2013
	% of (20-					
,Employability‘ EU BENCHMARK PROPOSED 2020 80% % in employment of 20-34years old people SIMPLIFIED EU-Definition refers to subgroup 3 years after leaving education, data not available for Macedonia, would be better						
,Early school leavers‘ EU BENCHMARK, 2020 max. 10% % of population 18-24y with at most lower secondary education and not in education or training						
Absolute numbers						
,Tertiary education‘ EU BENCHMARK, 2020 min. 40% % of tertiary education among population 30-34y						
Absolute numbers						
,Low qualified adults‘ MACEDONIAN goal (EU27 av. 26%) % of 25-64 years old people with maximum ISCED 0-2 (lower sec. ed)						
Absolute numbers						

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,Employability‘ EU BENCHMARK PROPOSED 2020 80% % in employment of 20-34years old people SIMPLIFIED EU-Definition refers to subgroup 3 years after leaving education, data not available for Macedonia, would be better						MK: not specified, EU-BM
,Early school leavers‘ EU BENCHMARK, 2020 max. 10% % of population 18-24y with at most lower secondary education and not in education or training						MK: 14% in 2015
Absolute numbers						
,Tertiary education‘ EU BENCHMARK, 2020 min. 40% % of tertiary education among population 30-34y						MK: 19% in 2015
Absolute numbers						
,Low qualified adults‘ MACEDONIAN goal (EU27 av. 26%) % of 25-64 years old people with maximum ISCED 0-2 (lower sec. ed)						MK: not specified (proposal)
Absolute numbers						

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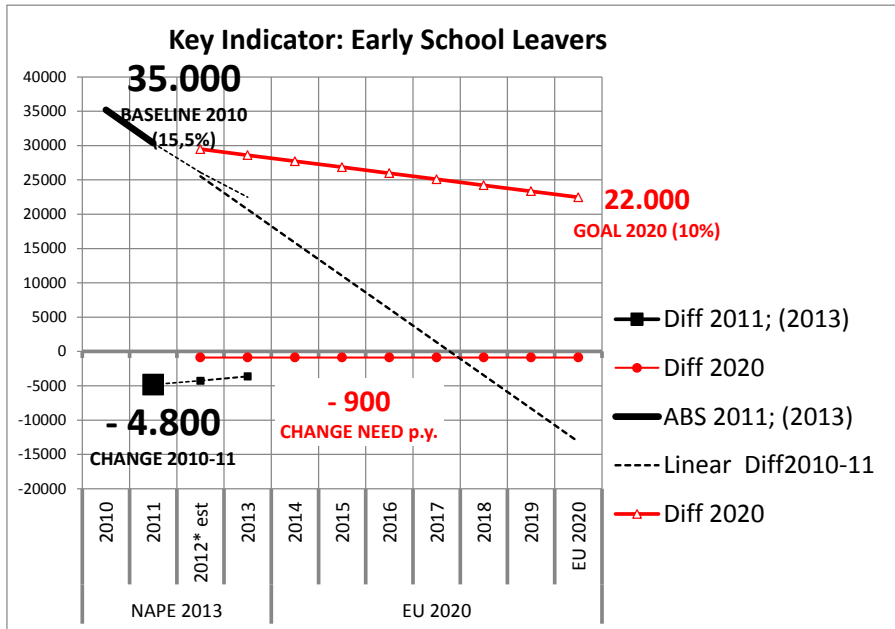
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For each indicator to be calculated absolute numbers for baseline, goal (broken down per years), and absolute change desired (JAF-Indicators)	Absolute Baseline (2010)		Absolute goal 2013			Absolute change 2010-2013
,Employability‘ Absolute BASELINE 2010: 207.200 To reach 2020 EU-BM 2013: 246.000 (+38.800; +12.900p.y.)						
,Early school leavers‘ Absolute BASELINE 2010: 35.200 To reach 2020 EU-BM 2013: 28.600 (-6.600; -2.200p.y.) To reach 2015 MK-G 2013: 32.900 (-2.300; -750p.y.)						
Absolute numbers						
,Tertiary education‘ Absolute BASELINE 2010: 26.700 To reach 2020 EU-BM 2013: 38.900 (+12.300; +4.100p.y.) To reach 2015 MK-G 2013: 28.600 (+1.900; +650p.y.)						
Absolute numbers						
,Low qualified adults‘ Absolute BASELINE 2010: 423.600 To reach 2020 EUav 2013: 385.100 (-38.500; -12.800p.y.)						

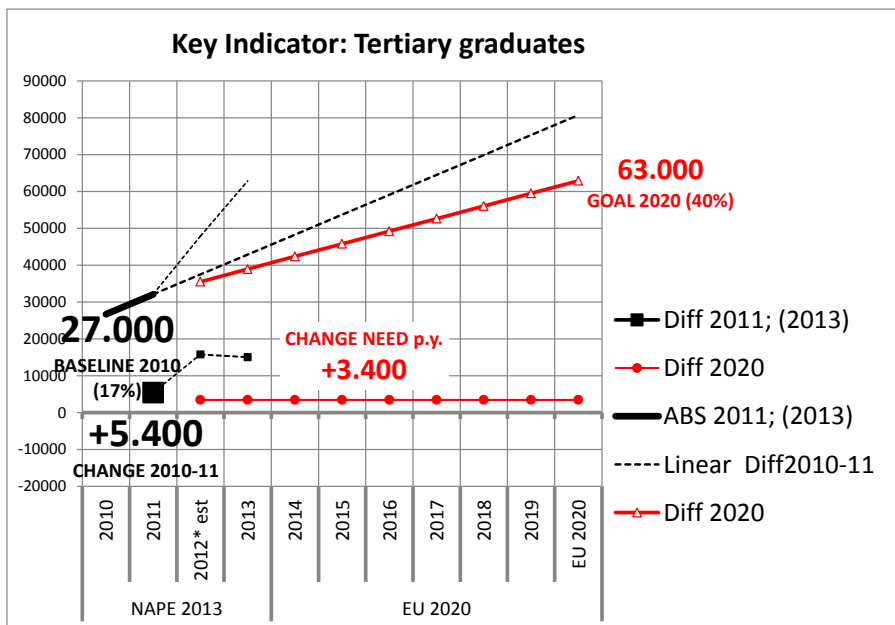
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Empirical illustration, change 2010-11



Empirical illustration, change 2010-11



Empirical illustration, change 2010-11

