



Youth Star Cambodia:

Some elements for discussion for an Evaluation Design

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● ● | Three discussions

1. Two major challenges

- A. The relationship between objectives of the program and the variables of impact
- B. The strategy of evaluation: finding the right comparison group

Objectives and impact variables

1. There are TWO units of impacts:
 - A. The Youth civic leader.
 - a. It takes time to make a leader (?)
 - b. It is quite a challenge to measure leadership
 - B. The community
 - a. Would one person makes a difference?
 - b. If so, over what?

Objectives and impact variables

1. “A Corps of young Cambodian leaders, with a clear set of skills, values and ethics”
2. So, how do you measure leadership?
 - A. “Labor indicators”: employment, wages, sectors of work, labor rotation, people under leadership
 - B. “Civic indicators” (?): very difficult to measure
 - a. Community involvement, work in community, number of associations (like human capital theory...)
 - C. “Ethics indicators”: also, difficult to measure
 - a. Incorporation into society (e.g., legal record)

Objectives and impact variables

1. Communities: “To provide the nation and local communities with a major service resource to meet pressing human needs”
 - A. Community work accomplish: number of “services”
 - B. Community development: education, health
 - C. Community integration: resolution of problems

Strategy of evaluation

1. The basic question: What would it happen in the absence of the program? (e.g., what is the contrafactual?)
2. We need the *same* individual with and without the program
 - A. ...but it is *impossible* to observe the same individual in both states!
3. Solution: “build” the correct contrafactual
 - A. Find individuals who do not have the benefits of the program, but are very similar to the ones that have the program

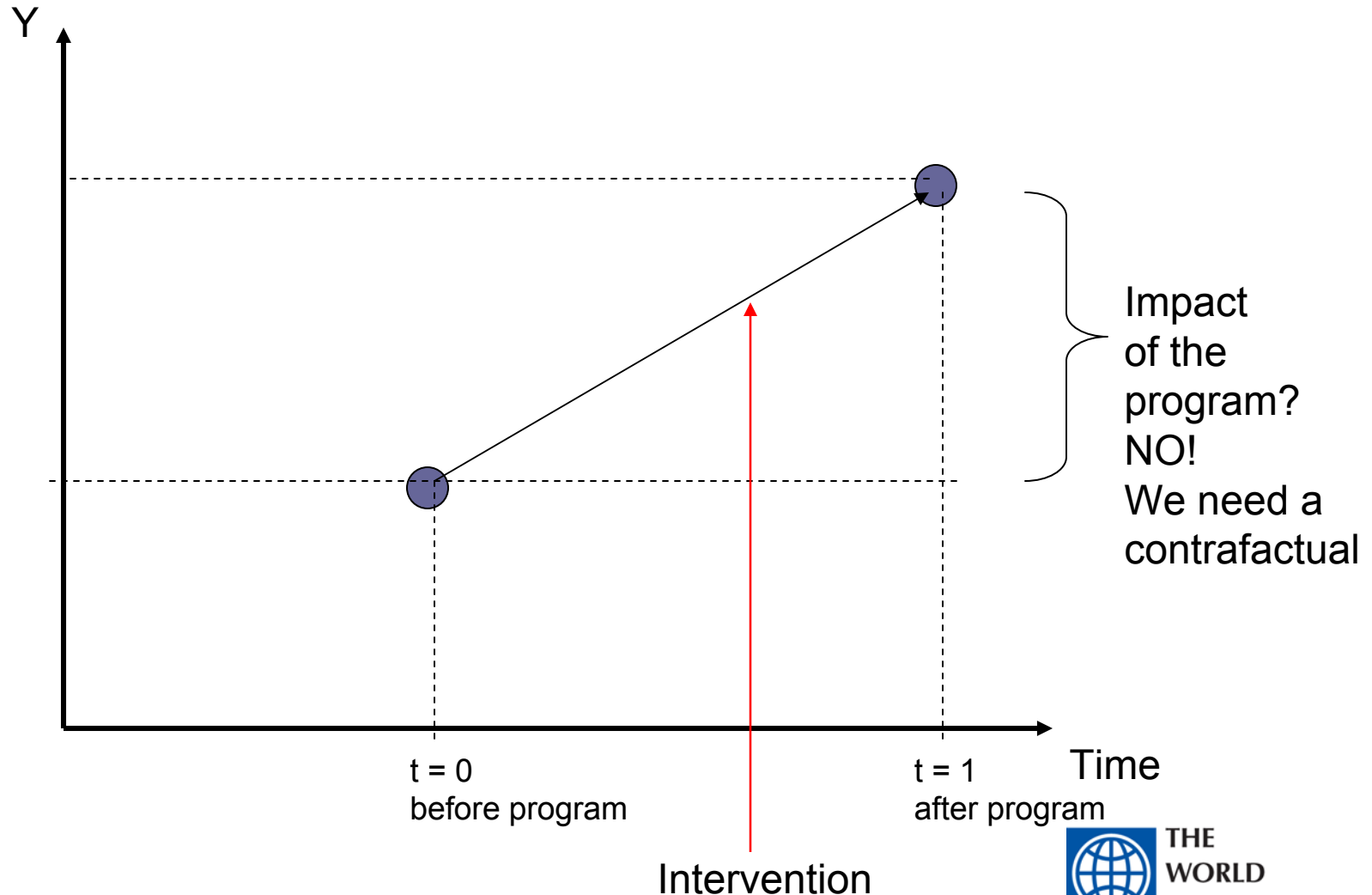
Strategy of evaluation

1. In short, the problem is to find the correct comparison (control) group
 - A. The control group and the treatment group should have the same characteristics, observable and unobservable, before the beginning of the program
 - B. External factors will affect in the same way control and treatment group
2. An, usually, people *self-select* into programs, and therefore, the beneficiaries are (with high probability), different that the ones that did not enter into the program

Strategy of evaluation

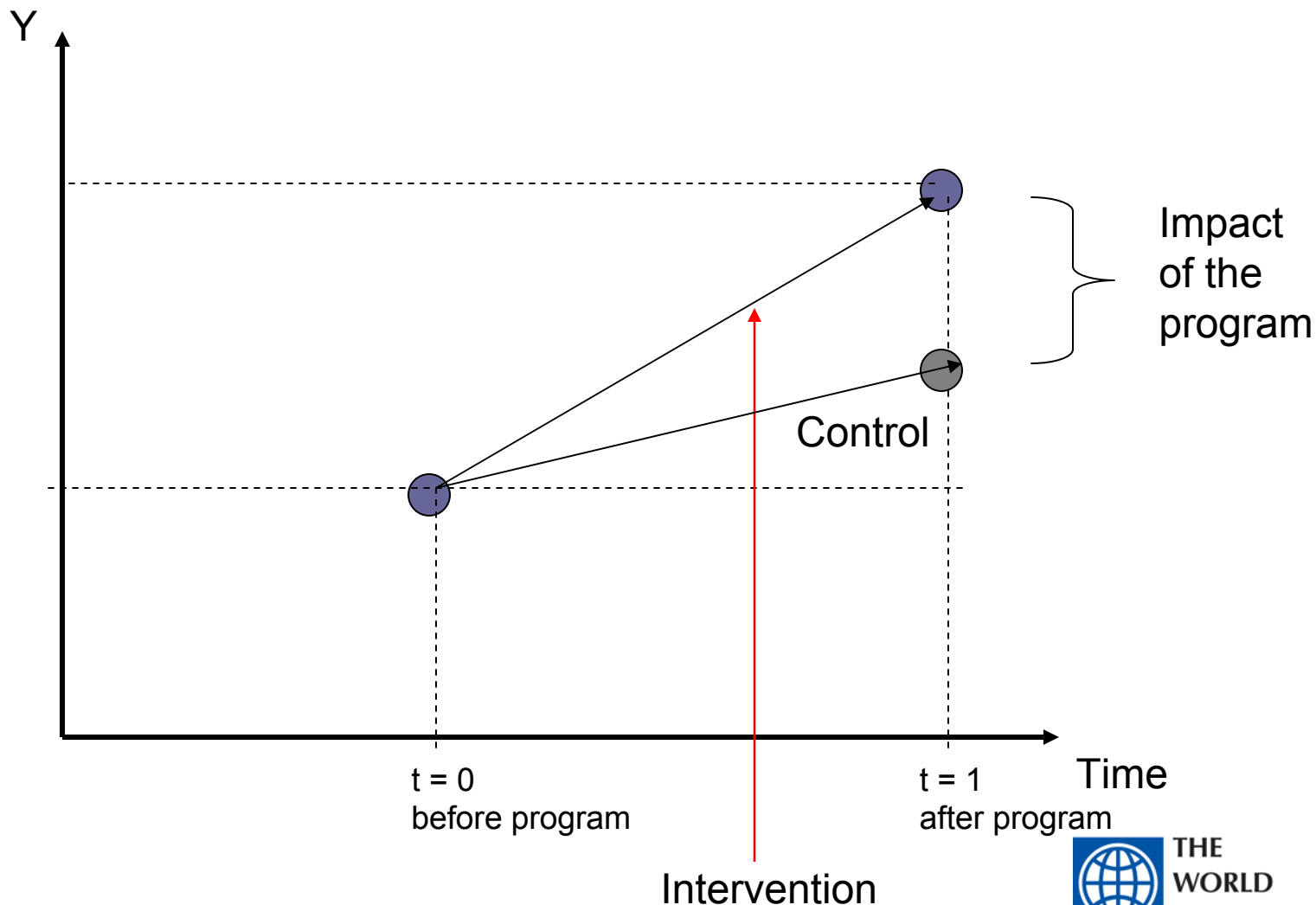
1. For the moment, think that the evaluation is on the impact over the youth
2. We would like to know, for instance, if the probability of finding a (leadership type of) job
 - A. Two examples of WRONG comparisons:

The basic intuition: only data before and after the program

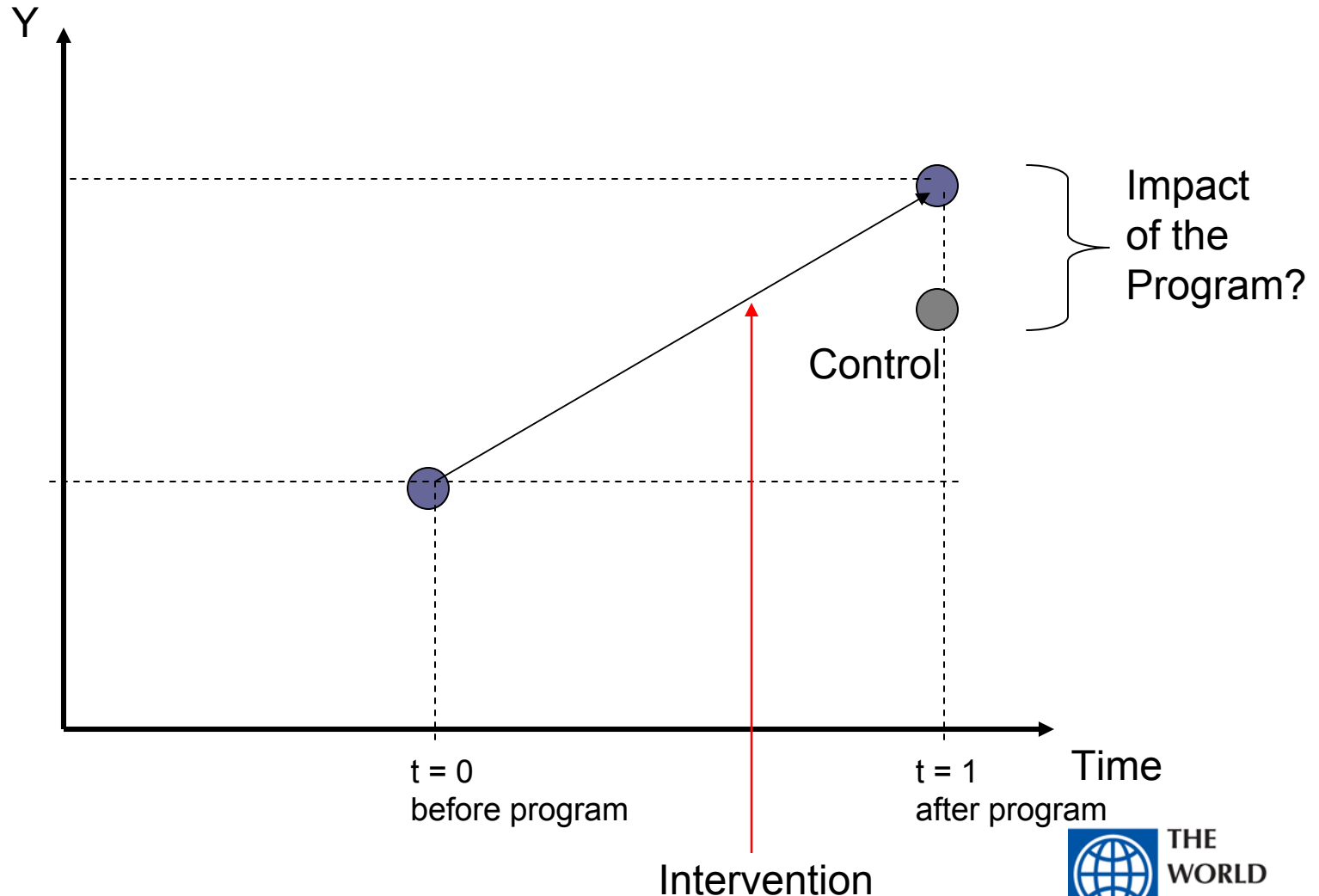




We need the right comparison group

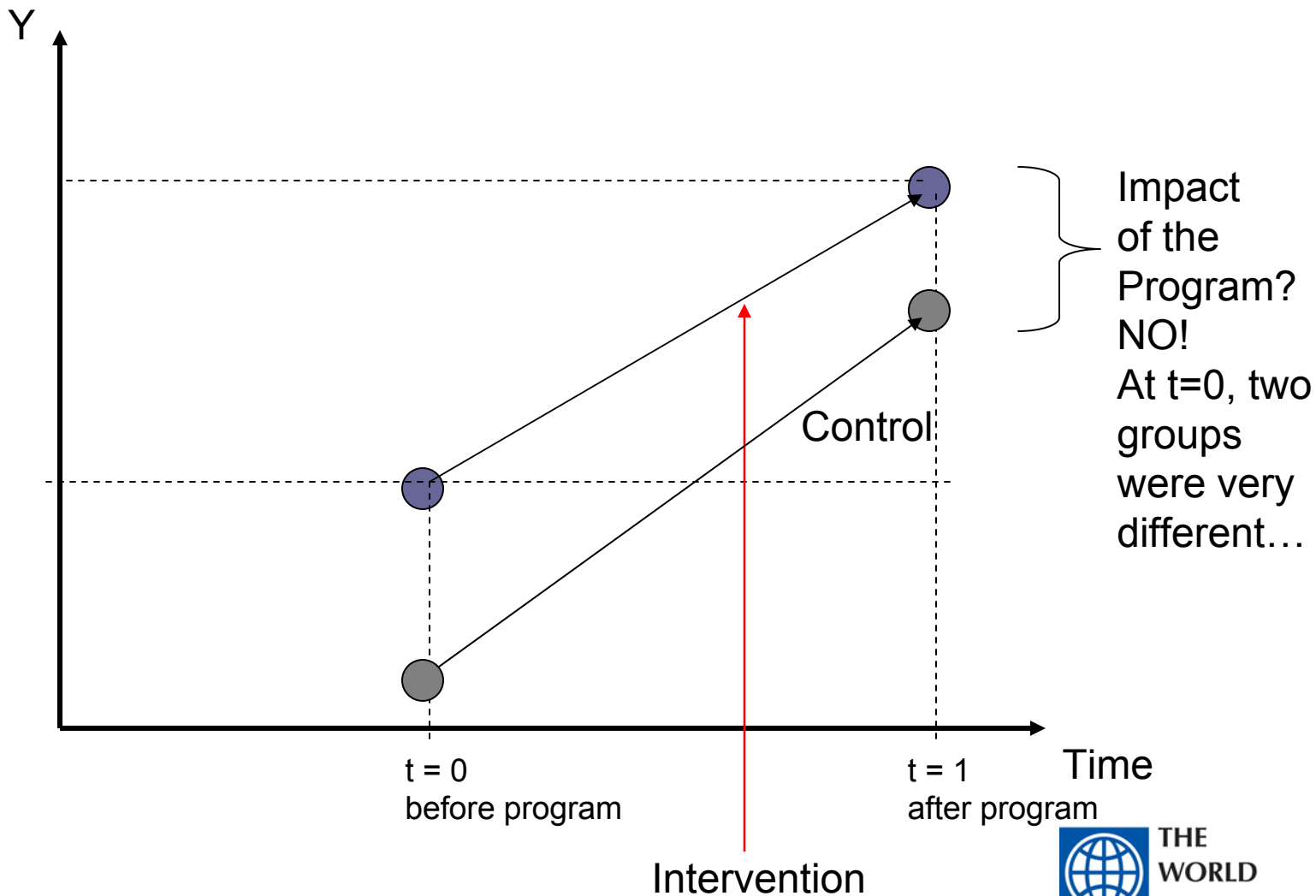


The basic intuition 2: only data after the program....



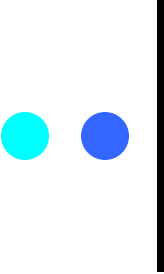


We need the right comparison group!



Strategy of evaluation

1. Individuals self-select into the program
 - A. The right comparison group is NOT youth individuals who did not apply to the program
2. Communities self-select into the program
 - A. The right comparison group is NOT communities without the program
3. How do we create the right comparisons?



Strategy of evaluation

1. Evaluation of youth:
 - A. Ideally, the program would like to create an extra demand from the part of youth: the number of communities requiring voluntaries is lower than the number of youth.
 - a. Assingation by lottery: form treatment group (individuals who apply and then enroll into the program) and control group (individuals who apply and were not winners of lottery)
 - b. For this, it is critical the information campaign

Strategy of evaluation

1. Evaluation of youth:

A. If not possible, try a discontinuity design

- a. Individuals who are 28-29 are very similar to the ones that are 26-27, and the only difference is that, by rule of the program, can not be part of it.
- b. Again, announce the program, and receive applications for individuals who are 30 years or younger
- c. Potential problem: small sample

Strategy of evaluation

1. Evaluation of the work on the community:
 - A. Randomized phase-in of the program:
 - a. A (large) pool of communities apply to the program
 - b. The program reaches first some of them, latter the rest
 - c. How do you determined the order of entry? By lottery

Strategy of evaluation

1. Evaluation of the work on the community:
 - A. If randomized phase-in program is not possible, a randomized information campaign
 - a. With a list of all potential communities, by lottery identified some of them and heavily promote the program
 - b. All the communities can apply to the program, regardless of receiving or not the information