

# Improving the effects of policy learning from impact evaluation

*Learnings from experiences in the field of **evaluating  
labour market programmes***

***Facts and Fakes: Evidence based policies in troubled  
waters!***

Johannes Schweighofer  
Austrian Ministry of Labour, Social Affairs, Health, and Consumer Protection  
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# ALMP-Evaluations – Some Examples

- Microeconomic evaluation of active labour market programmes”, M. Lechner et. al., (2007)
- Effects of **inwork-benefits on work incentives**, IHS (2008)
- **Makroeconomic effects** of labour market policies in Austria”, R. Hujer et. al. (2010)
- Evaluating **training leave schemes**, IHS (2011)
- Evaluation of **integration subsidy**, WIFO (2011)
- Effects of **PES-Counseling and Support on Search effort and success** of Unemployed, Wifo (2012)
- **Longitudinal Data** for Unemployment, OLF, low wage employment and atypical work, 2000-2010, Wifo (2012)
- **Fiscal Effects** of Active Labour Market Programmes, Synthesis (2015)
- Feasibility Study for an **training insurance scheme** for Austria, ÖIBF (2012)
- **Discrimination of foreign workers** on the Austrian labour market”, D. Weichselbaumer et.al. (2013) (AN EXPERIMENT!)
- **PIAAC** – Testing Competences of adults, OECD (2013, 2023)
- Is there a **shortage of skilled labour** in Austria, IHS (2015)
- **Digitalisation of Labour** – Substitution effects on occupational structures, IHS (2017)

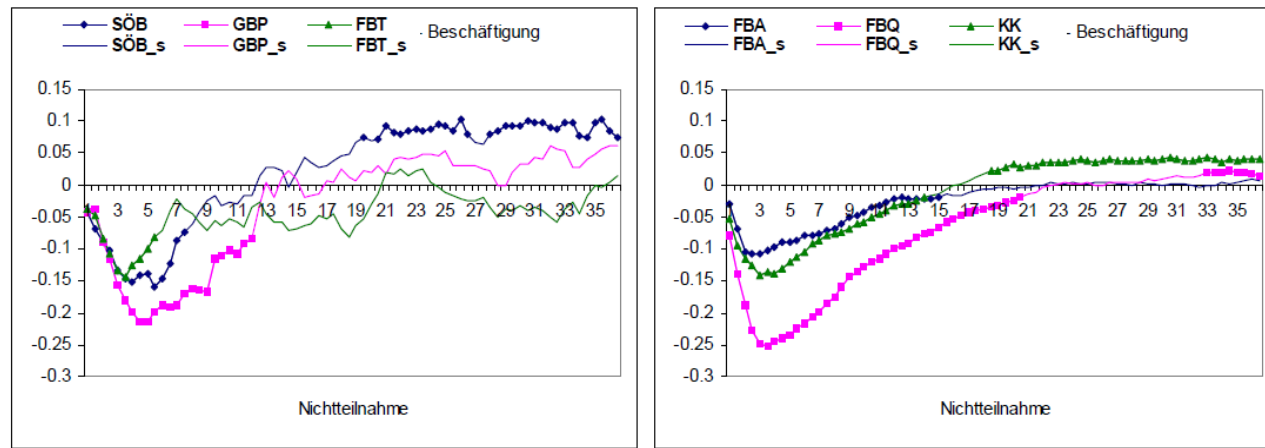
# Methods and Results – Example

- Very rich data sources (SSR, PES)
- The basic evaluation problem –looking for the causal effect (ATET)

$$\theta_0^{ml} = E[Y^m - Y^l | S = m] = E[Y^m | S = m] - E[Y^l | S = m]$$

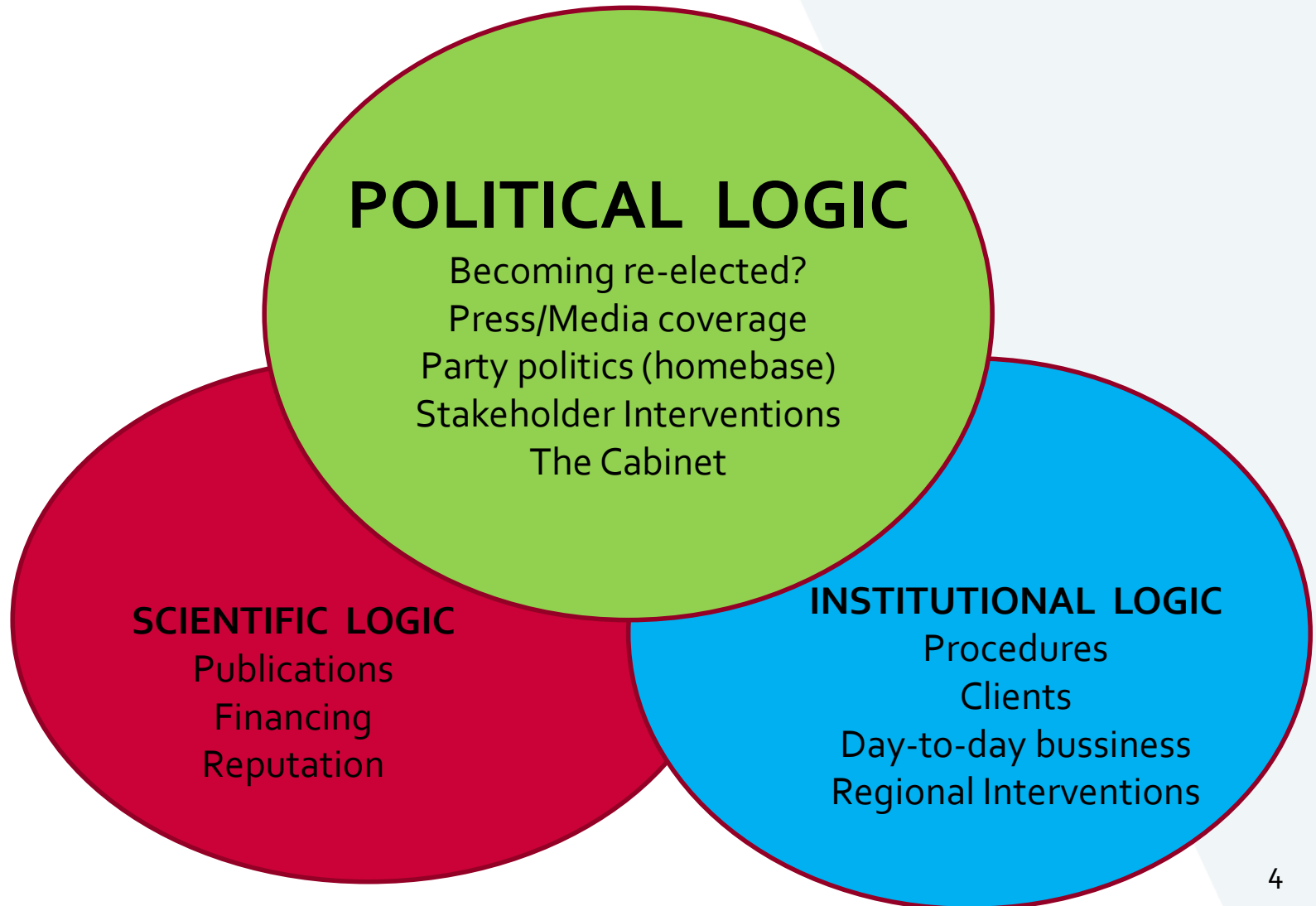
- Strong assumption (CIA, SUTVA, ...)
- Propensity Score Matching
- Results

Abbildung 7.1: ATET für alle Teilnehmer pro Programm - Beschäftigung



Bemerkung: SÖB: Sozialöknom. Besch.-Betrieb, GBP: Gemeinnütziges Besch.-Projekt, FBT: Arbeitstraining, FBA: Aktive Arbeitssuche, FBQ: Qualifizierung, KK: Beihilfe Kurskosten. Die mit Symbolen gekennzeichneten Bereiche der Kurve sind auf dem 5% Signifikanzniveau von null unterscheidbar.

## 3 Systems: interacting but still separated



# Lessons learned – What is helpful, what is hindering the use of evaluations as learning instrument?

## Helpful

- Effective „translation“, connectable communication between the 3 systems
- **Independent** research institutes
- Open **discourse-oriented** climate
- Long-term perspective („windows of opportunity“)
- **Media**

## Hindering

- Incompetence
- Short-sighted, narrow perspective („*Is it helpful for the Minister's career prospects*“)
- Communication problems between the 3 systems
- „In-house“-evaluations, missing scientific background