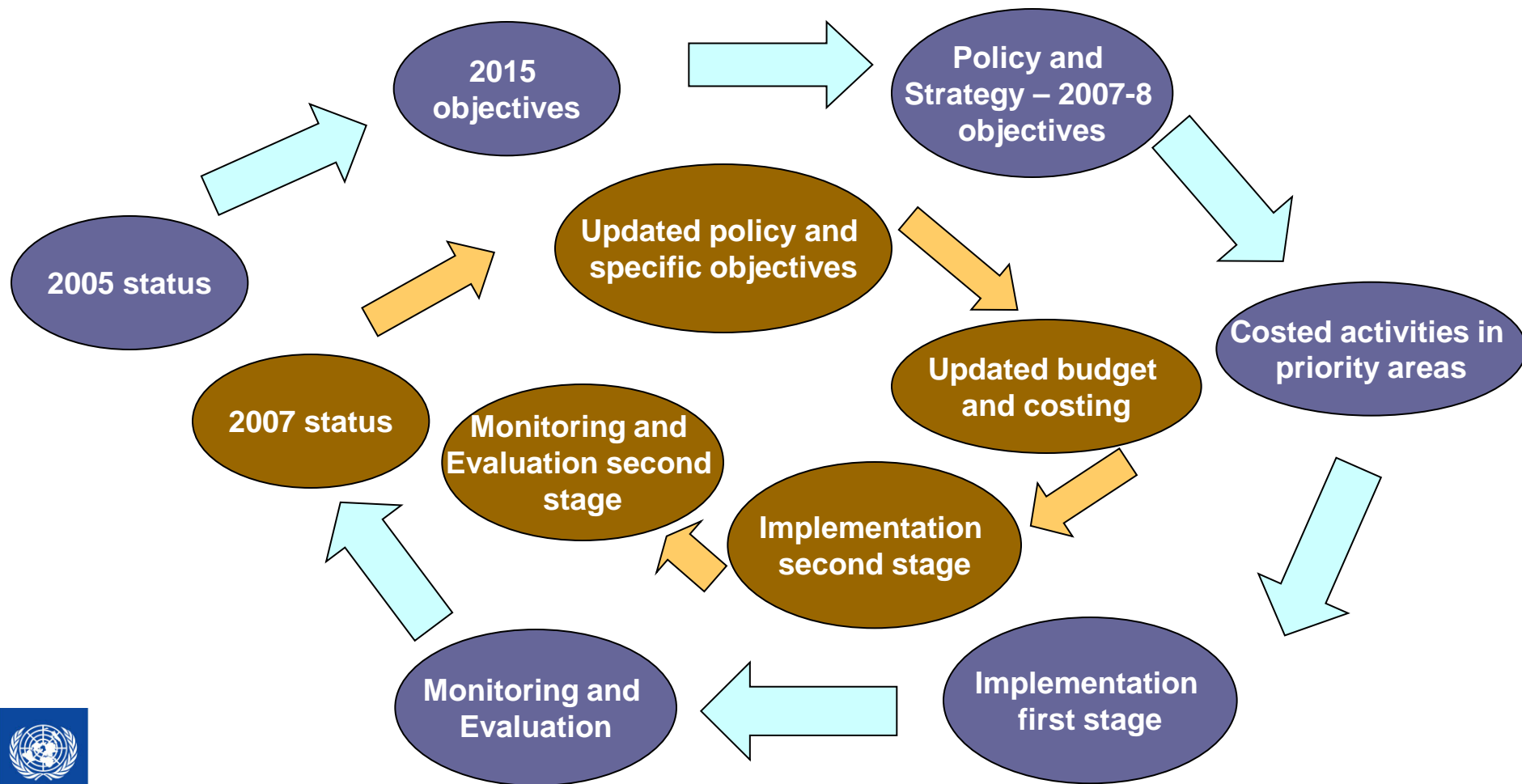# Decade of Roma Inclusion

Results oriented National Action Plans
methodological perspective

Jaroslav Kling, UNDP Bratislava
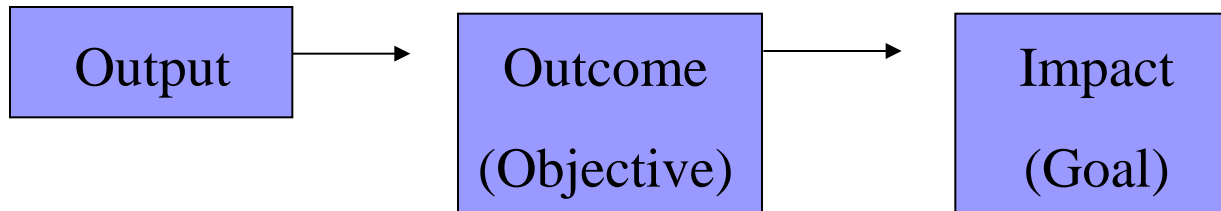March 16, 2010

The NAPs as results oriented, evidence-based policy cycle
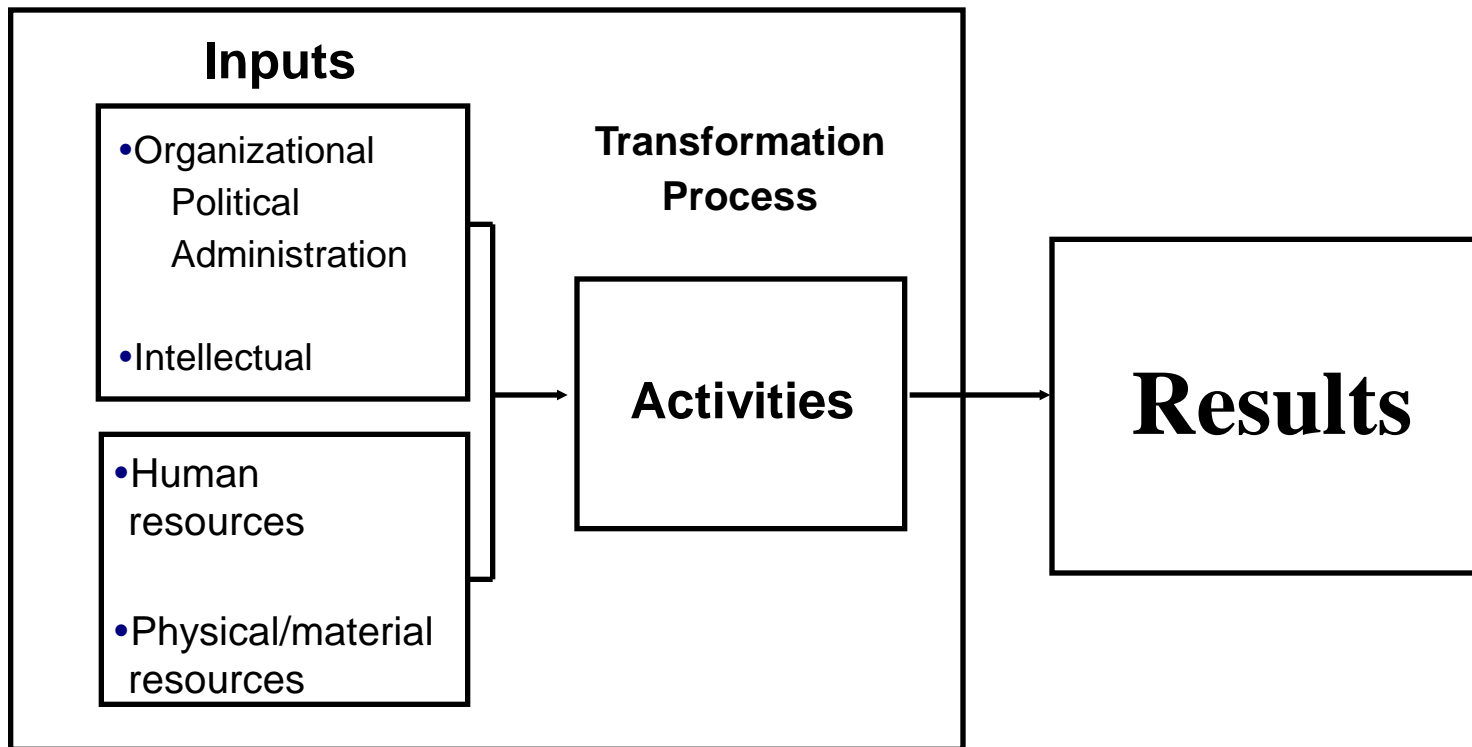
What are Results?

Definitions:

– **Result:** A **describable or measurable change** in state (condition or situation) that is derived from a cause and effect relationship.

– **Results Chain**:

| Output | → | Outcome (Objective) | → | Impact (Goal) |

How are Results Achieved?

Program/Project Management

Examples of Results Statements

■ Results statements should be clear and unambigious and leave no room for misinterpretation

■ Results statements should describe changes:

  ■ improved... (health conditions)

  ■ increased... (revenues)

  ■ decreased ... (malaria cases)

  ■ strengthened... (capacity of local NGOs)

  ■ behavior...(violence in schools)

  ■ attitudes...(school attendance for girls)

  ■ practices...(personal hygiene)

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The Results (Performance) Chain

Program/Project Management →
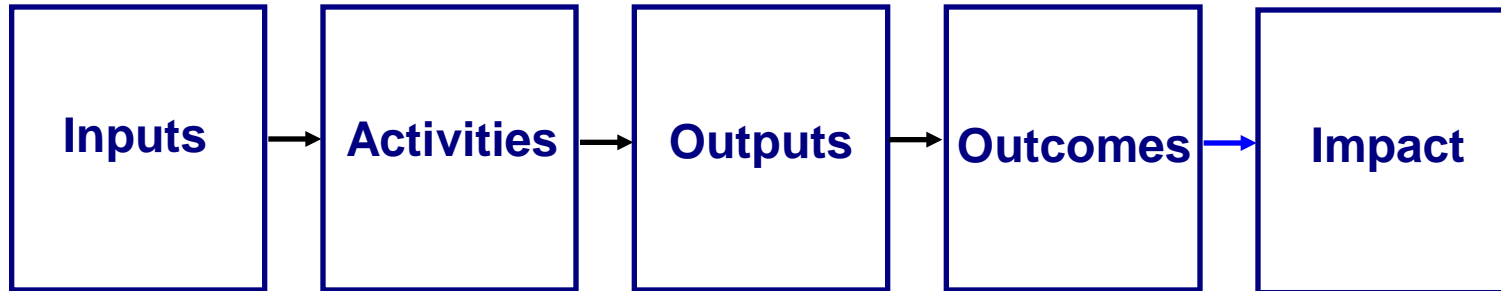
Inputs	Activities	Outputs	Outcomes	Impact
Human, organizational, physical, & financial resources contributed directly or indirectly by the stakeholders of a project	The coordination, T. A., training, and other project related tasks organized and executed by project personnel. **A completed activity is not a result.**	An immediate or short-term developmental result that is the logical consequence of project activities.	A medium-term, end-of-project developmental result that is the logical consequence of achieving a combination of outputs	A broad, long-term (5-10 years) develop-mental result that is the logical conse-quence of achieving a combination of outputs and outcomes.

Resources	Activities	Measures	Objectives	Goal

Why an Emphasis on Outcomes?

- Makes explicit the intended objectives of government action

   "Know where you are going before you get moving"

- Outcomes are what produce benefits

- They tell you when you have been successful or not

Examples of Outputs & Outcomes

Outputs:

- Completion of a study of environment-poverty linkages
- Police forces and judiciary trained in understanding gender violence
- National, participatory forum held to discuss draft national anti-poverty strategy
- National human development report produced
- Revised electoral dispute resolution mechanism established

Outcomes:

- Legislation passed which promotes local adoption of sustainable energy technologies
- Improved national capacity to monitor human & income poverty & inequality
- Increased access of the poor to finance (formal, micro)
- Reduction in the level of domestic violence against women
- Increased regional & sub-regional trade

Selecting Indicators to Monitor Outcomes/Outputs

- Outcome/Output indicators are not the same as outcomes/outputs

- Each outcome/output needs to be translated into one or more indicators

  - An indicator identifies a specific **numerical measurement** that indicates progress toward achieving an outcome

An Outcome/Output Indicator?

Answers the question:

> *"How will we know achievement when we see it?"*

Types of Performance Indicators

Quantitative statistical measures:

- Number of
- Frequency of
- % of
- Ratio of
- Variance with

Qualitative judgments or perceptions:

- Presence of
- Quality of
- Extent of
- Level of

Examples of indicators in Education

		Quantitative	Qualitative
Activity	**Input**	Expenditure on primary education	Adequacy of the curriculum
Measures	**Output**	Number of primary school teachers	Quality of teaching atmosphere in the classroom
Objectives	**Outcome**	Enrolment and dropout rates	Satisfaction with teaching methods
Goal	**Impact**	Literacy	Capacity to participate in the labour force

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Use of indicators for evaluation

If progress towards a goal is insufficient:

- Target values of *input* indicators have not been achieved – **insufficient resources**

- Target values of *output* indicators have not been achieved – **policy implementation problems**

- Target values of *outcome/impact* indicators have not been achieved – **policy design problems**

The system of indicators needs to be complete

How Many Indicators Are Enough?

The minimum number that answers the question:

"Has the goal been achieved?"

Developing Indicators

- You will need to develop your own indicators to meet your own needs.

- Developing good indicators often takes more than one try!

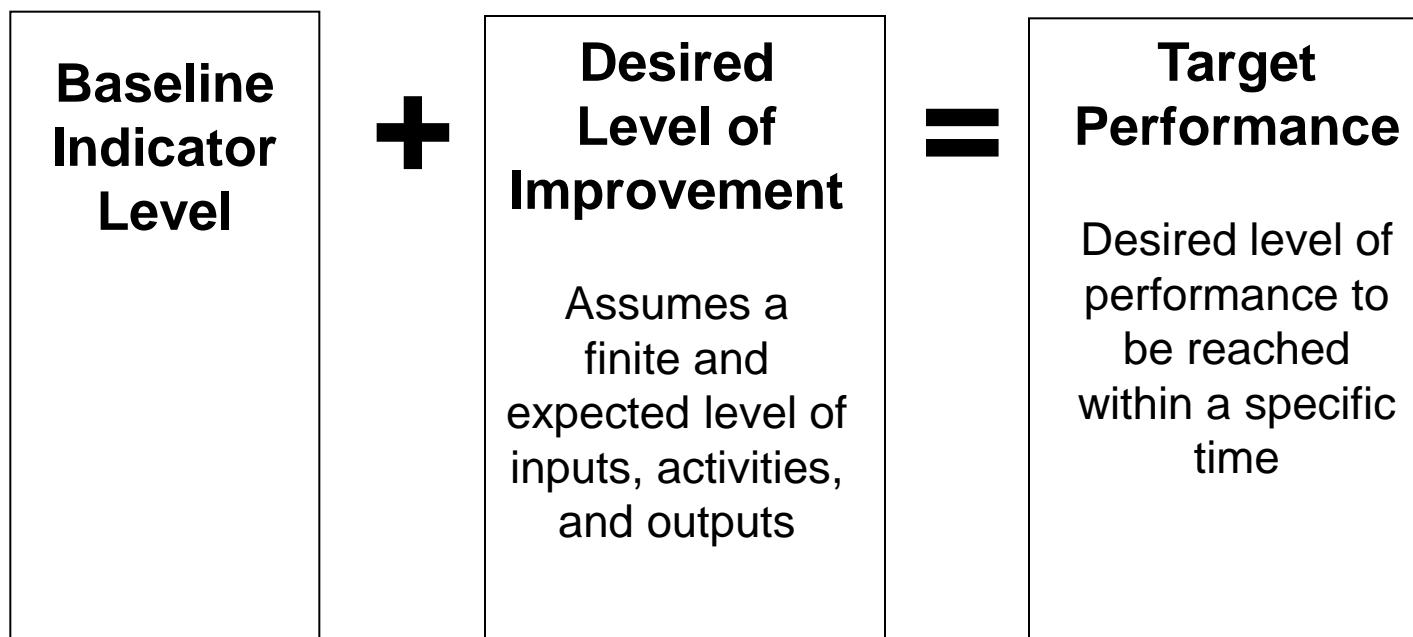- Arriving at the final indicators you will use will take time!

Establishing Baseline Data on Indicators – Where are we today?

A performance baseline is…

- Information (quantitative or qualitative) that provides data at the beginning of, or just prior to, the monitoring period. The baseline is used to:
  - ☐ Learn about recent levels and patterns of performance on the indicator; and to
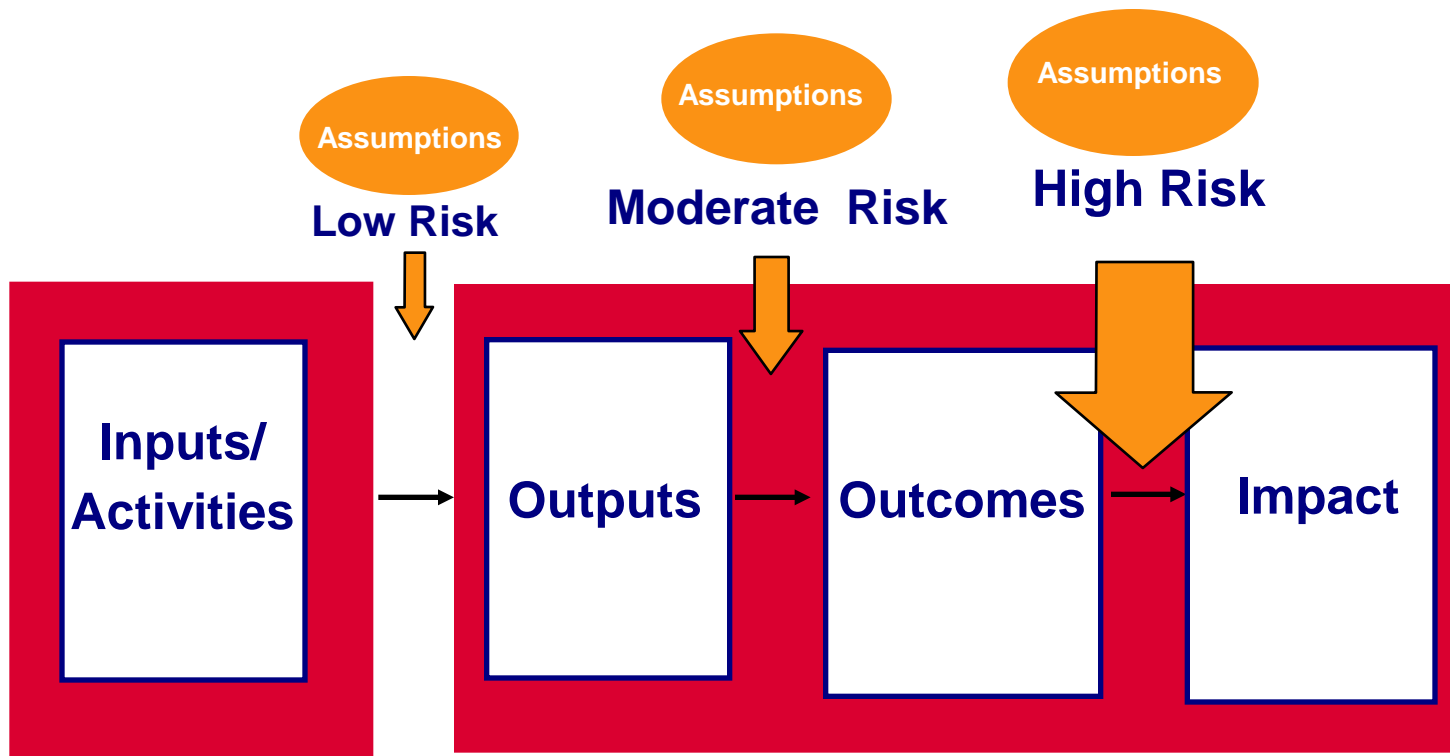 - ☐ Gauge subsequent policy, program, or project performance

Identifying expected/desired level of results requires selecting Performance Targets

Baseline Indicator Level	**+**	**Desired Level of Improvement** Assumes a finite and expected level of inputs, activities, and outputs	**=**	**Target Performance** Desired level of performance to be reached within a specific time

Developing Targets: Education

Outcomes/Goals	Indicators	Baselines	Targets
1. Nation's children have improved access to pre-school programs	1. % of eligible urban children enrolled in pre-school education	1. 75% urban children ages 3-5 in 1999	1. 85% urban children ages 3-5 by 2006
	2. % of eligible rural children enrolled in pre-school education	2. 40% rural children ages 3-5 in 2000	2. 60% rural children ages 3-5 by 2006
2. Primary school learning outcomes for children are improved	1. % of Grade 6 students scoring 70% or better on standardized math and science tests	1. 75% in 2002 scored 70% or better in math. 61% in 2002 scored 70% or better in science	1. 80% scoring 70% or better in math by 2006. 67% scoring 70% or better in science by 2006.

Assumptions & Risk in result chain

Assumptions

Assumptions

Assumptions

Low Risk

Moderate Risk

High Risk

Inputs/ Activities → **Outputs** → **Outcomes** → **Impact**

Decreasing Management Control ┈┈┈┈┈┈▶

Instead of conclusion

Terminology for the action plans

- **Goal** is the broader, usually aggregated, endpoint of a long process, the desired final outcome of long-term efforts. Usually it is not something specific or measurable and is often close to an ideal. The goal is thus supposed most of all to provide the direction of the movement (improvement). Goals are usually formulated as a broad statement describing the desired outcomes of your efforts to solve a complicated and multi-dimensional problem. A goal is usually broader and not directly measurable, it usually accommodates several objectives. In the area of education a "goal" can be "providing equal access to education of boys and girls"

Terminology for the action plans

■ **Objective** is the next step in defining the general goal into more specific terms. It is the directly achievable aim that you want to achieve. It is breaking down the goal into smaller components so that they are possible to address through specific processes. Objectives are linked to context and process-related. This makes objectives specific, measurable, related to a goal and feasible in time. Objective corresponds to outcomes in project management terminology. An example of an objective within the above-stated goal is "functional literacy rates of girls and boys should be equal".

Terminology for the action plans

- **Activities** are individual steps that are needed for implementation of particular measure. It is a set of tasks with clear timeline, responsible parties, cooperation parties and resources (financial, human, etc.). Activities are useless (even harmful) if not linked to clear targets, objectives and thus contributing to achieving broader goals. In most cases activities are subordinated vertically (linked to targets, objectives and goals) but not necessarily. Often they are structured horizontally increasing (or decreasing) the efficiency of those subordinated vertically.

Terminology for the action plans

- **Target** is usually a quantitative expression of the desired result of particular process. In most cases it is the numeric expression of these results and can refer both to outcomes and to outputs in project management terminology. The target is part of the planning process for achieving the objectives – a list of steps in the process of change. The process can be broken in intermediary steps and then intermediary targets can be introduced – these are usually called "milestones". Example of a targets are "enrollment rate for girls 70% in year 2011, 80% in 2012 and 90% in 2013".

Terminology for the action plans

■ **Indicators** are instruments that show the status and tendency of a given phenomenon. A combination of at least two sets of data that puts data in a context and extracts out of it its meaning. Indicators are used to show progress or regress vis-à-vis certain targets. Example of an indicator: enrollment rate combining data on school attendance with data on demographic structure of the population.

Thank you for your attention