# Introduction

Activities and expected outcomes

# Activities and expected outcomes from the workshop

**OUTPUTS**

| Understand planning and monitoring process | Learn from Korean experience | Learn how to develop, adopt, and assess an indicator | Understand underlying concepts of EPiC | Gain skills in applying EPiC |

**ACTIVITIES**

**Session 1**
Role of indicators within policy planning

**Session 2**
Experience of Republic of Korea in policy monitoring and indicator development

**Session 3**
Developing sound indicators for inclusive policies

**Session 4**
Policy and data integration

**Session 5**
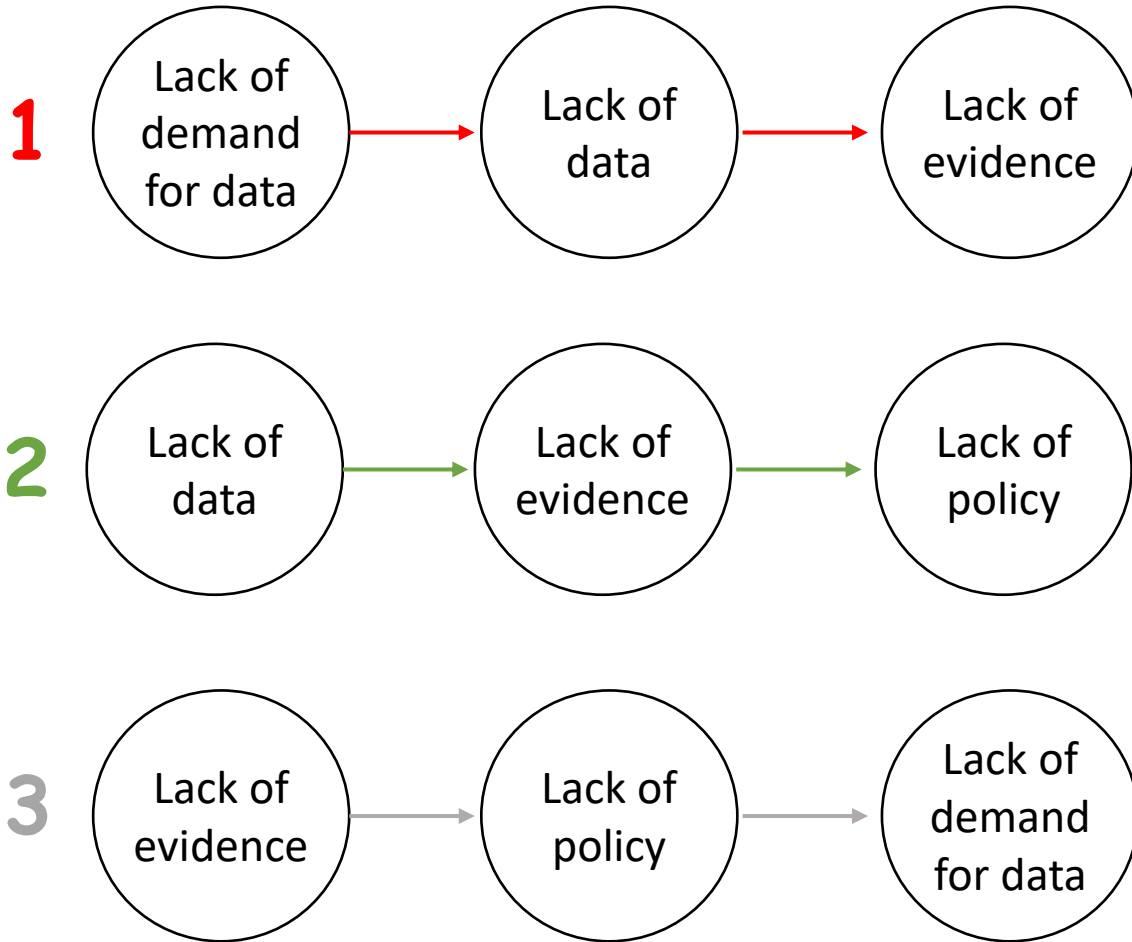EPiC Lab: Developing an indicator framework

# Activities and expected outcomes from the workshop

**OUTPUTS**

## (what do you expect?)

**ACTIVITIES**

**Session 6 Way forward:**
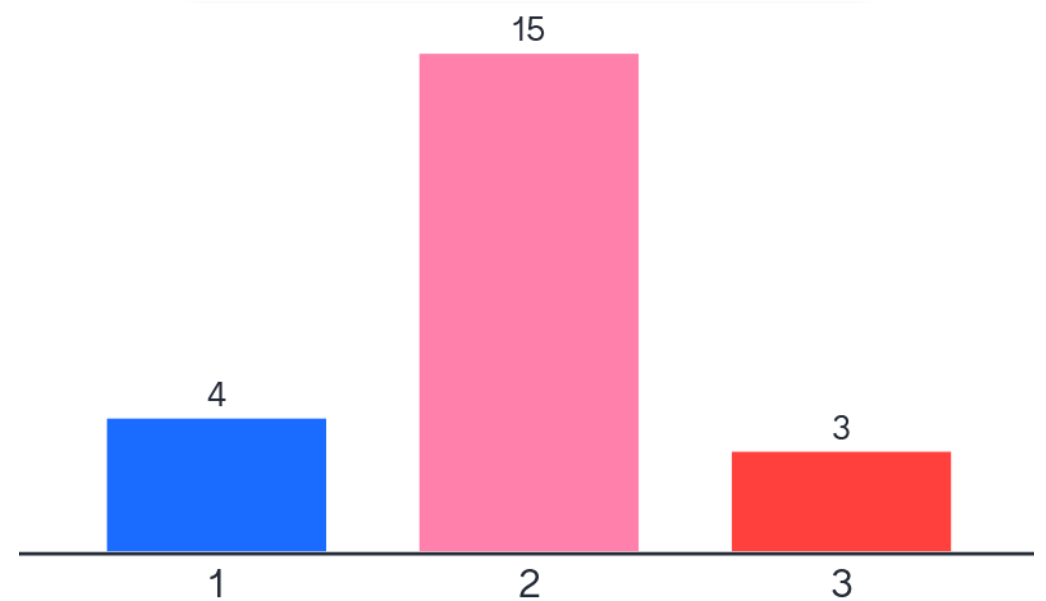
**Developing national cases for implementing EPiC**

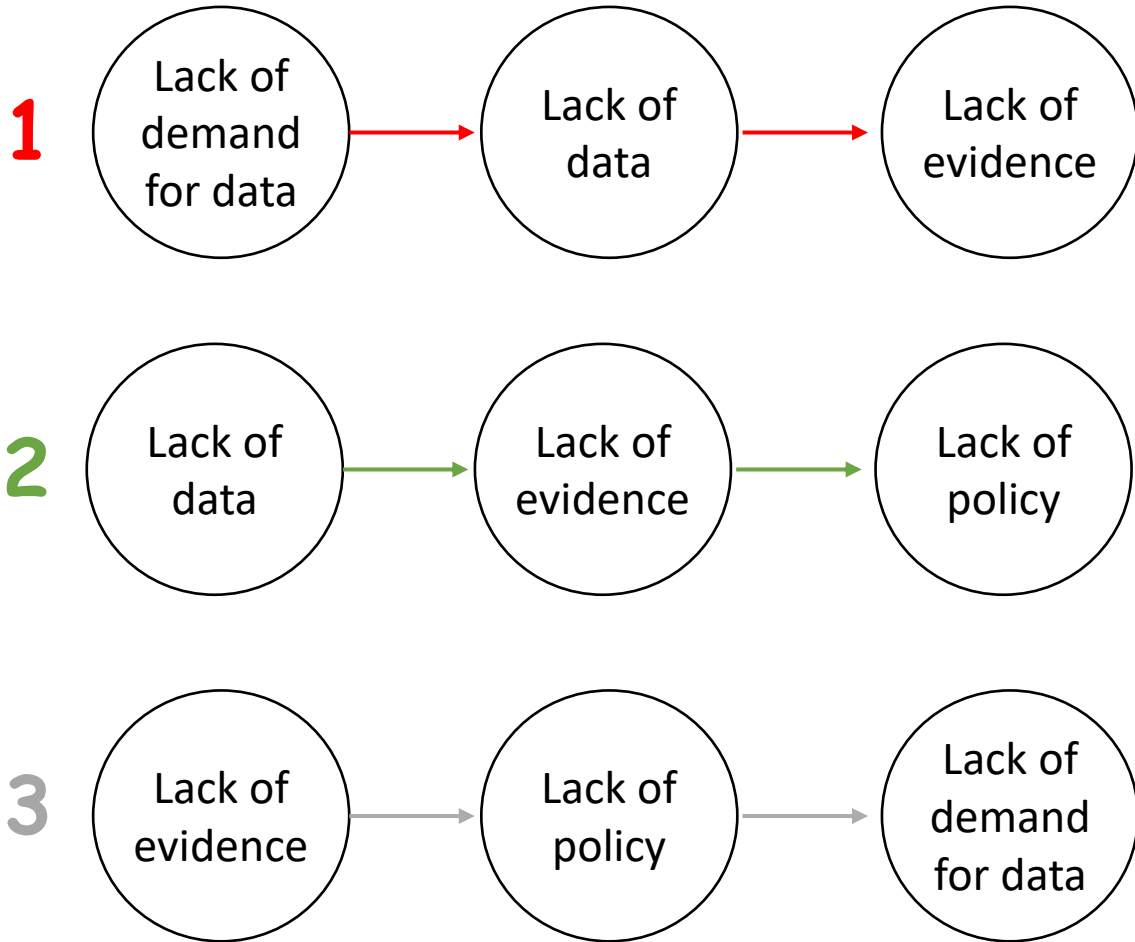# Policy and Data Integration

Overview

# What is the challenge?
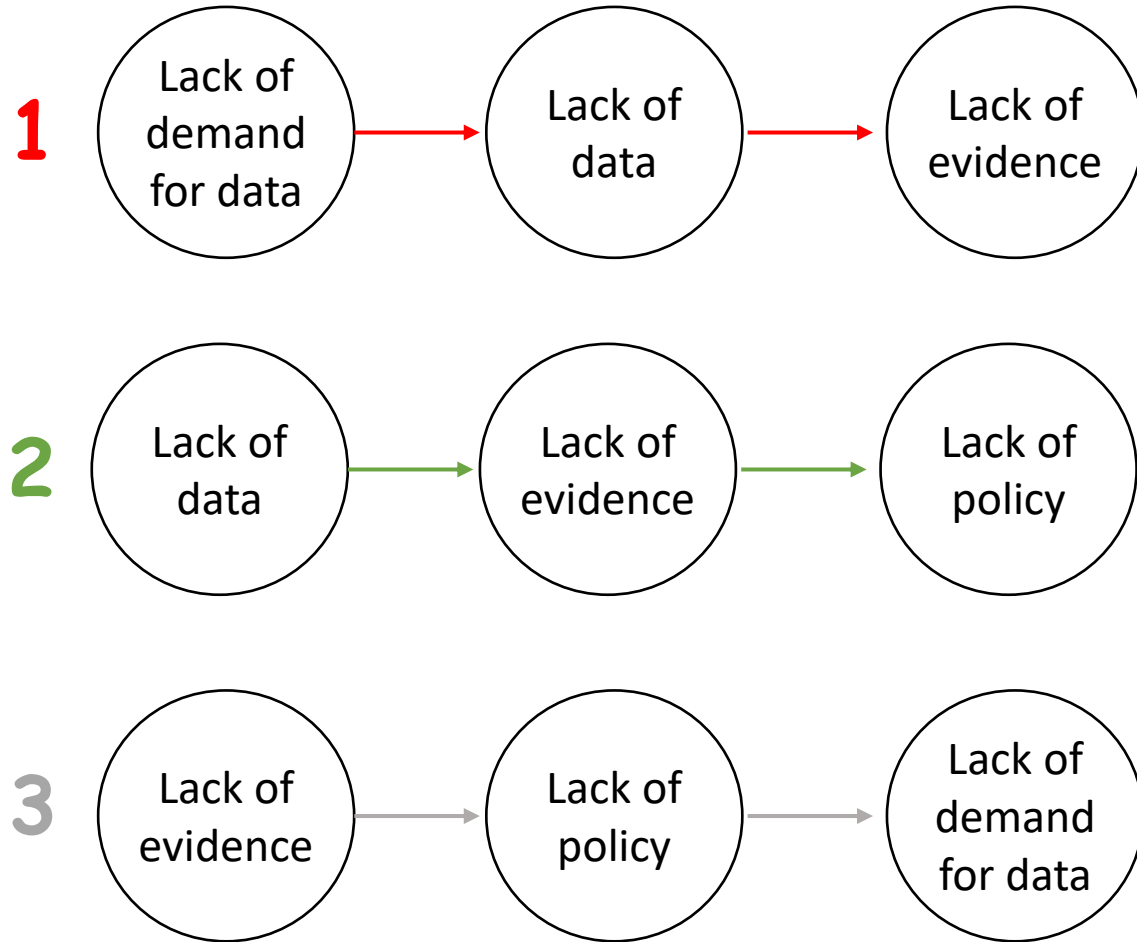
# What is the challenge?

**1** Lack of demand for data → Lack of data → Lack of evidence

**2** Lack of data → Lack of evidence → Lack of policy

**3** Lack of evidence → Lack of policy → Lack of demand for data

# What is the challenge?
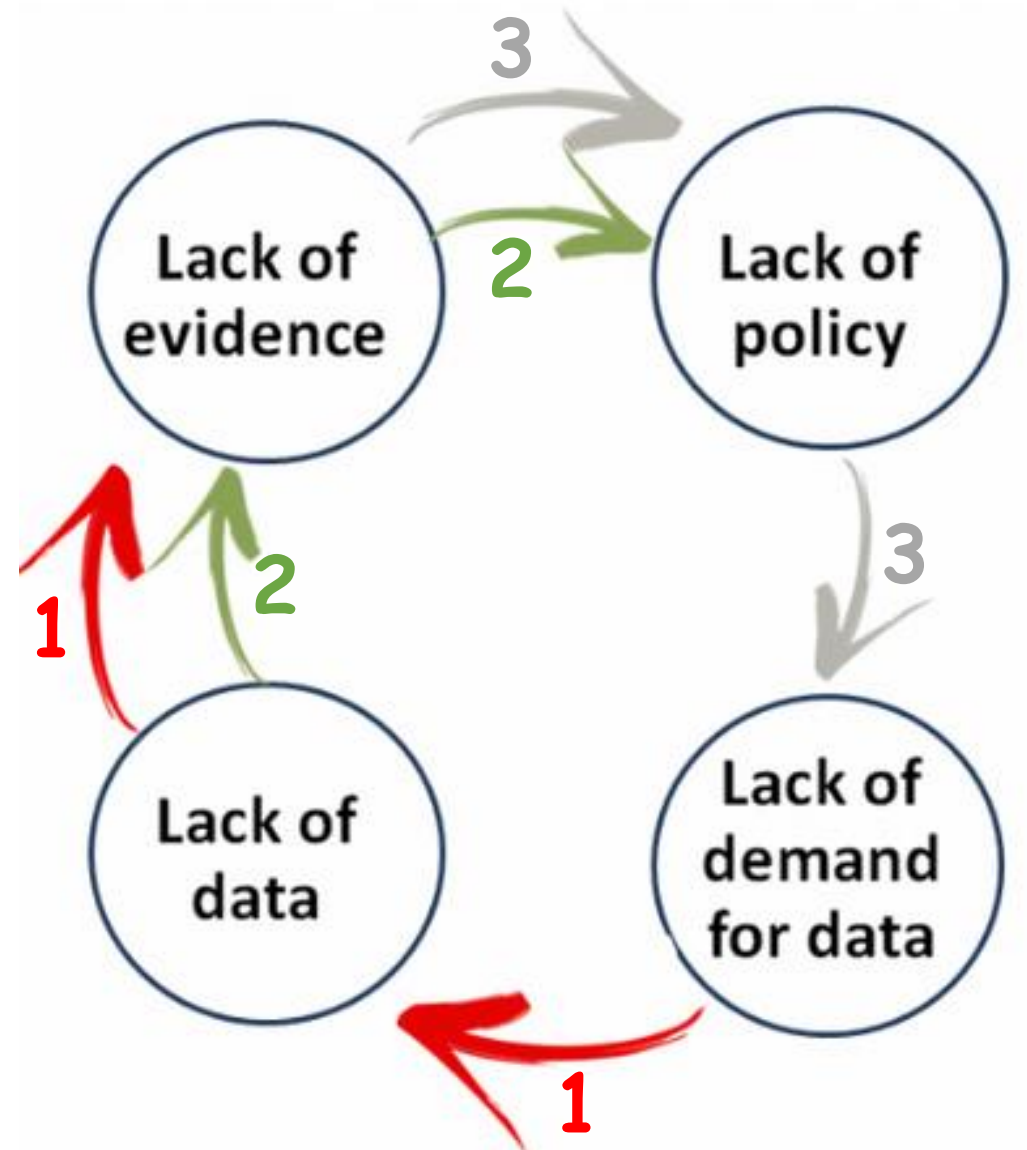
# How would you rate *"effort needed"* and *"impact"* for these solutions?

1- Make sure all data requests are addressed properly

2- Users and producers jointly identify data needs

3- Users and producers jointly formulate indicators

4- Users formulate indicators and send to producers

5- Producers focus on data production and users on indicator development

6- Users develop monitoring and evaluation framework in consultation with data producers

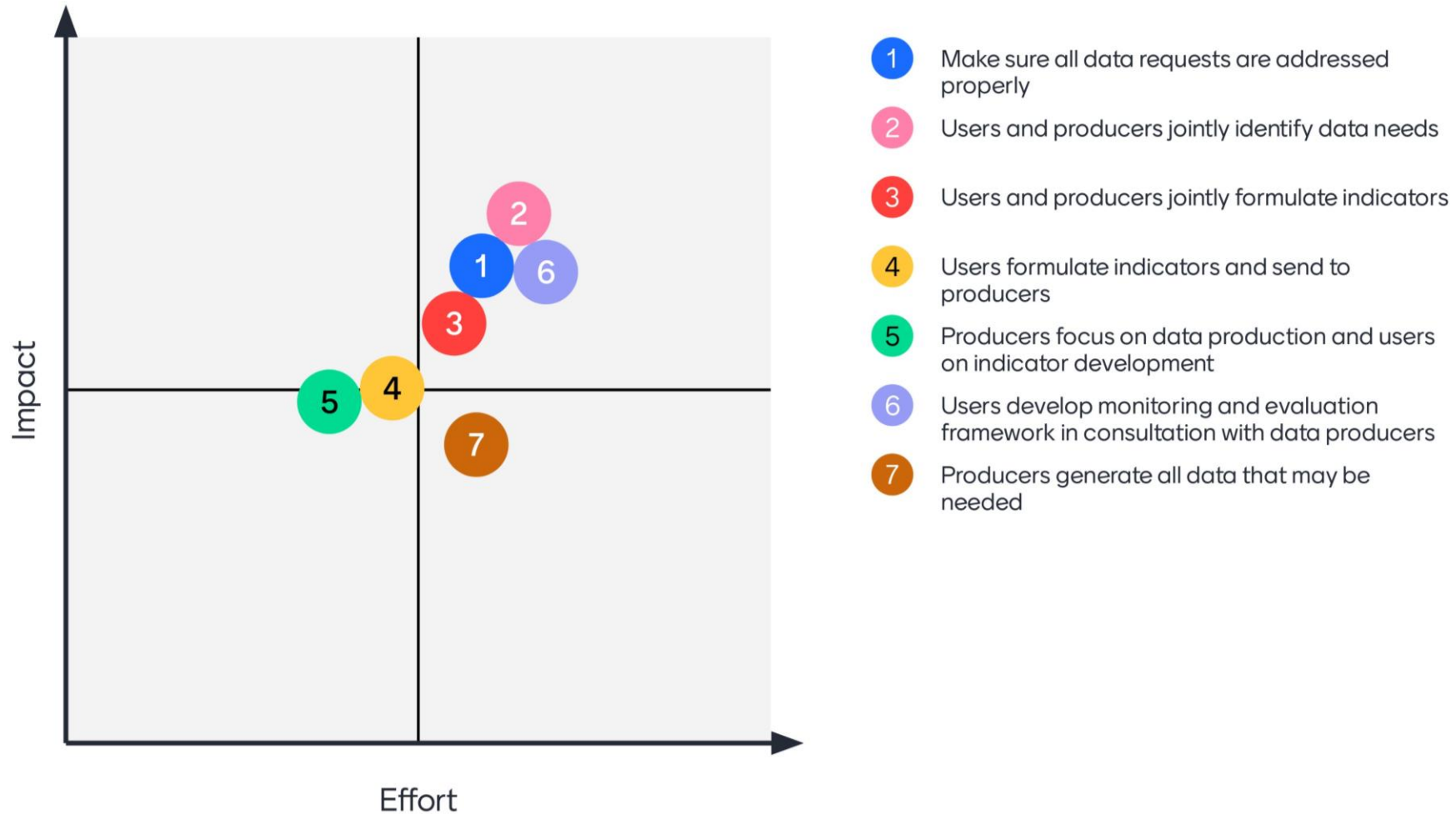7- Producers generate all data that may be needed

# How would you rate "*effort needed*" and "*impact*" for these solutions?



Legend:

1. Make sure all data requests are addressed properly
2. Users and producers jointly identify data needs
3. Users and producers jointly formulate indicators
4. Users formulate indicators and send to producers
5. Producers focus on data production and users on indicator development
6. Users develop monitoring and evaluation framework in consultation with data producers
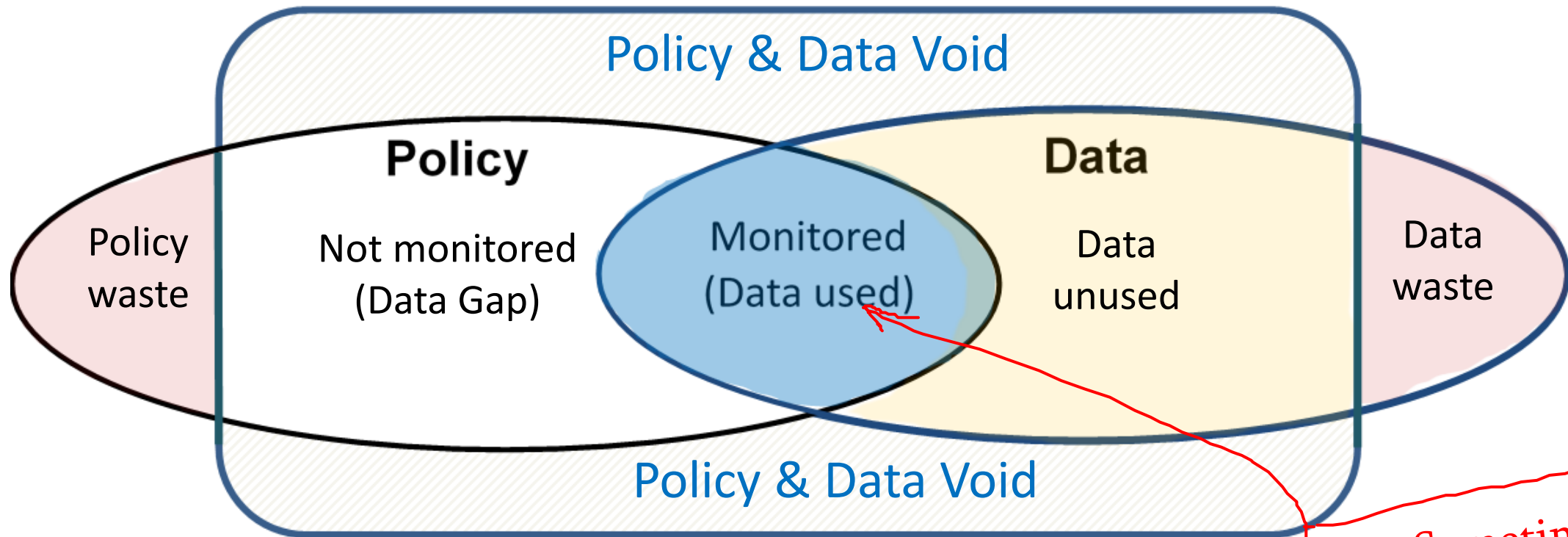7. Producers generate all data that may be needed

# Understanding Policy and Data Landscape

# Understanding Policy and Data Landscape

**Development Principles**

(Social, Economic, Environmental, Institutional)
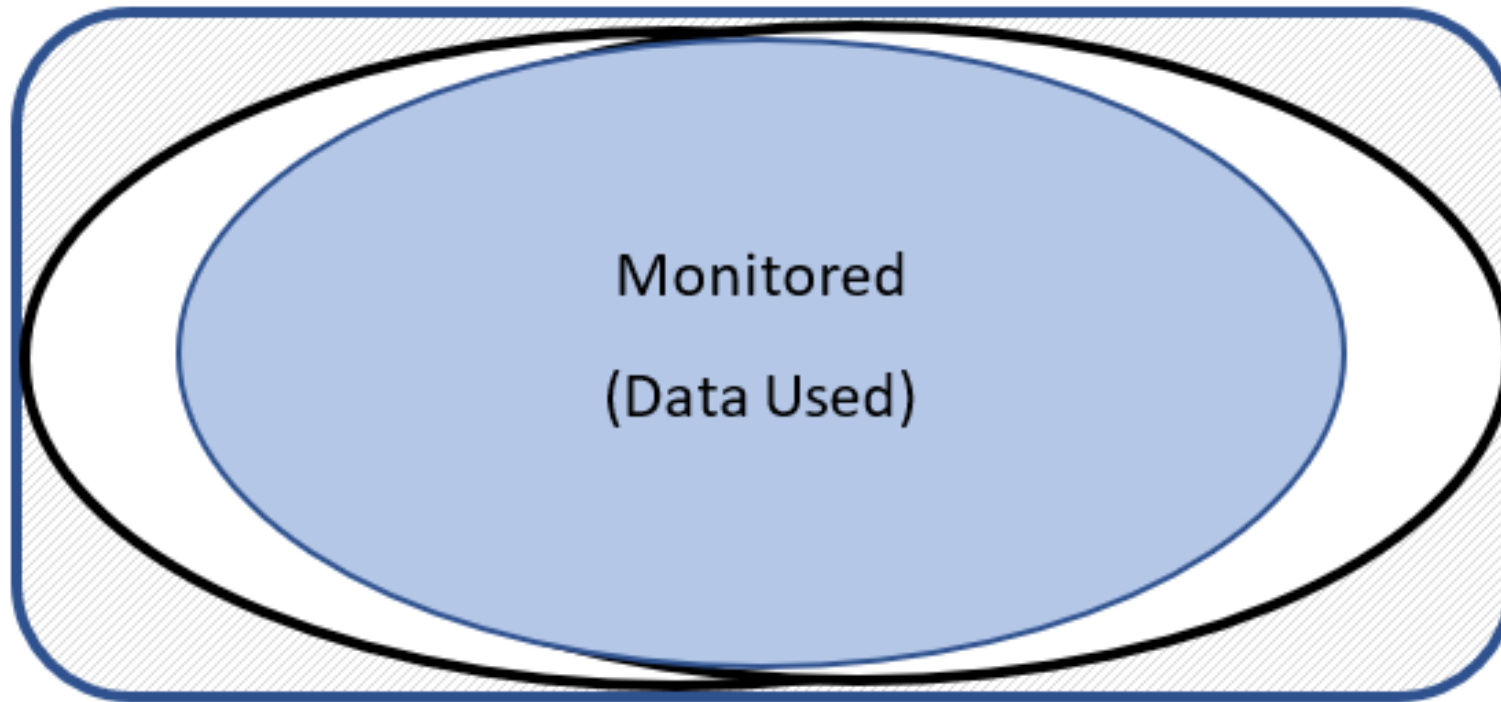


**Measure what matters, minimize void and gap**

# Finding a common ground



| Parameter | Variable | Obs/Data | Statisti |
|---|---|---|---|

Communicative action (who?)

| *Priority Issues* | Characteristics of *target groups* | Indicators | Statistics | Obs/ Data | Variable |
|---|---|---|---|---|---|

**Policy process**

**Official Statistics**
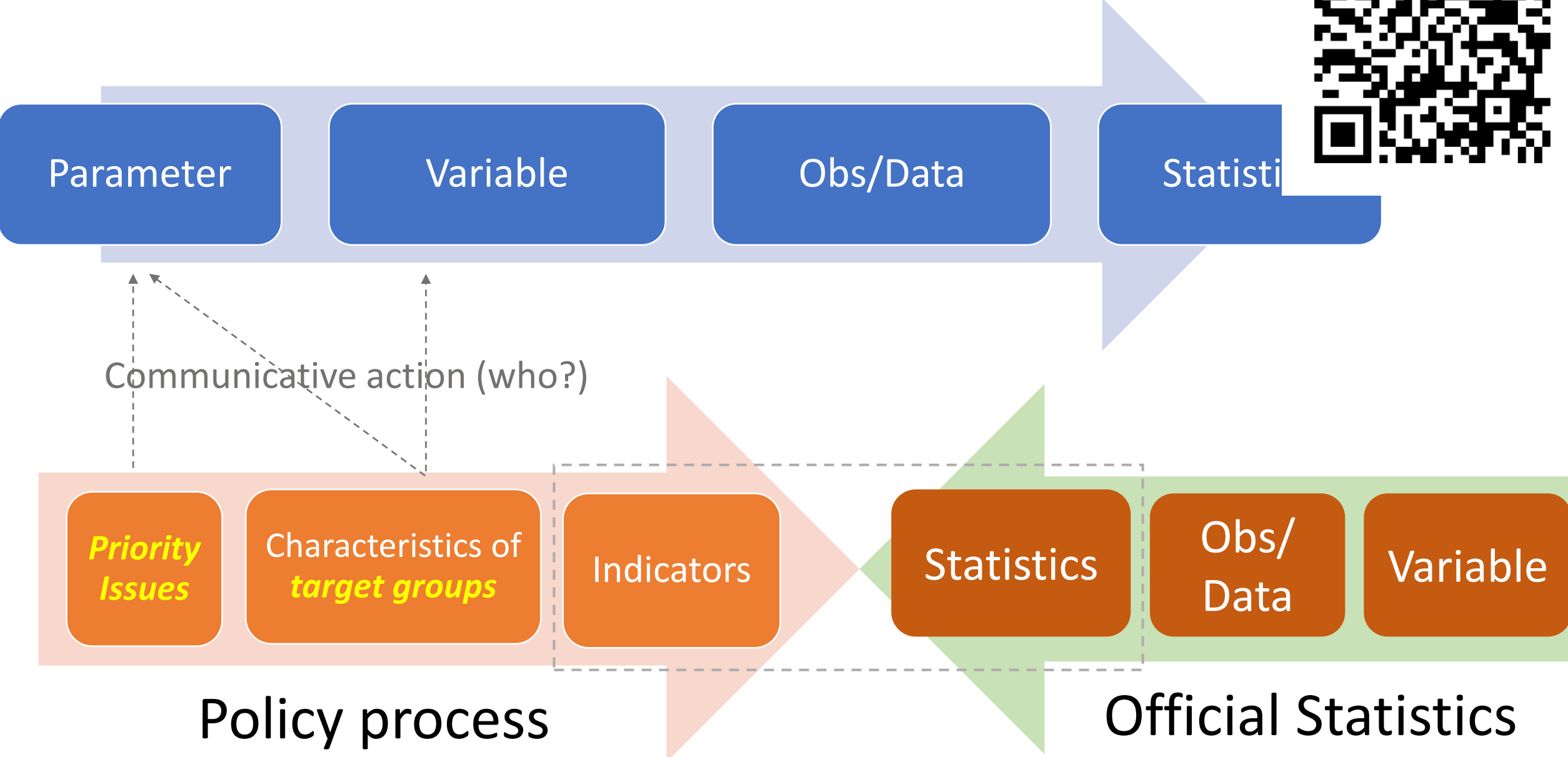
# Who should be involved in this communicative action?

# How can we make sure statistics and indicators are aligned?



**Priority Issues** · **Characteristics of target groups** · **Indicators** → ← **Statistics** · **Obs/ Data** · **Variable**

Do it together!

# This is how we do it

For any given policy document…



**Identify _key issues_ that need action & _target beneficiaries_**

## Main outputs from EPiC:

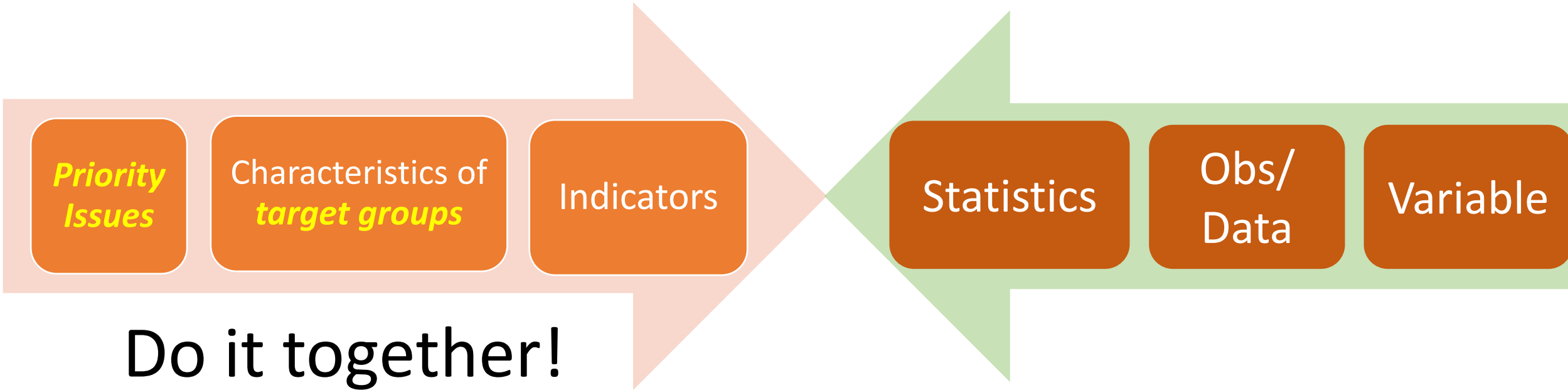1. **Clarify** all priority issues that policy should be addressing *(existing and new)* and policy outcomes

2. **Identify** target groups *(existing and new)*

3. **Develop** a comprehensive indicator framework for the policy document (*build common understanding of current data needs*)
   a. Integrating global and regional indicator frameworks
   b. Identifying data disaggregation requirements

# Q & A

# User-Producer Dialogue Game

Two groups

What are top 3 challenges in monitoring policies?

What do you think are top 3 challenges for the other group?

**Planners**

## MONITORING POLICIES

1.) Data is not timely enough / released

2.) Data is not translated into information / evidence (no story behind the data)

3.) Data is not disaggregated enough

4.) Capacity in monitoring policies which are not measurable

## CHALLENGES OF STATISTICIANS

1.) Budget / Resources

2.) Poor capacity of local governments or line ministries in collecting administrative data

3.) Lack of alignment between policymakers & statisticians

4.) Privacy / Confidentiality concerns with respondents

**Statisticians**

# 3 CHALLENGES
## YOU FACE

1.) Increase "Data Demand.
   - Disaggregation Level.
   - Quality
   - Resources Available
   - Timeliness
   - Coordination

2.) Alternative Data Source.
   - Not statistical standard

3.) Policy Demand.
   - Understanding of policy.

## PLANNERS FACE

1.) Periodical data is unavailable

2.) Understand of statistical methodologies / capacity of line ministries

3.) Lack of coordination between planners + data producers

# Session 1

Role of indicators within policy planning
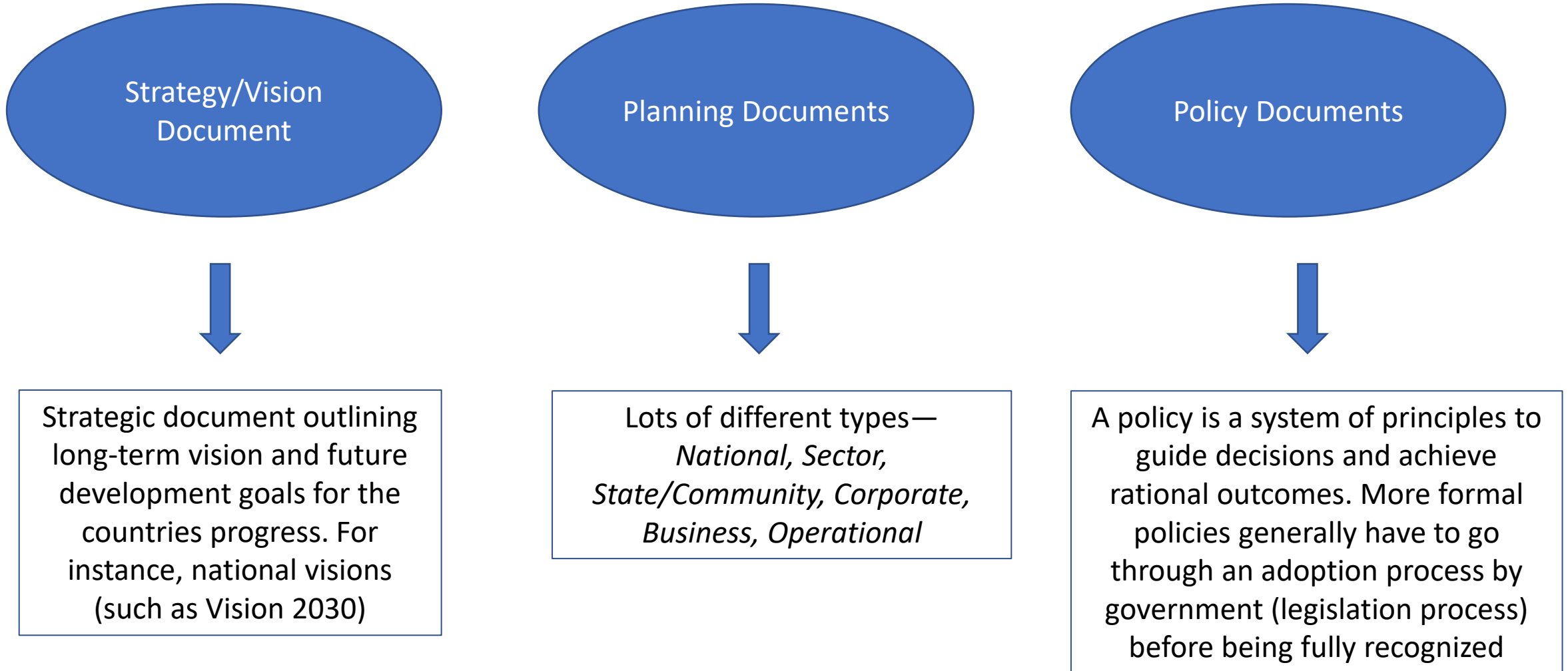
# Different Plans/Policies & Components

Planning processes vary substantially across countries. These are some of the common practices and should  not be taken as recommendations or standards for policy formulation.

**Objectives**

• Provide a very basic overview of different planning processes

• Discuss the different components of a planning document

# Overview of the Different Planning Processes

## Common Types of Planning/Policy Documents?

**Strategy/Vision Document**

**Planning Documents**

**Policy Documents**

Strategic document outlining long-term vision and future development goals for the countries progress. For instance, national visions (such as Vision 2030)

Lots of different types—
*National, Sector, State/Community, Corporate, Business, Operational*

A policy is a system of principles to guide decisions and achieve rational outcomes. More formal policies generally have to go through an adoption process by government (legislation process) before being fully recognized

# Overview of the Different Planning Processes
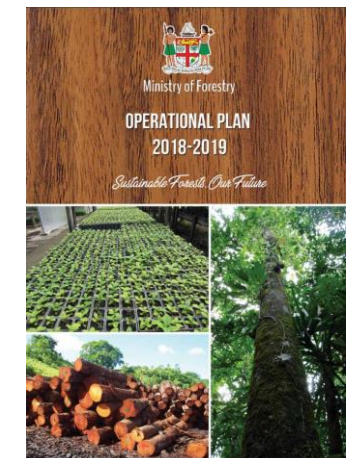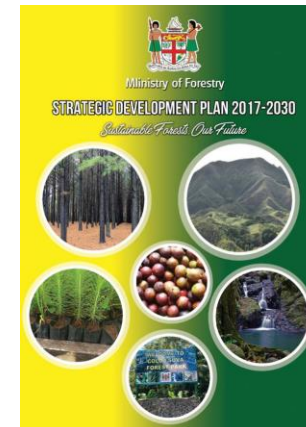
## Example: Planning Cycles across plans in Fiji

National Long-Term and Medium-Term Plan
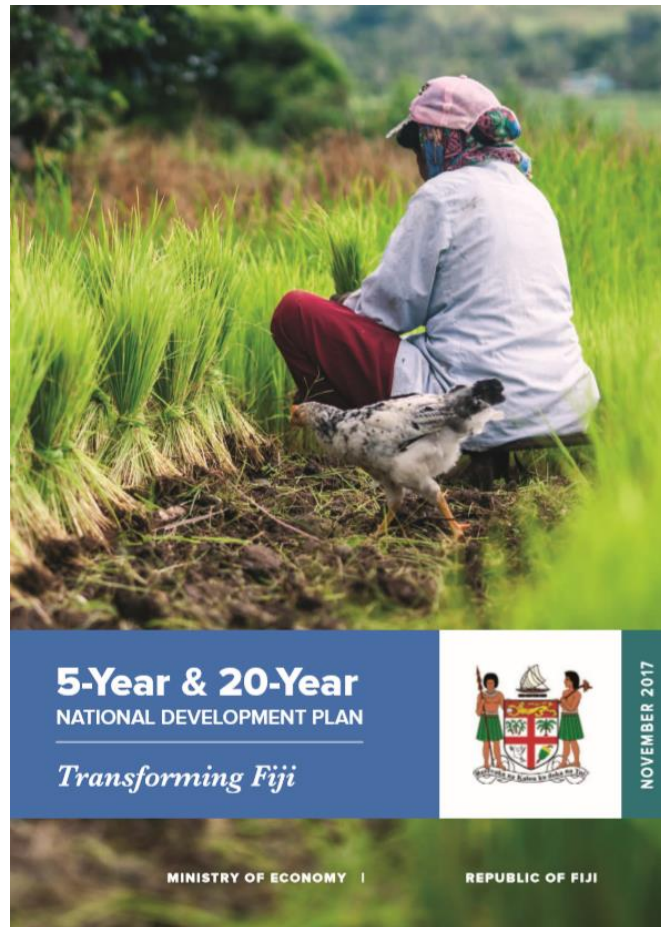
Ministry Long & Medium Term Plans

Ministry Annual Operational Plans

# Overview of the Different Planning Processes

## Example: Planning Cycles within Timor-Leste (SDP 2011-2030)
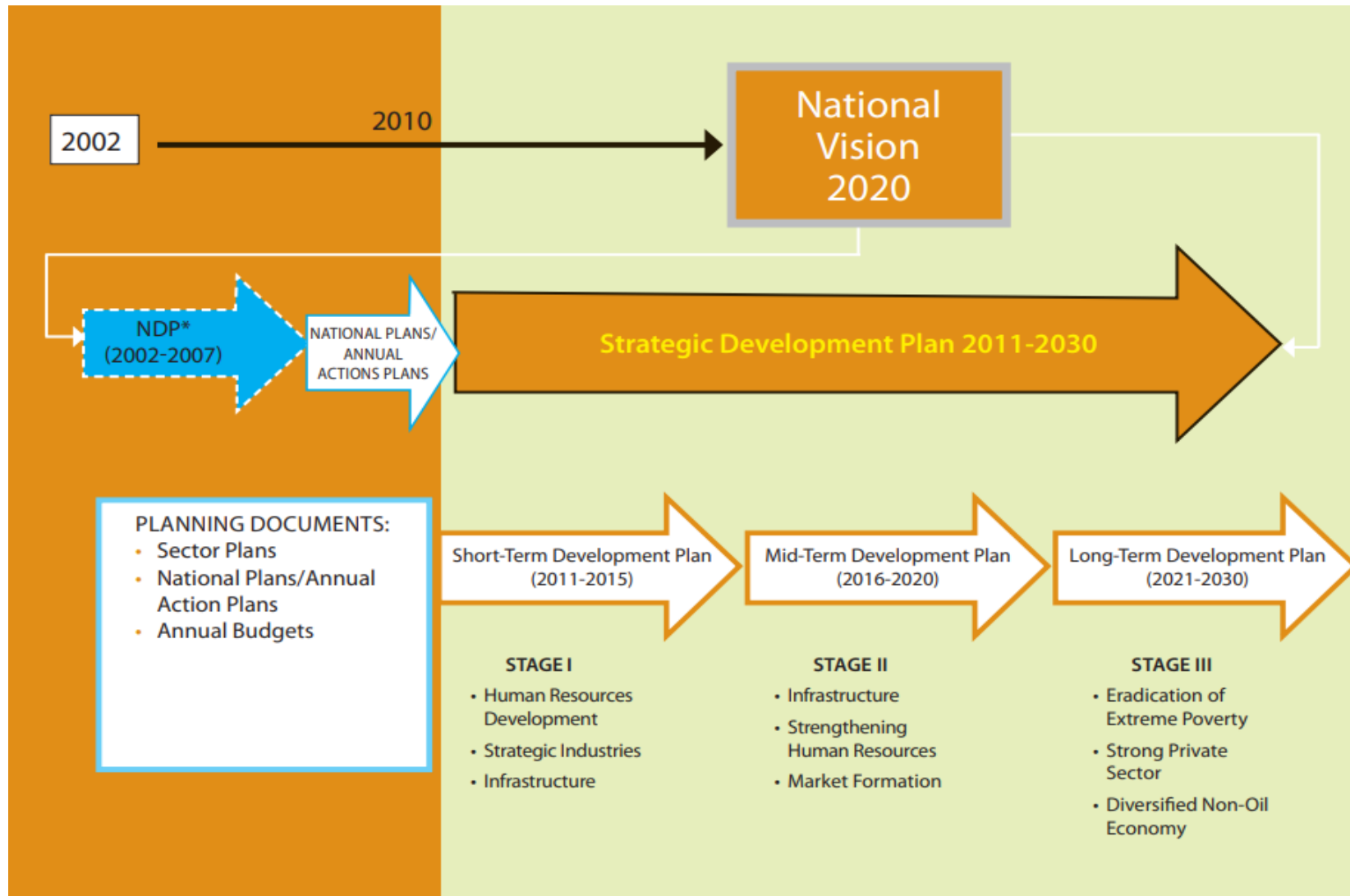
# Development Plan Structure

**Typical information contained in a Plan**

1. A Vision Statement of where the document owner (e.g., Country, Sector) wants to be in the future
2. Review of past performance plans
3. Situation analysis/Identification of key issues
4. Activities & actions to address key issues
5. Budget requirements to implement activities/actions*
6. Desirable outputs and outcomes as a result of strategies/activities/actions
7. Indicators for monitoring progress against the outputs and outcomes

\* More common in shorter term operational plans

# Development Plan Structure

## An example for Vision – Thailand National Strategy 2018-2037



Thailand's Vision (2037)

Thailand to become

"a developed country with security, prosperity and sustainability in accordance with the Sufficiency Economy Philosophy"

Creating national security for public contentment

Enhancing different capacities to promote constant economic development

Promoting multidimensional human capital development for righteous, skillful, and quality citizens

Broadening opportunities and promoting equality in society

Improving quality of life based on green growth

Reforming government administration with a focus on public interest

### Security

- The nation enjoys solidarity and is resilient to both internal and external threats and changes, with established social, economic, environmental, and political security.
- National sovereignty is secured.
- People live in harmony and unity. Their lives are secured in terms of occupations, income, housing, as well as safety of life and property.
- The country has food, energy, and water resources security.

### Prosperity

- The country enjoys constant economic growth and becomes a high-income economy with decreased development disparity. Citizens benefit from development on an equal basis.
- The country has considerable economic competitive capacity and develops its economy and society of the future to promote regional connectivity in terms of transport and logistics, production, trading, and investment.
- The country has all of the necessary capital for continuous development including human capital, intellectual capital, financial capital, and so forth.

### Sustainability

- Development should promote constant growth in terms of people's income and quality of life in an eco-friendly manner without exploitation of natural resources.
- Production and consumption are conducted on an environmentally-friendly basis and in line with regulations recognized by the global community.
- People embrace social responsibility with a focus on sustainable public interest. All sectors uphold and follow the Sufficiency Economy Philosophy.

# Development Plan Structure

## An example of Review of Past Performance – Cambodia NSDP 2019-2023

➤ Achievements and challenges of previous plans

**Cambodia National Strategy Development Plan (NSDP) 2019-2023**

- The 2019-2023 NSDP is part of a **four-phase** Rectangular Strategy, adopted to harmonize global and national initiatives since 1998
- The NSDP is informed by a review of the performance of the previous plan (NDSP 2014-2018)

# Development Plan Structure

## Example for Situational Analysis (Key Issues) – Brunei Darussalam Economic Blueprint
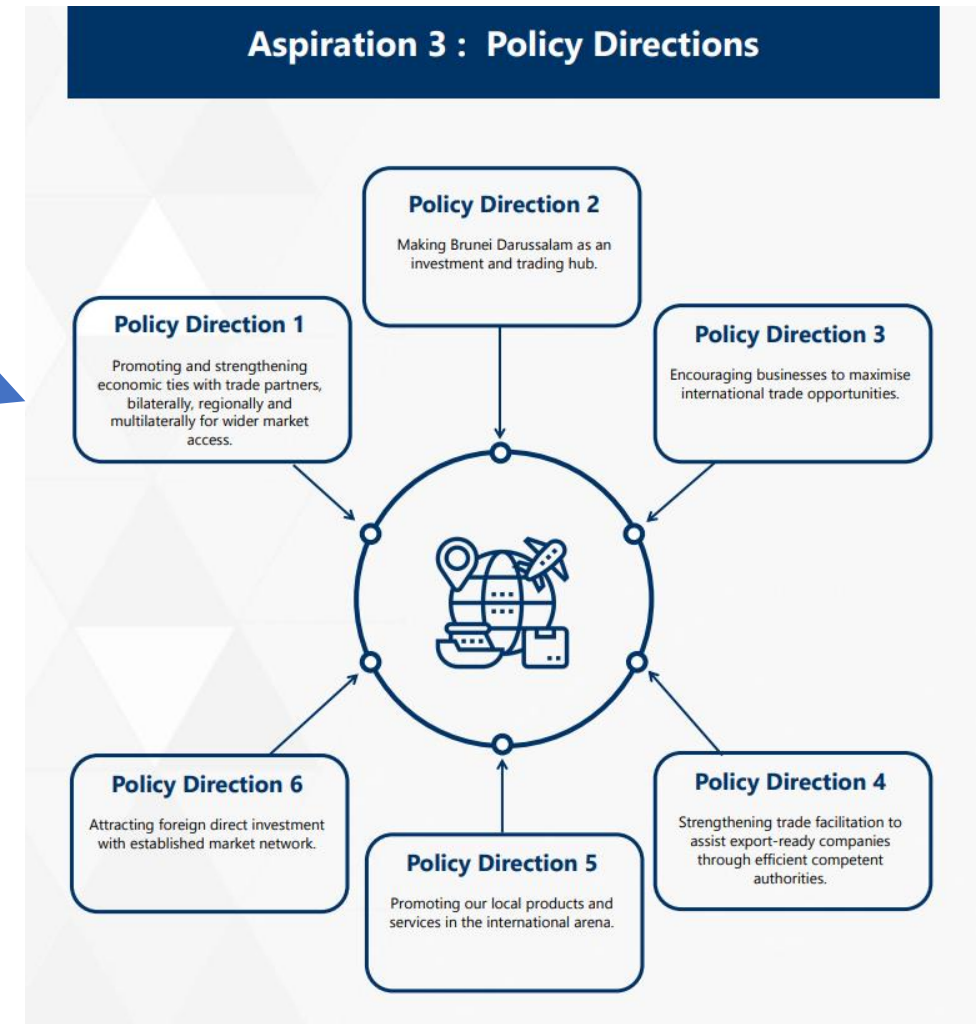
# Development Plan Structure

## An example for Project Activities and Actions – Kyrgyz Republic NDP, 2026

IV. Governance Reform – The Core of Development

4.2: Digitalization of the governance and development of digital infrastructure

### Projects

1. Launch of the national education programme "Systemic improvement of digital competencies of the civil servants to support digital public administration"
2. Launch of the project "National digital ecosystem through integrated smart platforms / information systems"
3. Full functioning of the unified State portal of electronic services
4. Launch of the "Smart cities" phase as a continuation of the project Safe City
5. Introduction of the digital interaction system "State- Citizen"
6. Completion of the automating process of business processes in state bodies and local self-governments
7. Launch of the Open Data portal
8. Deployment of G-cloud
9. Launch of the project "Artificial Intelligence as the base for Big Data"
10. Adoption and implementation of the concept "Digital Economy of the Kyrgyz Republic"

# Development Plan Structure

## An example for Budget Requirements – Sri Lanka Public Investment Programme, 2021-24

| Table 1.5.2: Public Investment Programme 2021-2024 | | | | | Rs. million |
|---|---|---|---|---|---|
| Sector | 2021 | 2022 | 2023 | 2024 | Total 2022-2024 |
| **Social Infrastructure** | **184,111** | **150,621** | **177,127** | **210,643** | **538,391** |
| 1 Education | 25,000 | 16,183 | 20,093 | 26,801 | 63,077 |
| 2 Higher Education | 19,708 | 27,388 | 29,261 | 37,528 | 94,177 |
| 3 Skills Education | 8,077 | 9,136 | 14,672 | 19,369 | 43,177 |
| 4 Labour | 2,099 | 1,225 | 1,470 | 1,514 | 4,209 |
| 5 Health | 85,145 | 74,988 | 86,515 | 96,808 | 258,312 |
| 6 Sports | 12,512 | 7,512 | 8,523 | 8,206 | 24,241 |
| 7 Culture & Heritage | 3,715 | 2,824 | 3,177 | 3,292 | 9,293 |
| 8 Technology & ICT | 27,855 | 11,364 | 13,415 | 17,125 | 41,904 |
| **Agriculture** | **45,354** | **44,528** | **54,985** | **57,729** | **157,242** |
| 9 Agriculture | 23,121 | 23,729 | 28,657 | 30,144 | 82,530 |
| 10 Livestock | 3,130 | 3,982 | 5,166 | 6,188 | 15,335 |
| 11 Plantation | 9,000 | 5,696 | 6,609 | 6,303 | 18,607 |
| 12 Fisheries | 6,000 | 7,260 | 8,767 | 8,264 | 24,291 |
| 13 Land | 4,104 | 3,861 | 5,787 | 6,830 | 16,478 |
| 14 Industry/Trade/Tourism | 21,011 | 19,231 | 21,762 | 23,377 | 64,369 |
| **Commercial Infrastructure** | **639,764** | **504,430** | **591,944** | **743,331** | **1,839,705** |
| 15 Roads | 374,930 | 258,001 | 260,634 | 392,223 | 910,858 |
| 16 Transport | 46,133 | 58,743 | 71,132 | 67,335 | 197,211 |
| 17 Ports & Aviation | 2,115 | 4,841 | 2,845 | 536 | 8,222 |
| 18 Power & Energy | 1,148 | 644 | 1,178 | 1,155 | 2,978 |
| 19 Irrigation | 49,799 | 52,909 | 60,781 | 67,965 | 181,655 |
| 20 Water Supply & Sewerage | 109,928 | 91,846 | 140,549 | 163,465 | 395,860 |
| 21 Housing | 17,229 | 13,257 | 19,013 | 17,754 | 50,025 |
| 22 Urban Development | 38,482 | 24,189 | 35,811 | 32,897 | 92,896 |
| **23 Governance** | **77,237** | **75,012** | **77,069** | **73,006** | **225,088** |
| **24 Environment** | **10,376** | **3,865** | **5,892** | **7,148** | **16,905** |
| **25 Social Protection** | **17,648** | **11,927** | **12,698** | **13,297** | **37,922** |
| **26 Regional Development** | **74,500** | **40,387** | **58,524** | **71,468** | **170,379** |
| **GRAND TOTAL** | **1,070,001** | **850,000** | **1,000,000** | **1,200,000** | **3,050,000** |

Source: Department of National Planning

The total public investment plan for the period 2022-2024 is about Rs. 3,050 billion

# Development Plan Structure

**An example for Desirable Outcomes (& Outputs) – Philippines National Climate Change Action Plan, 2011-2028**

**Ultimate Outcome**

**1.0** Enhanced adaptive capacity of communities and resilience of natural ecosystems to climate change

**Intermediate Outcome**

Ensured food availability, stability, access, and safety amidst increasing climate change and disaster risks.

**Immediate Outcome**

**1.** Enhanced resilience of agriculture and fisheries production and distribution systems from climate change.

**Output Area**

**1.1.** Enhanced knowledge on the vulnerability of agriculture and fisheries to the impacts of climate change.

| Activities | Outputs | 2011-2016 | 2017-2022 | 2023-2028 |
|---|---|---|---|---|
| **1.1.1.** Enhance site –specific knowledge on the vulnerability of agriculture and fisheries to the impacts of climate change. | | | | |
| **a.** Conduct of provincial-level vulnerability and risk assessments for the agriculture and fisheries. | Provincial-level vulnerability and risk assessment studies and maps produced and disseminated. | ■ | | |
| **b.** Conduct of studies and simulation models on the impacts of climate change on major crops and livestock based on the VA and climate change scenarios. | Vulnerability of the sectors to different CC scenarios conducted. | ■ | ■ | ■ |

# Development Plan Structure
## An example for Indicator Framework – Bangladesh 8th 5-yr plan

**CHAPTER 6: ANNEX TABLES**

**Table A6.1: Development Results Framework (DRF) of the 8th Five Year Plan**

| SL | Performance Indicators | Data Source (Institutions & Reports) | Lead Ministry/Division | Baseline (Year) | Target (2021) | Target (2022) | Target (2023) | Target (2024) | Target (2025) | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
| | **National Priority: Inclusive Economic Growth through Macroeconomic Stability (SDG-8)** | | | | | | | | | |
| | **Outcome Statement: Conducive macroeconomic environment to promote inclusive growth, supported by trade and private sector development** | | | | | | | | | |
| | *Real Sector* | | | | | | | | | |
| 1 | Per Capita GDP Growth (%) | BBS, SID | FD | 3.85 (2020) | 6.06 | 6.46 | 6.78 | 7.13 | 7.33 | SDG 8.1.1 |
| 2 | Gross National Savings (as % of GDP) | BBS, SID | IRD, BB | 30.11 (2020) | 31.43 | 31.17 | 32.29 | 33.03 | 34.42 | |
| 3 | Gross Investment (as % of GDP) (a) Private Investment (as % of GDP) (b) Public Investment (as % of GDP) (c) Foreign Direct Investment (FDI) (as % of GDP) | BBS, SID | MoI, BIDA, FD, BB | 31.75 (a) 23.63 (b) 8.12 (c) 0.54 BBS (2019) | 32.56 (a) 24.41 (b) 8.15 (c) 0.83 | 32.73 (a) 24.53 (b) 8.20 (c) 1.35 | 34.00 (a) 25.32 (b) 8.68 (c) 1.90 | 34.94 (a) 26.08 (b) 8.86 (c) 2.50 | 36.59 (a) 27.35 (b) 9.24 (c) 3.00 | |
| 4 | Gross National Income Per Capita (In USD) | BBS, SID | | 2064 (BBS 2020) | 2170 | 2345 | 2555 | 2790 | 3059 | |
| | *Fiscal Sector* | | | | | | | | | |
| 5 | Total Revenue (as % of GDP) (a) Tax Revenue (as % of GDP) | NBR, BB | NBR, IRD | 9.4 (a) 7.89 (FD 2020) | 10.18 (a) 9.02 | 11.10 (a) 9.80 | 12.00 (a) 10.60 | 12.86 (a) 11.26 | 14.06 (a) 12.26 | |
| 6 | Government Expenditure (as % of GDP) | BB, FD | BB, FD | 14.86 (2020) | 17.06 | 16.91 | 17.57 | 17.90 | 19.10 | |
| 7 | Government Budget Deficit (including grants) (as % of GDP) | BB, FD | FD | 5.39 (2020) | 6.80 | 5.75 | 5.52 | 5.00 | 5.00 | |
| | *External Sector* | | | | | | | | | |
| 8 | Export (as % of GDP) | Import (as % of GDP) | BBS, SID | 12.25 (2020) | 12.83 | 12.83 | 12.79 | 12.73 | 12.64 | |
| 9 | | | MoC | 18.31 (2020) | 18.79 | 18.77 | 18.74 | 18.73 | 18.74 | |
| 10 | Remittance (as % of GDP) | BB | BB, MoEWOE | 5.46 (2020) | 5.51 | 5.36 | 5.20 | 5.02 | 4.84 | |

Indicators

# Development Plan Structure
## An example for Indicator Framework – Philippines PDP, 2023-2028

**Table 3.1.2 Results Matrix: Ensure Food Security and Proper Nutrition**

| INDICATOR | BASELINE (YTD 2022) | TARGETS | | | | | | | MEANS OF VERIFICATION | RESPONSIBLE AGENCY/ INTER-AGENCY BODY |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 2023 | 2024 | 2025 | 2026 | 2027 | 2028 | EOP | | |
| **Intermediate Goal: Develop and Protect Capabilities of Individuals and Families** | | | | | | | | | | |
| **Chapter Outcome: Reduce Vulnerabilities and Protect Purchasing Power** | | | | | | | | | | |
| **Subchapter 3.1: Ensure Food Security and Proper Nutrition** | | | | | | | | | | |
| Philippine food security index score increased | 59.3 | Increasing | | | | | | | Global Food Security Index Report | National Economic and Development Authority (NEDA) Board, National Nutrition Council (NNC) Governing Board, and other rural development agencies (e.g., Department of Agrarian Reform and Department of Environment and Natural Resources |
| **Outcome 1: Sufficient and stable supply of food commodities attained** | | | | | | | | | | |
| Food inflation rate (%) kept stable* | 5.7 (Jan-Nov) | 2.5-4.5 | 2-4 | 2-4 | 2-4 | 2-4 | 2-4 | 2-4 | Inflation Report | NEDA Board |
| **Outcome 2: Access of consumers to affordable, safe, and nutritious food expanded** | | | | | | | | | | |
| Subsistence incidence among population (%) reduced** | 5.9 (2021) | 4.5-5.5 | N/A | 3.5-4.5 | N/A | 3.0-4.0 | 2.5-3.5 | 2.5-3.5 | Poverty Statistics Report | NEDA Board |
| Prevalence of food insecurity (a. severe) in the population (%) decreased | | | | | | | | | | |
| a. Severe food insecurity | 2.0 (2021) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Expanded National Nutrition Survey (ENNS) | NNC Governing Board |
| b. Moderate to severe food insecurity | 33.4 (2021) | 31.7 | 30.1 | 28.5 | 27.1 | 25.7 | 24.4 | 24.4 | | |

Indicators

# Development Plan Structure

## The use of logical frameworks within Planning documents

A lot of the information provided on the previous slide is often presented in what is commonly referred to as a logical framework (or **logframe** for short).

**Logframes** are summaries of key information from the plan. They also show how the different pieces of information align.

The types of information and structure of **logframes** differ from one plan to the next, so to understand them better it's best to look at country examples.
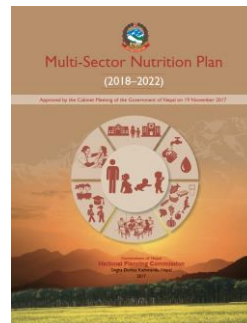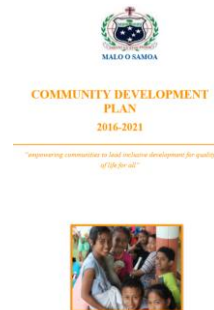
# Development Plan Structure

## Logical framework example (1) – Samoa Community Sector Plan

**End of Sector Plan Outcome 1: Improved Inclusive Governance at all levels and Community Development**

| Intermediate Outcomes | Indicators |
|---|---|
| 1.1 Improved governance and inclusiveness at the national level | • % of women, PWD, youth on village councils, Parliament, Judiciary, CEOs, other leadership roles<br>• % of national policies, legislation and programs which are inclusive of the rights of vulnerable populations |
| 1.2 Improved Community Development and Governance. | • % of districts with established development frameworks and institutions (Committees, Plans, Resources)<br>• % of Districts leading own development<br>• % of women, youth, PWD, vulnerable groups involved in community development |
| 1.3 Improved Community Resilience and Preparedness to Climate Change and Natural Disaster | • % of district with Disaster Risk Management Plans<br>• % of awareness programs on CR and country coverage |

Provides details of the Intermediate Outcomes and Indicators, and how they are aligned

# Activity A: Understanding your Policy/Plan

**Groups by country**

Using the Plan/Policy you brought, answer the following:

- Which agency leads on its development?

- What roles do other stakeholders play in its development?

- What structure does the Plan/Policy have – key sections?

**10 minutes**

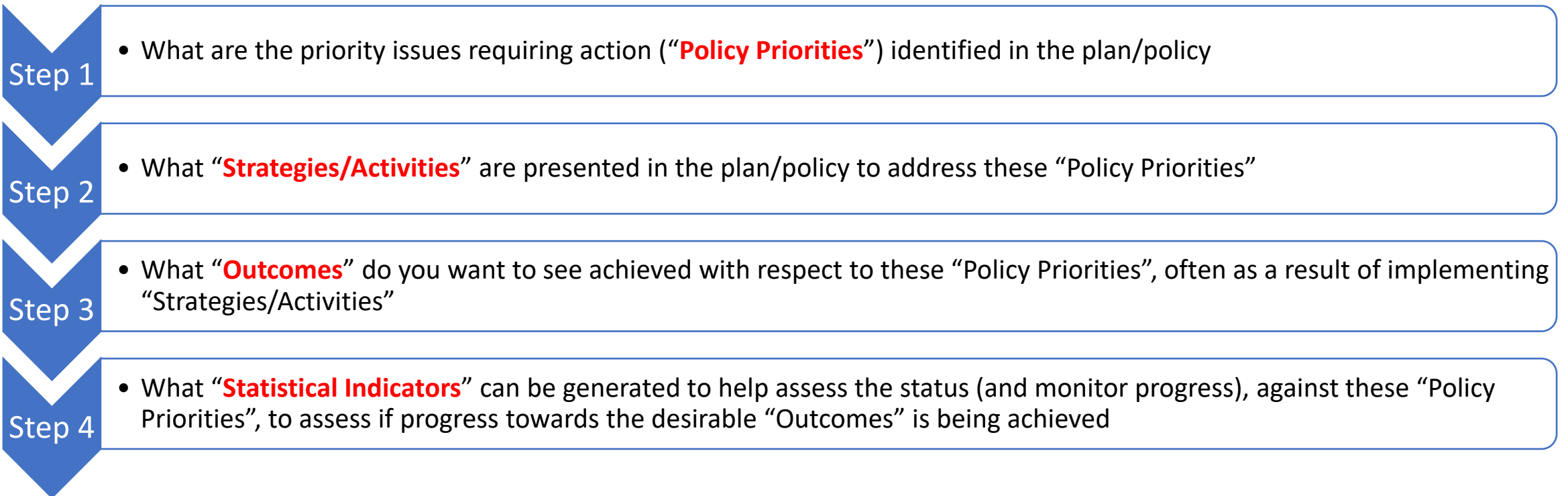# Policy Priorities → Indicators

Objectives

1) What are Policy Priorities and how do we identify them in a Policy/Plan

2) Alignment between Policy Priorities and Indicators

3) Different types of Indicator Frameworks

4) Touch on "Outcomes v Targets" & "Baseline Indicators"

# How do Statistical indicators fit in to the scheme of planning/policy making?

One way of looking at the role of indicators in a national plan/policy is that they measure the degree of progress being made against a desired outcome, when strategies or activities have been implemented to address an issue which requires action.  In other words, the indicators can be considered the last step of a 4-step process.

**Step 1**
- What are the priority issues requiring action ("**Policy Priorities**") identified in the plan/policy

**Step 2**
- What "**Strategies/Activities**" are presented in the plan/policy to address these "Policy Priorities"

**Step 3**
- What "**Outcomes**" do you want to see achieved with respect to these "Policy Priorities", often as a result of implementing "Strategies/Activities"

**Step 4**
- What "**Statistical Indicators**" can be generated to help assess the status (and monitor progress), against these "Policy Priorities", to assess if progress towards the desirable "Outcomes" is being achieved

# Understanding the concepts of each step in the process

> **"Policy Priorities" v "Strategies/Activities"**
>
> Planning and Policy documents often intermix the issues and strategies in their narrative, so there's not always a clear distinction between the two in the document text

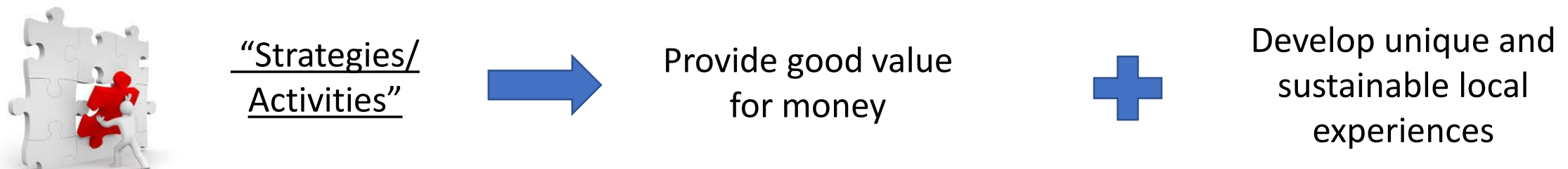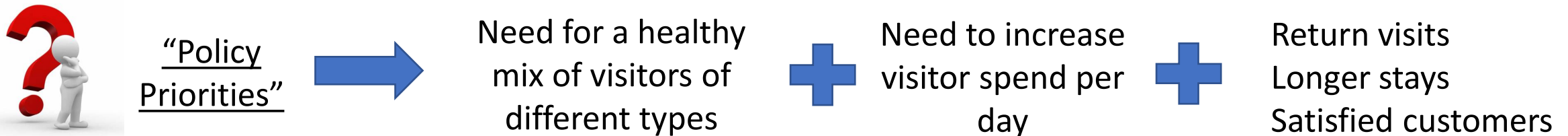 Policy Priorities: Are normally problems which need addressing

 Strategies/Activities: Are normally actions taken by government (or another body) to address these problems

# "Policy Priorities" v "Strategies/Activities":  Example 1

**Example of some text in a National Tourism Sector Plan**

An integral part of having a sustainable tourism industry is receiving a healthy mix of visitors of different types and increasing yield from all groups. If visitor spend can be increased per day then it is not as necessary to grow visitor numbers at a potentially unsustainable rate. The key to enhancing yield is to provide good value for money – and this is achieved through developing unique and sustainable local experiences. Other variables of significance include return visitation, length of stay, satisfaction and likelihood of recommendation.

"Policy Priorities" → Need for a healthy mix of visitors of different types ➕ Need to increase visitor spend per day ➕ Return visits Longer stays Satisfied customers

"Strategies/ Activities" → Provide good value for money ➕ Develop unique and sustainable local experiences

# "Policy Priority" v "Strategies/Activities":  Example 2

**Example of some text in a National Energy Sector Plan**

A centralized database for renewable energy projects needs to be developed to ensure information is readily made available and accessible across the sector.  One of the ongoing challenges faced by the sector is the accuracy and reliability of the available data.  Also, there are significant delays in data collection from relevant stakeholders.  Therefore, an integrated information system advocates the consistency of information and quality data and reports are produced on time.  This information is also useful in sector planning including accessing financial and technical assistance from potential development partners.

"Policy Priorities"  →  Information needs to be readily available and accessible across the sector  **+**  The accuracy and reliability of the available data is poor  **+**  Significant delays in data collection from relevant stakeholders

"Strategies/ Activities"  →  Development of a centralized database (integrated information system) for renewable energy projects
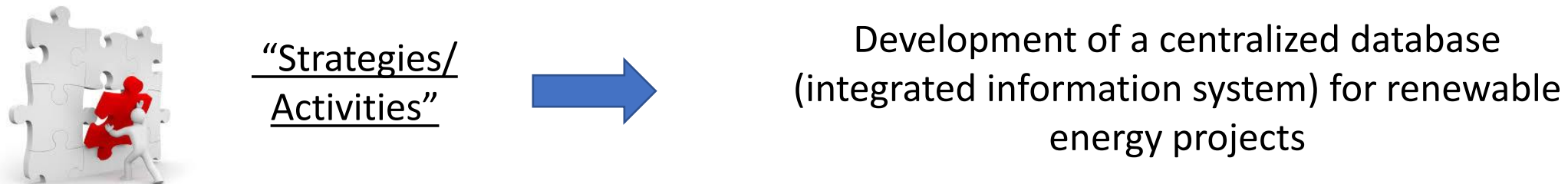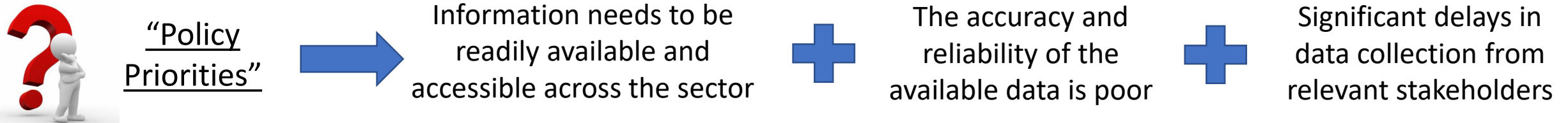
# Understanding the concepts of each step in the process

**"Outcomes" v "Statistical Indicators"**

Planning and Policy documents sometimes make the mistake of listing outcomes as indicators, but there is a clear distinction between these two concepts

Outcomes: Are a description of what you are trying to achieve (a target) and often uses terms like "increase", "improve", "reduce" etc. They may also include a measure of achievement, such as "reduce by 50%", and ideally should have a date of desired achievement

Statistical Indicators: Are simply the measurement/s suggested to determine if the outcome is being met or likely to be met

# "Outcomes" v "Statistical indicators":  Example 1

**Outcome → SDG Target 3.1**

- By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births

**Statistical Indicators – SDG Indicators 3.1.1 & 3.1.2**

- Maternal mortality ratio

- Proportion of births attended by skilled health personnel

# "Outcomes" v "Statistical indicators": Example 2
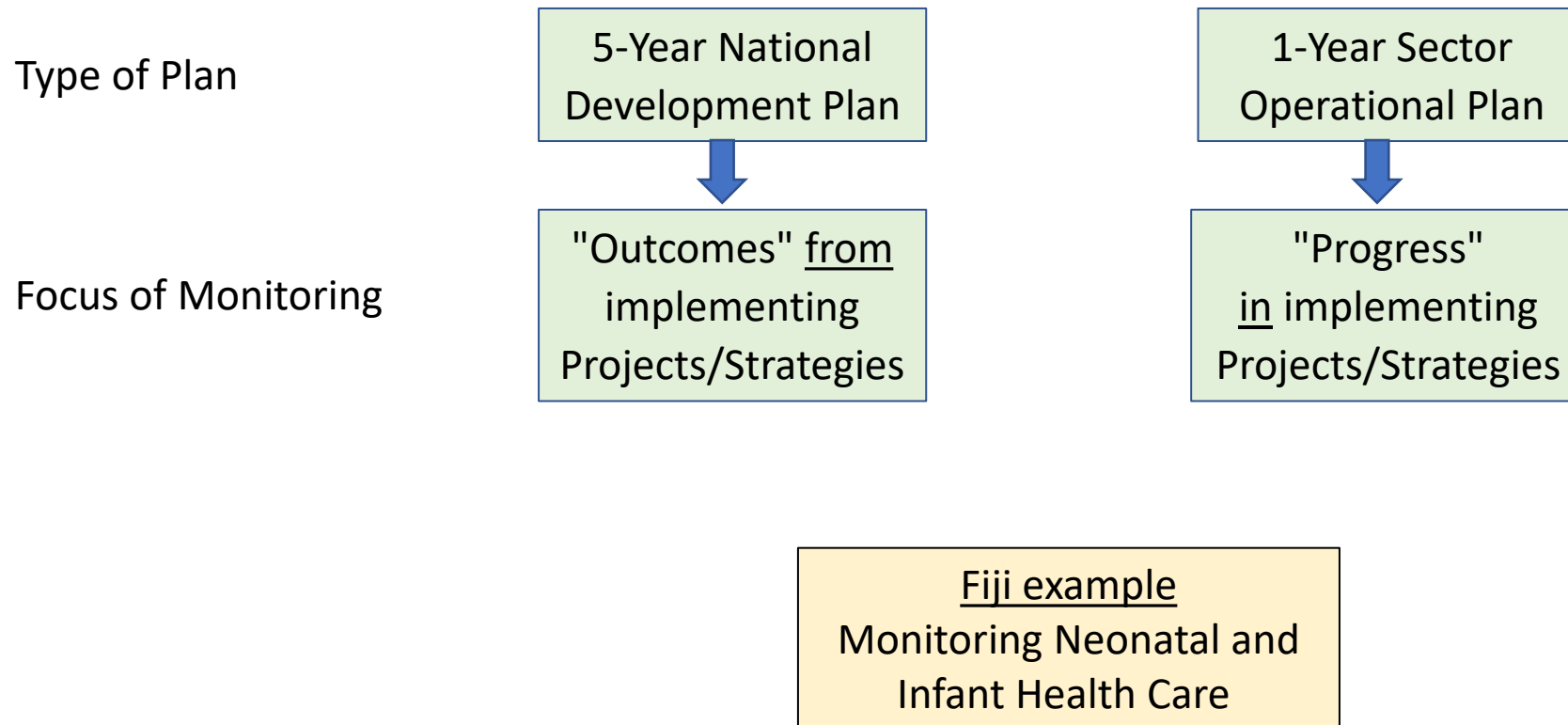
**Outcome → SDG Target 5.5**

- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life

**Statistical Indicators – SDG Indicators 5.5.1 & 5.5.2**

- Proportion of seats held by women in (a) national parliaments and (b) local governments

- Proportion of women in managerial positions

# Monitoring progress – different M&E Frameworks for different plans

Different Plans can, and should, monitor different aspects of development and progress

Type of Plan

5-Year National Development Plan

1-Year Sector Operational Plan

Focus of Monitoring

"Outcomes" from implementing Projects/Strategies

"Progress" in implementing Projects/Strategies

Fiji example
Monitoring Neonatal and Infant Health Care

# Monitoring progress – different M&E Frameworks for different plans – Fiji example

**Neonatal and Infant health-care related indicators**

**National Plan - 20 Years**
Perinatal mortality rate per 1,000 total births
Infant mortality rate per 1,000 live births

**National Plan - 5 Years**
Reduce neonatal mortality
Perinatal mortality rate per 1,000 total births
Prevalence of anaemia in pregnancy at booking
% of live birthswith low birth weight
Infant mortality rate per 1,000 live births

**Health Sector Plan - 5 Years**
% of pregnant women who receive ANC in their first trimester
% of pregnant women with at least 4 ANC visits at term
Average % adharance to Mother Safe Hospital Initiative standards in divisional hospitals
Average % adharance to Mother Safe Hospital Initiative standards in subdivisional hospitals
Average % adharance to Obstetric Emergency Protocols in the six hospitals with highest number of births
% of women attending 1 week postnatal clinic
% of women attending 6 weeks postnantal clinic
Infant mortality rate per 1,000 live births
Neonatal mortality rate per 1,000 live births
% of infant deaths that occur outside of facilities

**Health Sector Operational Plan - 1 Year**
% of scheduled training on neonatal resuscitation delivered
# of trainings conducted at sub divisional level
# of perinatal mortalily meetings held in the 3 divisional hospitals
# quarterly audits of perinatal deaths conducted
Clinical accountability framework established

Different types of Fiji Plans containing indicators relating to Neonatal and Infant Health Care

# "Targets v Outcomes" and the importance of "Baseline Indicators"

Targets v Outcomes

*Similar*

- Both describe what you want to see occur as a result of implementing actions and activities to address key issues

*Different*

- Outcomes tend to be more vague, and often use terms such as "decrease in …." or "improvement in …"
- Targets on the other hand generally specify the extent to which we hope to see results (and by when), and often use terms such as "increase by 20%, by 2030" or "halve by 2025"

Importance of Baseline Indicators

- A baseline indicator is the base figure at the start of the monitoring period for which comparisons are made throughout the duration of the plan
- When targets are adopted, it's important to have baseline indicators in place, to assist in setting an appropriate target.

# Example of Outcome v Target

## Logical framework example (3) - Philippines Gender Equality Plan

**Overall Strategic Outcome:** Reduced poverty among rural women as a result of increased access to land and capital, access to better jobs and agribusiness opportunities, increased participation in leadership and decision making in the Agriculture, Fishery and Forestry sector.

| Gender Issue Statement | Outcome/ Result Statement | Outcome/ Result | | | Strategy | Responsible Agency |
|---|---|---|---|---|---|---|
| | | Indicator | Baseline | Target | | |
| High poverty incidence among rural women | Reduced poverty among rural women | Poverty incidence among women, urban and rural, age, and ethnicity | *No available data* | Decrease by 6-7 % by 2025 | Accelerate access of rural women to economic resources including decent work opportunities and viable agribusiness opportunities<br><br>Accelerate access of rural women to education and training<br><br>Ensure that infrastructure projects in rural areas are gender-responsive<br><br>Develop and/or enhance the delivery of programs aimed at increasing access by rural women to social protection | DA<br>DAR<br>DENR |

Note: This is only one small part of the logframe for illustration

Source: The Philippines' *Gender Equality and Women Empowerment Plan*
https://pcw.gov.ph/gewe-plan/
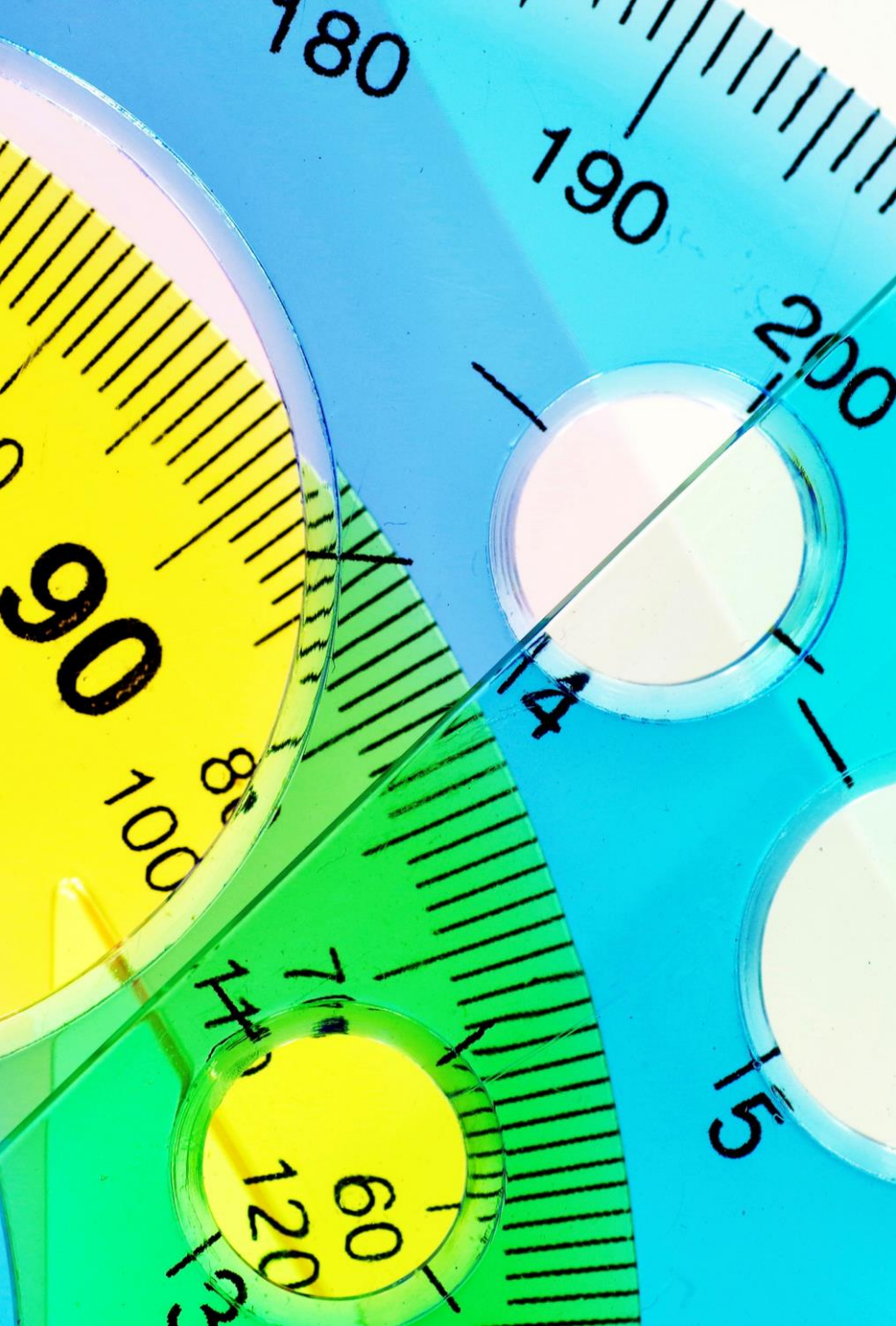
# Example of Baseline

## CHAPTER 6: ANNEX TABLES

**Table A6.1: Development Results Framework (DRF) of the 8th Five Year Plan**

| SL | Performance Indicators | Data Source (Institutions & Reports) | Lead Ministry/Division | Baseline (Year) | Target (2021) | Target (2022) | Target (2023) | Target (2024) | Target (2025) | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|
| | (i) | (ii) | (iii) | (iv) | (v) | (vi) | (vii) | (viii) | (ix) | (x) |
| **National Priority: Inclusive Economic Growth through Macroeconomic Stability (SDG-8)** | | | | | | | | | | |
| **Outcome Statement: Conducive macroeconomic environment to promote inclusive growth, supported by trade and private sector development** | | | | | | | | | | |
| *Real Sector* | | | | | | | | | | |
| 1 | Per Capita GDP Growth (%) | BBS, SID | FD | 3.85 (2020) | 6.06 | 6.46 | 6.78 | 7.13 | 7.33 | SDG 8.1.1 |
| 2 | Gross National Savings (as % of GDP) | BBS, SID | IRD, BB | 30.11 (2020) | 31.43 | 31.17 | 32.29 | 33.03 | 34.42 | |
| 3 | Gross Investment (as % of GDP) (a) Private Investment (as % of GDP) (b) Public Investment (as % of GDP) (c) Foreign Direct Investment (FDI) (as % of GDP) | BBS, SID | MoI, BIDA, FD, BB | 31.75 (a) 23.63 (b) 8.12 (c) 0.54 BBS (2019) | 32.56 (a) 24.41 (b) 8.15 (c) 0.83 | 32.73 (a) 24.53 (b) 8.20 (c) 1.35 | 34.00 (a) 25.32 (b) 8.68 (c) 1.90 | 34.94 (a) 26.08 (b) 8.86 (c) 2.50 | 36.59 (a) 27.35 (b) 9.24 (c) 3.00 | |
| 4 | Gross National Income Per Capita (In USD) | BBS, SID | | 2064 (BBS 2020) | 2170 | 2345 | 2555 | 2790 | 3059 | |
| *Fiscal Sector* | | | | | | | | | | |
| 5 | Total Revenue (as % of GDP) (a) Tax Revenue (as % of GDP) | NBR, BB | NBR, IRD | 9.4 (a) 7.89 (FD 2020) | 10.18 (a) 9.02 | 11.10 (a) 9.80 | 12.00 (a) 10.60 | 12.86 (a) 11.26 | 14.06 (a) 12.26 | |
| 6 | Government Expenditure (as % of GDP) | BB, FD | BB, FD | 14.86 (2020) | 17.06 | 16.91 | 17.57 | 17.90 | 19.10 | |
| 7 | Government Budget Deficit (including grants) (as % of GDP) | BB, FD | FD | 5.39 (2020) | 6.80 | 5.75 | 5.52 | 5.00 | 5.00 | |
| *External Sector* | | | | | | | | | | |
| 8 | Export (as % of GDP) | Import (as % of GDP) | BBS, SID | 12.25 (2020) | 12.83 | 12.83 | 12.79 | 12.73 | 12.64 | |
| 9 | | | MoC | 18.31 (2020) | 18.79 | 18.77 | 18.74 | 18.73 | 18.74 | |
| 10 | Remittance (as % of GDP) | BB | BB, MoEWOE | 5.46 (2020) | 5.51 | 5.36 | 5.20 | 5.02 | 4.84 | |

Baselines
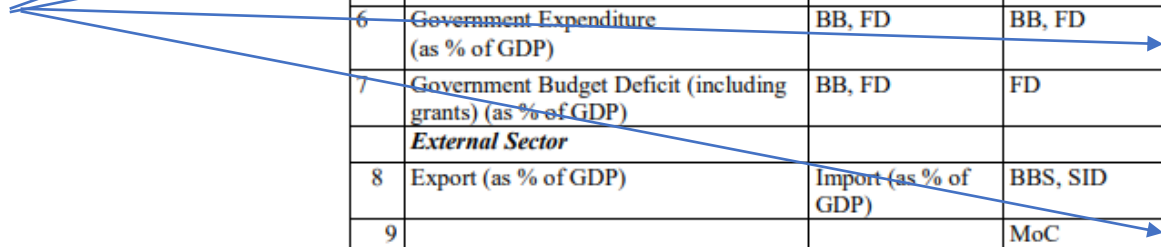
# Activity B: Identifying policy priorities and indicators

**Groups by country**

Using the Plan/Policy you brought, based on one section/chapter:

- Identify 2-3 Policy Priorities

- Are there suitable indicators in the document to monitor their progress?

- Provide examples of indicators which could be used

**15 minutes**

# National experiences:
# Developing and using indicator frameworks

**Brunei Darussalam**

**Palau**

**Thailand**



**Timor-Leste**

**Viet Nam**

# Session 2

**Experience of the Republic of Korea in policy monitoring and indicator development**

# Session 3

Developing sound indicators for inclusive policies

# What is a Statistical Indicator?

# What is a Statistical Indicator?

*A measure which provides meaningful evidence*

# What is a Statistical Indicator?

*A measure which provides meaningful evidence to help monitor progress against key national issues for which desired outcomes are sought*

# Performance indicators: **Results chain**



Input → Activity (Process) → Output → Outcome → Impact

**Implementation/Resources** | **Results**
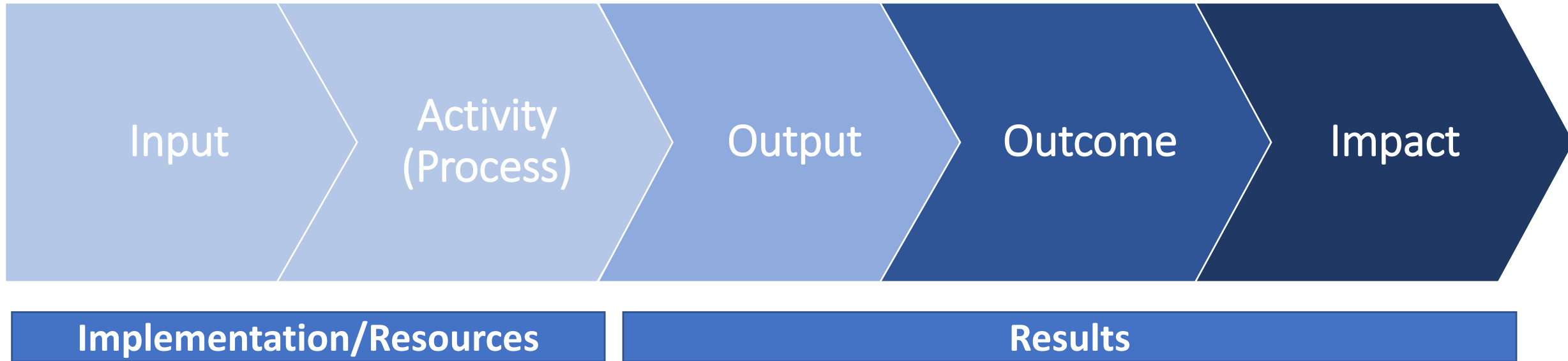
# Performance indicators: *Input and activity (Process)*



| Implementation/Resources | | Output | Outcome | Impact |
|---|---|---|---|---|
| Input | Activity (Process) | | | |

- Funding for education in USD

- Number of trainings conducted for teachers
- National education strategy finalized

# Performance indicators: *Output*



| Input | Activity (Process) | Output | Outcome | Impact |

- Funding for education in USD

- Number of trainings conducted for teachers
- National education strategy finalized

More schools and qualified teachers:
- Number of new schools and teachers trained

# Performance indicators: *Outcome*



| Input | Activity (Process) | Output | Outcome | Impact |
|-------|-------------------|--------|---------|--------|
| • Funding for education in USD | • Number of trainings conducted for teachers<br>• National education strategy finalized | More schools and qualified teachers:<br>• Number of new schools and teachers trained | More children attending school:<br>• Number of girls and boys enrolled/ completing school | |

# Performance indicators: *Impact*

| Input | Activity (Process) | Output | Outcome | Impact |
|---|---|---|---|---|
| • Funding for education in USD | • Number of trainings conducted for teachers<br>• National education strategy finalized | More schools and qualified teachers:<br>• Number of new schools and teachers trained | More children attending school:<br>• Number of girls and boys enrolled/ completing school | Increased literacy:<br>• Literacy rate by sex |

**The issue:** There is a concerning increase in the number of deaths and injuries from road traffic accidents

| IMPACT | OUTCOME | OUTPUT | ACTIVITY | INPUT |
|--------|---------|--------|----------|-------|

| | |
|---|---|
| 1- Death rate due to road traffic injuries | IMPACT |
| 2- Number of road traffic accidents | OUTCOME |
| 3- Number of penalties imposed for traffic violations | OUTPUT |
| 4- Number of road traffic safety regulations drafted | ACTIVITY |
| 5- Annual funding allocated to improve road safety | INPUT |

# SMURD

# What makes a sound indicator?

_5 Questions to ask yourself when assessing an indicator_

1. Is indicator **S**pecific enough to make it clear as to what is being measured?

2. Is the indicator **M**easurable given what data is likely to be available?

3. Have the **U**nits of measurement been clearly spelt out?

4. Is the indicator significantly **R**elevant to the issue it is meant monitor?

5. Have the levels of **D**isaggregation been carefully defined?

*Q1) Is indicator Specific enough to make it clear as to what is being measured?*

**Policy priority**
In the health sector, an important development issue is the public having access to health products and services

**Proposed Indicator**
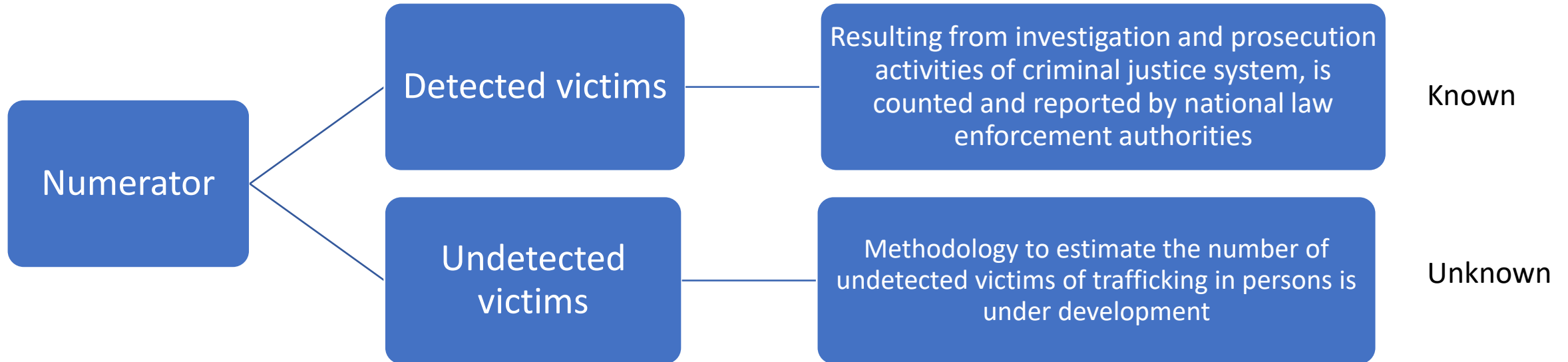Access to health products and services

What <u>specifically</u> is meant by the term "access"?

Potential options include

→ Access from a financial perspective (is it affordable)

→ Access with respect to distance needed to travel

→ Access as in is the service or products available across the country

# Q2) Is the indicator <u>M</u>easurable given what data is likely to be available?

16.2.2 Number of victims of human trafficking per 100,000 population, by sex, age and form of exploitation

Numerator

Detected victims — Resulting from investigation and prosecution activities of criminal justice system, is counted and reported by national law enforcement authorities — Known

Undetected victims — Methodology to estimate the number of undetected victims of trafficking in persons is under development — Unknown

# Q3) Have the **U**nits of measurement been clearly spelt out?

| Population using safely managed drinking water services | | |
|---|---|---|
| **Area** | **Urban** | **Rural** |
| Total Households | 92,312 | 421,365 |
| Number of households using safely managed drinking water | 87,241 | 114,839 |

| If raw numbers used to report | If proportions used to report |
|---|---|
| "Number of urban households" using safe water = 87,241<br>"Number of rural households" using safe water = 114,839 | "Proportion of urban households" using safe water = 94.5%<br>"Proportion of rural households" using safe water = 27.3% |

Note:  relative measures (such as proportion, rate, ratio) are more appropriate units in most of the cases

<u>Policy priority</u>

In the Education Sector a common problem needing to be addressed in some countries is truancy (ie, school aged children skipping school without permission)

<u>Proposed Indicator</u>
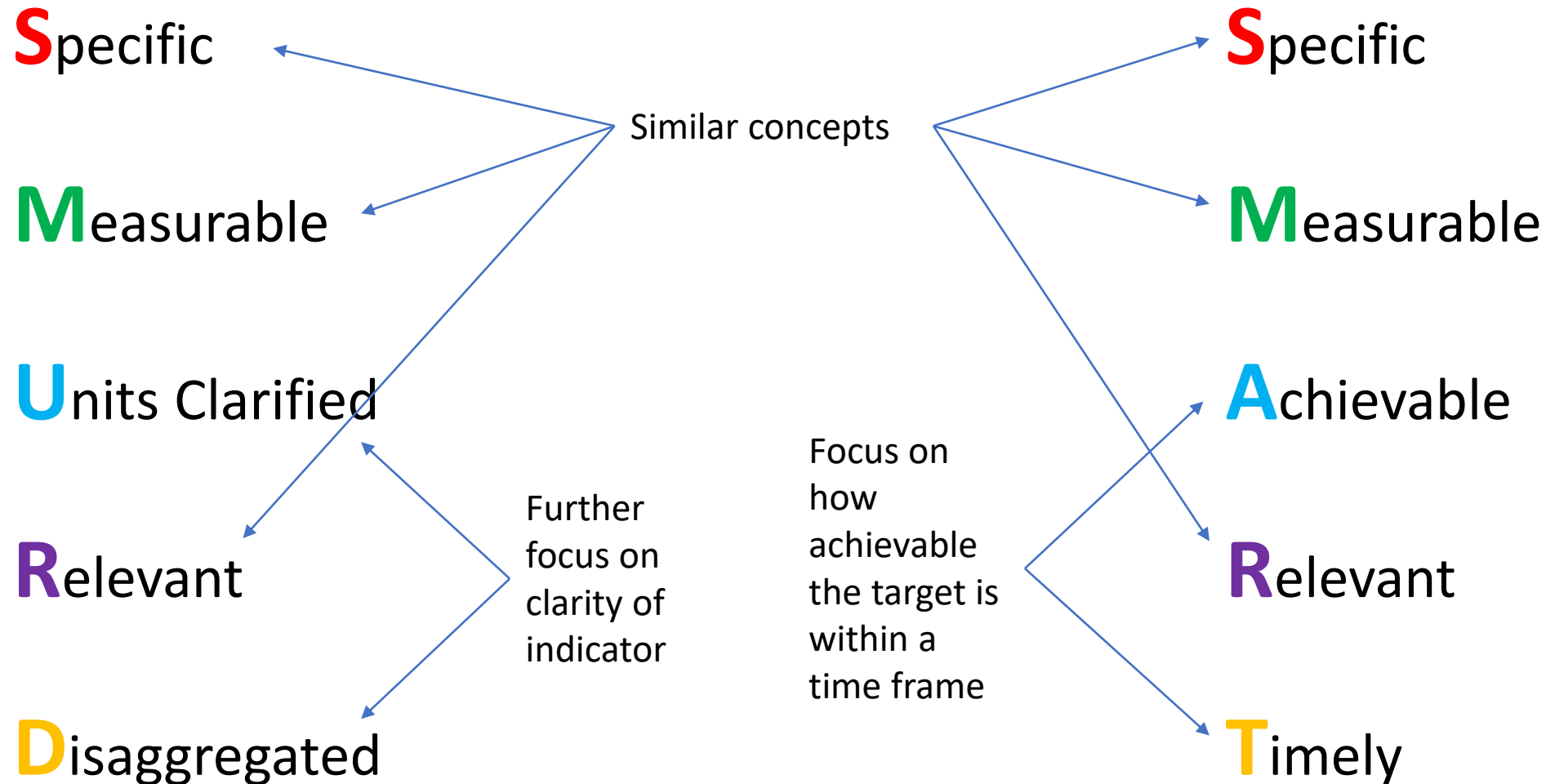
School enrolment rates by age, sex

Whilst this is a useful indicator, how relevant is it?

The indicator needs to be more focused on the truancy issue $\longrightarrow$ Proportion of school aged children who were enrolled in school yet reported missing a day of school for no reason last week

# Group Activity C

Task: Propose improvements to indicators (20 min)

For a few indicators in your plan, which SMURD criteria are fulfilled or not?

How can the indicator be improved?

Plenary: discussion of findings (5 min per group)

# Session 4

Policy and data integration:
Every Policy is Connected (EPiC)

# This is how we do it

For any given policy document…



**Identify _key issues_ that need action & _target beneficiaries_**

## Main outputs from EPiC:

1. **Clarify** all priority issues that policy should be addressing *(existing and new)* and policy outcomes

2. **Identify** target groups *(existing and new)*

3. **Develop** a comprehensive indicator framework for the policy document (*build common understanding of current data needs*)
   a. Integrating global and regional indicator frameworks
   b. Identifying data disaggregation requirements

# Introduction to EPiC Tool

# What is EPiC?

- *A <u>framework</u> for policy and data integration. For a given policy, it provides step-by-step guide to ….*
  - *Develop a new indicator framework; or*
  - *Align indicators with policy priorities (outcomes); or*
  - *Develop a new results framework and its indicators*

## It includes:

On-line application

Training

Technical Assistance

Welcome Back

LOGIN WITH EMAIL

EMAIL ADDRESS

Email address

PASSWORD

Password

Keep me logged in          Forgot Password?

Login

Don't have an account? Register here

EPIC (Every Policy is Connected) is a tool that facilitates policy-data dialogue aiming to identify policy priorities as well as data needs. The tool integrates the four dimensions of development (Economic, Environmental, Institutional and Social) in every policy plan and develops a comprehensive indicator framework for policy monitoring. Learn more about EPIC
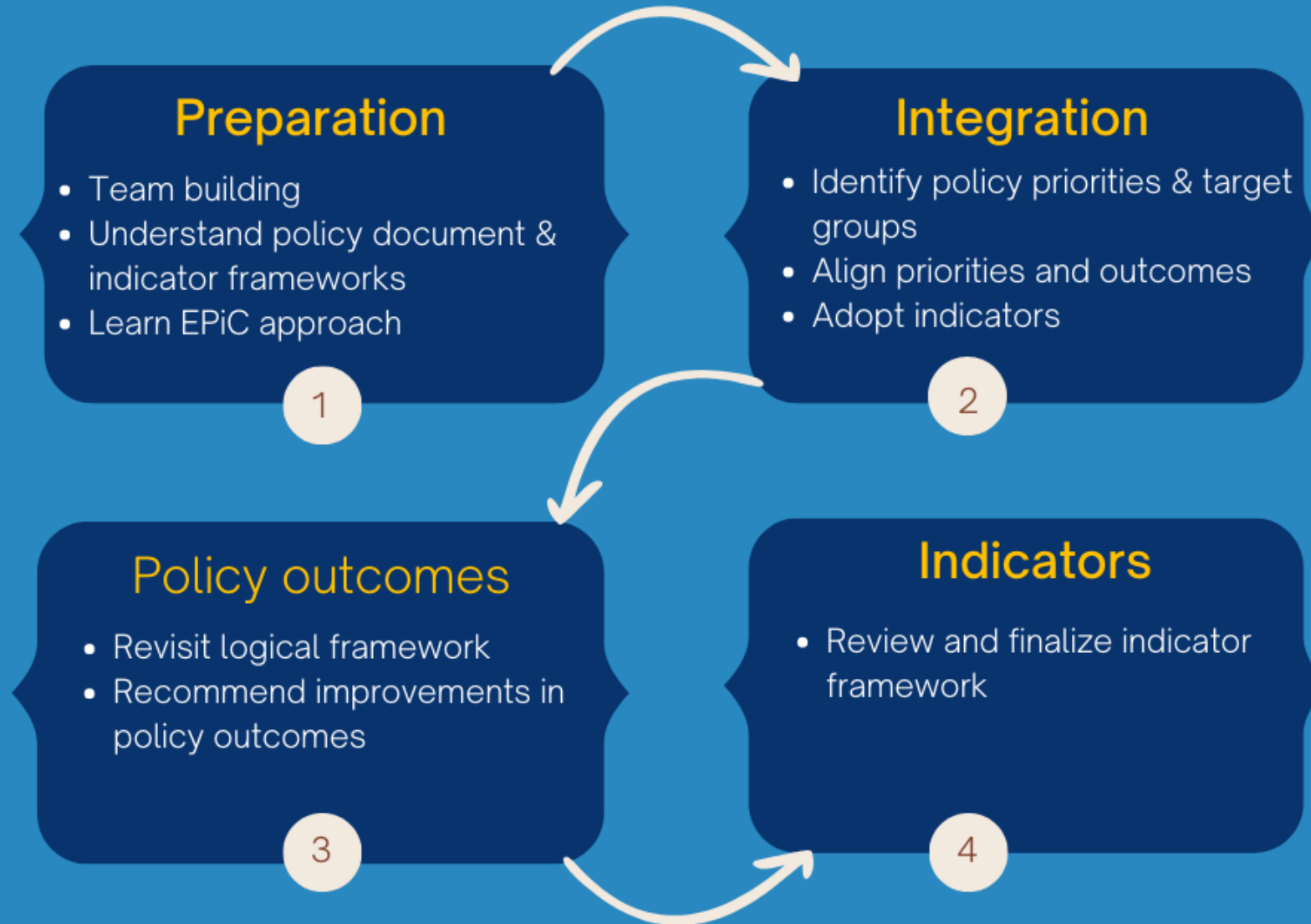
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then click add relevant indicators.

# Issues for action

Users of EPiC analyze policy documents and identify **_<u>"Issues that policy is trying to address through specific actions"</u>_**.

These are called <span style="color:red">Issues for Action</span> and showed by **<span style="color:red">IA</span>**.

# Examples of Issues for action (IA)

> unemployment is higher among youth

> disabled children are not able to attend school

> schools do not have access to internet

> industrial wastewater pollutes the river

> farmers are not able to absorb new technology

# Where to find Issues for Action (IA)?

1. background & narrative sections of policy document

2. logframe (or *table of results/outcomes/outputs/activities*)

Users of EPIC need to navigate through both parts and find IAs

# Issue for action: Practice

## Primary and Secondary Education

Many schools do not achieve the minimum standards relating to the quality of learning in the classroom. There are many factors at work. Teacher quality is the major one, but factors such as the learning environment, the effectiveness of the curriculum, the assessment policy, language policy, and the demand-side factors of parents' attitudes to school, community support etc. all play their part in constraining or facilitating good teaching and learning. Many teachers in primary schools have not had adequate training and on-going professional support.

## Goals and outcomes

| Goal | Outcome |
|------|---------|
| **Goal 1** <br> Enhanced quality of education at primary and secondary Levels | 1.1 Improved learning outcomes at all levels at primary and secondary Levels |
| | 1.2 More students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments |

# Issue for action exercise: key

**Primary and Secondary Education**

Many schools do not achieve the minimum standards relating to the ==quality of learning in the classroom.== There are many factors at work. ==Teacher quality== is the major one, but factors such as the ==learning environment==, the ==effectiveness of the curriculum==, the ==assessment policy==, ==language policy==, and the demand-side factors of ==parents' attitudes to school==, ==community support== etc. all play their part in constraining or facilitating good teaching and learning. Many teachers in primary schools have not had ==adequate training== and ==on-going professional support==.

**Goals and outcomes**

| Goal | Outcome |
|---|---|
| **Goal 1** <br> Enhanced ==quality of education== at primary and secondary Levels | 1.1 Improved ==learning outcomes== at all levels at primary and secondary Levels |
| | 1.2 More students, including those with special needs, have access to quality educational opportunities in ==safe==, ==climate-resistant learning environments== |

# Target Groups

For every Issue for Action,

1- Who are the beneficiaries?
(reference population/area/group)

2- Who are the most vulnerable/disadvantaged? (target population/area/group)

# Example

Issue for Action:
*teaching environments are not completely safe*

What is reference population?

What are possible target groups?

*Areas*: schools in rural areas, schools in disaster prone areas,
*People*: children with learning difficulties, girls and boys differently

# Why are target groups important?

1- Improve policy *inclusiveness*:

> *The most disadvantaged groups and their issues will be prioritized by the policy document.*

2- Clearly specifies demand for *disaggregated statistics*.

# Identify target groups: Practice

**Primary and Secondary Education**

Many schools do not achieve the minimum standards relating to the quality of learning in the classroom. There are many factors at work. Teacher quality is the major one, but factors such as the learning environment, the effectiveness of the curriculum, the assessment policy, language policy, and the demand-side factors of parents' attitudes to school, community support etc. all play their part in constraining or facilitating good teaching and learning. Many teachers in primary schools have not had adequate training and on-going professional support.

**Goals and outcomes**

| Goal | Outcome |
| --- | --- |
| **Goal 1** Enhanced quality of education at primary and secondary Levels | 1.1 Improved learning outcomes at all levels at primary and secondary Levels |
| | 1.2 More students, including those with special needs, have access to quality educational opportunities in safe, climate-resistant learning environments |

# Core Concepts (CCs)

➢ 29 concepts, extracted from international development principles

➢ Cut across all four dimensions of development: *Social, economic, environmental & institutional.*

➢ Each core concept is accompanied by key questions that help EPIC user to understand it.

➢ Examples: Access, efficiency, participation,  people-nature harmony, quality, investment …..)

## Their Role:

➢ Assure all four dimensions of development are covered by the policy


➢ Understand what issues are not covered by the policy

# Core Concepts (CCs): Examples

| No. | Core Concepts | Key Questions |
|-----|---------------|---------------|
| 1 | Access | What are physical, economic, and information requirements for full access to services by all policy target groups? *(e g. accessible transportation; physical structure of the facilities; affordability and understandable information in appropriate format)* <br><br> What are mechanisms that ensure all beneficiaries of the policy implementation have equal access to services and entitlements *(including to justice system)*? |
| 2 | Accountable and transparent management | To whom, and for what, service providers are accountable? And what is the mechanism for beneficiaries to provide feedback and receive responses? |

# How do we use CCs in EPiC?

➢ Each IA is mapped on one or more CCs.

➢ For instance, "*lack of quality of teachers*" is an IA

➢ Pick two most relevant CCs mapped on this IA

**Sustainable Investment**       **Access**       **Innovation**

**Quality**       **Efficiency**       **Human resources**

# How do we use CCs in EPiC?

## Human resources

Relates to minimum skills set and education requirement for human resources delivering education services to students

## Quality

Relates the quality of teaching that teachers provide, regardless of their credentials

# Why are Core Concepts important?

➤ Mapping on Core Concepts ensures capturing all relevant dimensions of the Issue.

➤ Propose one indicator which captures both CCs mapped in *"lack of quality of teachers".*

➤ Example of indicators:

- Human resources: *proportion of teachers in each level completed organized training*

- Quality: *proportion of students with basic mathematics proficiency at the end of each level*

# Why are Core Concepts important?

➢ Target groups are not always specified in the policy documents. EPIC enables us to identify target groups under each dimension (each pair of IA and CC).

➢ Identify target groups for both CCs mapped on *"teaching environments are not completely safe"*

Infrastructure    &    Protection from harm

**Possible target groups:**

- Infrastructure: *schools in rural areas, schools in disaster prone areas*

- Protection from harm: *children with learning difficulties, LGTBI youth, girls and boys separately*

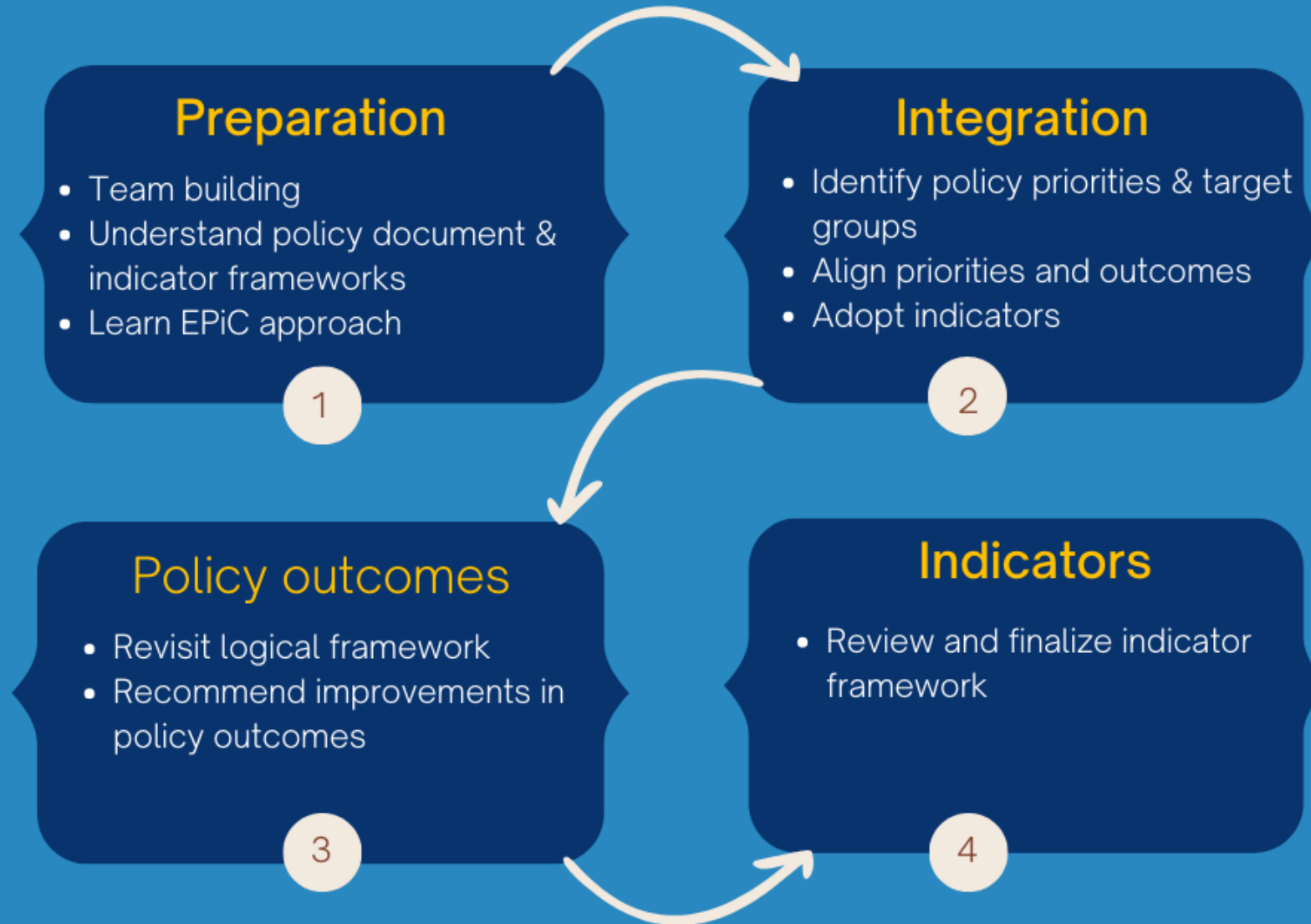# National experiences: Implementing EPiC in policy sectors

**Bangladesh**

**Mongolia**

# EPiC implementation in practice

Role of ESCAP and countries

# 4 phases in implementing EPiC

**Preparation**
- Team building
- Understand policy document & indicator frameworks
- Learn EPiC approach

1

**Integration**
- Identify policy priorities & target groups
- Align priorities and outcomes
- Adopt indicators

2

**Policy outcomes**
- Revisit logical framework
- Recommend improvements in policy outcomes

3

**Indicators**
- Review and finalize indicator framework

4

# Who does what?

| | Country | ESCAP |
|---|---|---|
| **1. Analyze policy priorities** | Lead | Support & Review |
| **2. Identify populations of interest** | Review | Lead |
| **4. Map indicators** | Review | Lead |
| **5. Finalize indicators** | Finalize | Propose |
| **6. Review disaggregation** | Finalize | Propose |

# Session 5

EPiC Lab: Developing an indicator framework

EPiC: A high-level overview of using the platform

How to use EPiC: Phase 1 - The preparatory phase

In step 3, you are required to revisit the core concepts

How to use EPiC: Phase 2 - The integration phase

How to use EPiC: Phase 3 - Have the key issues in your policy been addressed?

How to use EPiC: Phase 4 - Finalising the indicator framework

# Session 6

Way forward

# Reflecting in Groups

| | | |
|---|---|---|
| Bangladesh Brunei Darussalam | Fiji Kyrgyzstan | Maldives Mongolia |
| Palau Philippines | Sri Lanka Thailand | Timor-Leste Viet Nan |

What could the impact of EPiC be on national planning implementation? (15 Min)
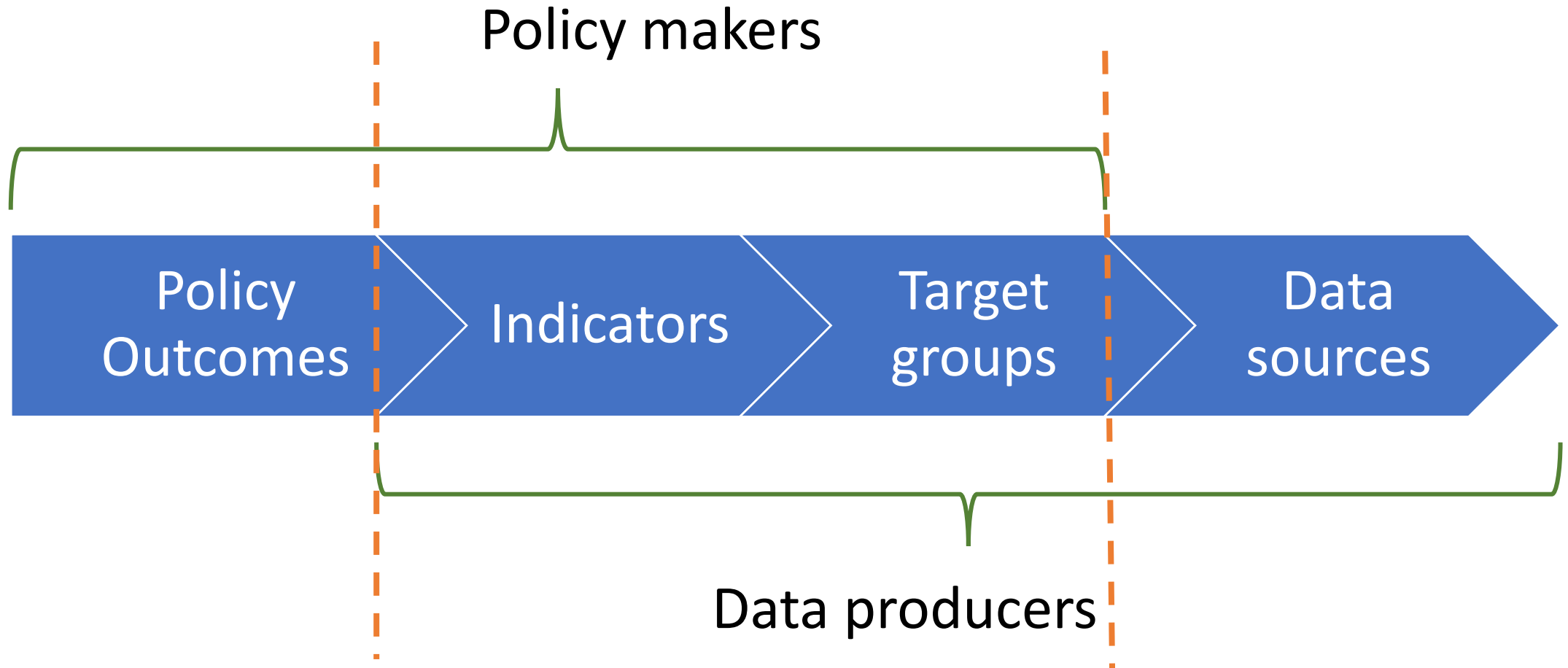
Terms you CAN'T use

Policy
Data/statistics/statistician
Integration
Inclusive
Indicator
Evidence

Leave-no-one-behind
Monitoring
Target group(s)
Issue(s)
Progress
Plan(ers)

You can be 100% honest!

What is the likelihood of adopting EPiC in your country over the next 12 months?

# Develop a Plan of Action to implement M&E framework

| Goal: what do you want to achieve over the next five years? | | | |
|---|---|---|---|
| **Action** | **Lead agency** | **Partners** | **Timeframe** |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |