



Implementation of monitoring systems – practical experiences

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RAMBOLL

AGENDA

- Why invest in performance management and monitoring systems?
- Before the system is in place
 - How do you get buy in
- When you implement
 - Use of Theories of Change
 - Selection of indicators

THE PERSPECTIVE

- Focus on implementation of monitoring systems – do's and don'ts
- Methods and technical issues will be addressed, but in connection with processes and experiences
- Experiences from:
 - Public sector at national and local level
 - NGO's

Why focus on performance management and monitoring systems?

- If you don't know your results you can't differentiate between success and failure
- If you can't identify success you can't show appreciation
- If you can't identify success you can't learn from it
- If you can't identify failure you can't make adjustments

BEFORE THE SYSTEM IS IN PLACE

- Important to state the purpose of the system:
 - Top down or bottom up?
 - Control or learning?
 - Information to policymakers or stakeholders/front line staff?
- How do you move from a top down to a bottom up approach?
 - Clear communication: Genuine top down or room for bottom up?
 - Getting the buy in:
 - Involvement of professionals:
 - Explication of tacit knowledge – every day indicators of success
 - Which information would be useful for front line staff

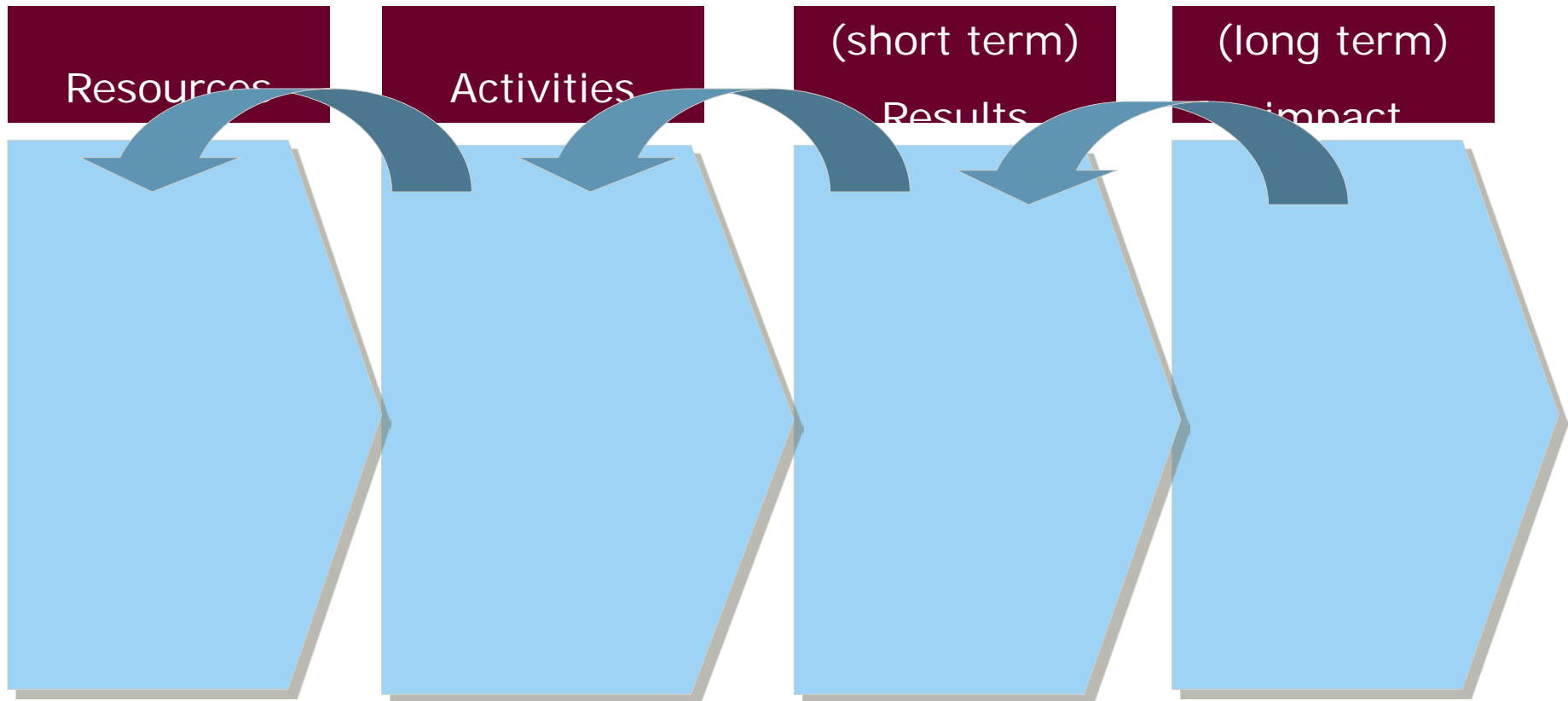
WHEN YOU IMPLEMENT

- Working with Theories of Change
- Selection of indicators

WORKING WITH THEORIES OF CHANGE

- We are explaining ourselves and our surroundings why we are in business
- We are being explicit about our efforts and how they are linked to strategic goals
- We are developing relevant indicators that reflect different information needs of politicians, management and front line staff
- We are involving stakeholders and front line staff

THEORY OF CHANGE – THE MODEL



THE PAY OFF

- Clarification of target group: Are initiatives targeted at combating segregation targeted at both majority and minority?
- Clarification of relation between activities and goals: How do we expect conflict mediation to help youth with minority background to finish primary school?
- Building the bridge between accountability and learning:
 - Indicators can inform policy makers
 - But at the same time give front line staff the tools to inform professional reflection and learning

INDICATORS – A COUPLE OF PITFALLS

- The substantial pitfall: Integration is reduced to self-sufficiency or grades
- The political pitfall: The number of indicators rise in order to increase the (mathematical) chance of success
- The complexity pitfall: The numbers of indicators rise in order to meet the complexity of integration
- The methodological pitfall: You choose the "right" indicators without assessment of resources or time constraints

THE SUBSTANTIAL PITFALL ADRESSED

- Focus on "hard" indicators are important but is fruitfully complimented by "softer" indicators
- An example: You can monitor both self sufficiency and sense of belonging
- Survey data can supplement registers

THE POLITICAL PITFALL ADRESSED

- Monitoring systems should not be about blurring results but about informing policy decisions. Bad news is useful information!
- You should have the courage to make priorities – aren't some indicators more useful than others?
- Wouldn't you have the overview of the field of integration if you choose five essential indicators:
 - Employment rate (self sufficiency)
 - Sense of belonging
 - Level of participation in national elections
 - Level of performance in primary school
 - Level of segregation

Then you also
address the
complexity pitfall

Keep it simple at
policy-level, details
at implementation
level

THE METHODOLOGICAL PITFALL ADRESSED

- It is possible to monitor with imperfect indicators
- Should you stop monitoring the gap in grades between majority and minority children if you don't have the optimal statistical model?
- No, but you should be careful when you set your targets
 - Instead of removing the gap you could aim at lowering it

ANOTHER ANSWER TO THE FALLACIES : GAP-INDICATORS

- Targets the core of integration – the relationship between majority and minority
- Gap-indicators measures the difference between majority and minority in a given subfield
- It has embedded a two way relation (minorities can catch up with majority or the other way around)

AN EXAMPLE OF A GAP-INDICATOR

- The Goal: Immigrants should use municipal cultural services in the same degree as the rest of the population
- Gap-indicator: The gap between share of pupils with ethnic majority background in the 7th grade that holds membership of a sports club and the share of pupils in the 7th grade with minority background