The Engage Programme
Outcomes Based Accountability
Part 1

• Introduction
• Population Accountability
Why bother measuring outcomes?

https://www.youtube.com/watch?v=9NV9tJj9kgk
Today’s aims

• To introduce participants to OBA, its concepts and principles
• To outline the homework that will inform Part 2 of this workshop (next week)
What is OBA?

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OBA IN NORTHERN IRELAND

Colin Early Intervention Community

Office of the First Minister and Deputy First Minister
www.ofmdfmni.gov.uk

DELIVERING SOCIAL CHANGE

Social Investment Fund

Children & Young People's Strategic Partnership

Belfast City Council

The Resurgam Trust
Connecting Individuals Transforming Communities

HSC Public Health Agency

HSC South Eastern Health and Social Care Trust

Early Intervention Transformation Programme
SIMPLE
COMMON SENSE
PLAIN LANGUAGE
MINIMUM PAPER
USEFUL
Outcomes-Based Accountability is made up of two parts:

**Population Accountability**

about the well-being of

WHOLE POPULATIONS

For neighbourhoods – districts – Regions - Counties

**Performance Accountability**

about the well-being of

CLIENT POPULATIONS

For Projects – Agencies – Service providers
THE LANGUAGE TRAP
Too many terms. Too few definitions. Too little discipline

- Benchmark
- Result
- Outcome
- Goal
- Objective
- Target
- Measure
- Indicator
- Modifiers
  - Measurable
  - Urgent
  - Priority
  - Targeted
  - Incremental
  - Systemic
  - Core
  - Qualitative
  - Programmatic
  - Performance
  - Strategic

Priority strategic outcomes?!
Measurable systemic indicators?!
DEFINITIONS

OUTCOMES

Conditions of well-being for children, adults, families or communities.

e.g: All children in Northern Ireland are:

• Healthy
• Enjoying learning and achieving
• Living in safety and stability
• Experiencing economic and environmental wellbeing
• Living in a society which respects their rights

Positive, jargon-free statements of well-being in plain language that people can understand
DEFINITIONS

INDICATORS

Measures which help quantify the achievement of an outcome.

- % of mothers breastfeeding (being healthy)
- GCSE attainment levels (Enjoying learning and achieving)
- No of anti-social behaviour incidents (Safety and stability)
- No of children in income support households (Economic and Environmental Wellbeing)

How would we recognise these outcomes in measureable terms if we fell over them?
DEFINITIONS

PERFORMANCE MEASURES

A measure to evaluate how well a programme, agency or service system is working

Three questions

• How much did we do? (quantity)
• How well did we do it? (quality)
• Is anyone better off as a result? (quantity and quality of effect or service user outcomes)

Performance measures tell us how well service providers are working as opposed to the impact on whole populations
From ends to means... From talk to action

OUTCOMES
“ A condition of well-being for children, adults, families or communities”

INDICATORS
“A measure which helps quantify the achievement of an outcome”

PERFORMANCE MEASURES
“A measure of how well a programme, agency or service is working.”
OUTCOME:
All children and young people are enjoying learning and achieving

INDICATOR:
% young people with good attainment

END

CONTRIBUTORY RELATIONSHIP

PERFORMANCE MEASURE
% improved school attendance

MEANS

The project

All children and young people in Northern Ireland
WHOLE POPULATION
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator</th>
<th>Perf. Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Safe Community</td>
<td>2. Crime Rate</td>
</tr>
<tr>
<td>3.</td>
<td>Average Police response time</td>
<td>4. A world class workforce</td>
</tr>
<tr>
<td>5.</td>
<td>Adult literacy rate</td>
<td>6. People have living wage jobs and income</td>
</tr>
<tr>
<td>7.</td>
<td>% of people achieving 5 A*-C grades at GCSE</td>
<td>8. Social care users treated with dignity and respect</td>
</tr>
</tbody>
</table>

Outcome, Indicator or Performance Measure?
Leaking Roof
(Outcomes thinking in everyday life)

Experience

Measure

Story behind the baseline (causes)

Partners

What Works

Action Plan #2

Inches of Water

BASELINE

Not OK

Fixed

Turning the Curve
The 7 Population Accountability Questions

1. What are the quality of life conditions we want for the children, adults and families who live in our community? — Outcomes
2. What would these conditions look like if we could see them? — Experience
3. How can we measure these conditions? — Indicators
4. How are we doing on the most important of these measures? — Story behind the baseline
5. Who are the partners that have a role to play in doing better?
6. What works to do better, including no-cost and low-cost ideas?
7. What do we propose to do? — Action Plan
All children and young people in NI

“Are enjoying learning and achieving”

What would this outcome look like if we could see it, hear it, feel it?

For example...
1. Key Stage 2 attainment
2. Post-primary school attendance
3. GCSE attainment
4. School leavers in higher education etc.

The Curve to Turn
Where we’re going if nothing changes

• The causes, the forces at work
• What’s driving the baseline

• Public, Private and Voluntary Sector
• Community groups
• Residents

• What would it take to turn the curve?
• Best practice
• Best hunches

• What do we propose to do, how and by when
Outcomes Based Accountability

Turning the Curve Exercise
A process to get from Talk to Action
Sample Outcome and Indicator Data
Outcome – All children are enjoying learning & achieving
Indicator: <85% attendance in post-primary schools

% of enrolments

Source: Department of Education
Outcome – All children are enjoying learning & achieving
Indicator: % of care leavers aged 16-18 with no qualifications

% of care leavers aged 16-18

Source: DHSSPSNI
Outcome – All children live in safety & stability
Indicator: No. of children on the Child Protection Register – Rate per 10,000 population

Source: DHSSPSNI
Outcome – All children are living in safety & stability
Indicator: Number of Looked After Children per 10,000 of the under 18 population

Source: DHSSPSNI
Turning the curve exercise

1. The POPULATION is ‘All children and young people in Northern Ireland’

2. Using the high level outcome that your table has picked, select an OUTCOME and its relevant INDICATOR from the handout

3. Decide what hats you’re going to wear
Turning the curve exercise

4. Speculate on a baseline...

(e.g. % post primary pupils with attendance <85%)

"Backcasting"
Where have we been

"Forecasting"
Where are we going?

Start with NOW
5. What is the STORY BEHIND THE BASELINE?

- What’s going on here?
- What’s driving the baseline – why is it moving in the direction it is?
- What are the causes and the forces at work?
- (Data development agenda 2)

6. What works? What would it take to turn the curve?

- Three best ideas including one no cost, low cost idea
- PLUS One ‘Off the Wall’ idea
Turn the Curve Exercise: Population Well-being

5 min: Starting Points
- timekeeper and reporter
- two hats

10 min: Baseline
- pick an outcome, and an indicator curve to turn
- forecast to 2017 – OK or not OK?

15 min: Story behind the baseline
- causes/forces at work
- information & research agenda part 1 - causes

15 min: What works? (What would it take?)
- what could work to do better?
- each partners contribution
- no-cost / low-cost ideas
- information & research agenda part 2 – what works

10 min: Report  convert notes to one page

Two pointers to action
Outcome: ______________________

Indicator
Baseline

Story behind the baseline
---------------------------------------- (List as many as needed)

Partners
---------------------------------------- (List as many as needed)

Three Best Ideas – What Works
1. ______________________
2. ______________________
3. -------No-cost / low-cost
4. ------- Off the Wall
Turn the Curve Exercise – Feedback

Talk to Action in an hour

1. How was this different from other processes? What worked and what didn’t work?
2. Do you think a lay audience could understand the reports?
Outcomes Based Accountability
Homework Task
Select one of your project outcomes and think about the seven questions below