Developing Results-based Action within the Context of the National Strategy

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Workshop to Validate Malawi’s National Climate Change Learning Strategy
19 March 2013, Lilongwe, Malawi
Overview of Presentation

- Part 1: From Strategic Areas to Implementation Projects
- Part 2: Taking a Results-based Approach
## Strategic Priority Areas and Proposed Action

<table>
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<tr>
<th>Strategic Priority Area 1</th>
<th>Strategic Priority Area 2</th>
<th>Strategic Priority Area 3</th>
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Proposed Action = All Action Included in National Strategy Document

Strategic Priority Area 1

Proposed Action

Strategic Priority Area 2

Proposed Action

Proposed Action

Strategic Priority Area 3

Proposed Action

Proposed Action

Proposed Action

National Strategy
Priority Action = Action That Are a Priority for First Years of Strategy Implementation

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Priority Action
One or Several Priority Action Can be Grouped into Priority Implementation Projects

Strategic Priority Area 1

- Proposed Action
- Proposed Action
- Proposed Action

- Priority Action
- Priority Implementation Project 1

Strategic Priority Area 2

- Proposed Action
- Proposed Action
- Proposed Action

- Priority Action
- Priority Implementation Project 2

Strategic Priority Area 3

- Proposed Action
- Proposed Action
- Proposed Action

- Priority Action
- Priority Implementation Project 3
Features of a Priority Action

- Has **specific** objectives, expected results and target groups
- Should contribute to **broader** context/objectives
- Can range from one major workshop to a multi-year project
- Covers short term learning needs **and** initiates long term action
- One or several Priority Action may be considered as a “**Project**”
- Addresses **(1) capacity development to strengthen of learning systems/institutions** and **(2) specific learning activities to develop individual capacities**
Strengthening Capacities at Different Levels

- National Strategy
  - Action to Strengthen Delivery of Learning
    - Individual Learning and Skills Development Action
      - Systemic Capacity
        - Institutional Capacity
          - Individual Capacity
Overview of Presentation

• Part 1: From Strategic Areas to Implementation Projects

• Part 2: Taking a Results-based Approach
The Value of Result-based Management (RBM) in Developing Actions

- RBM is a planning and management approach to help achieve policy priorities and institutional objectives
- **Focuses on linking action to delivering results and development changes**
  - *Individual learning*: Learning should be applied on the job
  - *Institutional capacity development*: Project outputs should contribute to organizational objectives
- RBM approach allows to answer the ‘So What?’ question
- Evaluation of results achieved allows you to identify lessons learned and refining of activities
Evaluating Results at Different Levels of Capacity Development

Systemic Capacity

Evaluation Indicators
New courses developed? Curricula reformed? Sectoral learning strategies developed?

Institutional Capacity

Evaluation Indicators
New knowledge and skills acquired? Knowledge and skills applied on the job?

Individual Capacity

National Strategy
# The Results Chain
(Example of a Workshop)

<table>
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<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impact</th>
</tr>
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<td>Financial, human and material resources</td>
<td>Action performed to transform inputs into outputs</td>
<td>Specific services and products delivered</td>
<td>Intended changes (linked to learning objectives)</td>
<td>Conditions improved</td>
</tr>
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- Preparation of workshop materials, etc.
- Workshop takes place including presentations, working groups, etc.
- Workshop completed with expected number of participants
- Evaluation shows that learning objectives were achieved (learning outcomes)
- Participants apply what they learned on the job (learning impact)

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Results start with outputs
Example DR: Strengthening Capacities to Integrate Climate Change in Secondary School Education (1)

Objective
- To integrate climate change issues in secondary general education

Target Groups
- Education policy makers
- Education planners & curriculum developers
- Teachers and trainers of teachers

Activities/Action
- Consultations with policy makers
- Learning material development
- Workshop for education planners, curriculum developers & trainer of teachers (link with individual learning and skills development)
- Training of teachers and testing in pilot-schools
Example DR: Strengthening Capacities to Integrate Climate Change in Secondary School Education (2)

Lead Organization and Partner(s)
- National Council for Climate Change and Clean Development Mechanism
- Education Ministries
- NGOs and Universities
- UNESCO and UNICEF

Indicators
- New curriculum developed which includes climate change
- Percentage of schools with climate change teaching

Budget
- Total of 30,000 USD without pilot-testing
Checklist for Identifying Potential Priority Action/Projects

- **Relevance**: Why is the potential action important? To which context/initiative would the action contribute and provide value?
- **Effectiveness**: Is the action likely to deliver a result to address climate change objectives?
- **Practicability**: Can the action be realistically implemented?
- **Efficiency**: Does the action make optimum use of limited resources?
- **Measurability**: Can the results of the action be measured?
Zikomo!

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