Results Based Management (RBM) Concepts

Dr. Mohamed Abu-El-Magd
International Consulting Bureau (ICB)
Founder and Sr. Partner
mohamedmagdicb@gmail.com, Skype: mohabuelmagd, Tele: +1 289 707 0777

RBM Definition

“Results-Based Management is a management philosophy and approach that emphasizes development results in planning, implementation, monitoring, reporting, and learning”

RBM Components

RBM is comprised of six distinct components with simple tools:

- Situational analysis/stakeholder participation;
- defining expected results; (Theory of Change - ToC)
- identifying and managing risks;
- selecting performance indicators;
- collecting performance information;
- performance reporting, Learning and taking corrective actions.

How would you expect a school to report on your child's progress?

Child Development

We manage the development of our children diligently. We don't wait till end of each year. We measure their progress regularly.

- **How?**
  - Indicators: marks, behavior;
  - Collection method: tests, essays, observation

…& if necessary we take corrective actions.

RBM is about keeping the destination in mind; knowing where you want to be and adjusting what you are doing accordingly

.....

What tools should you use to achieve the above ?

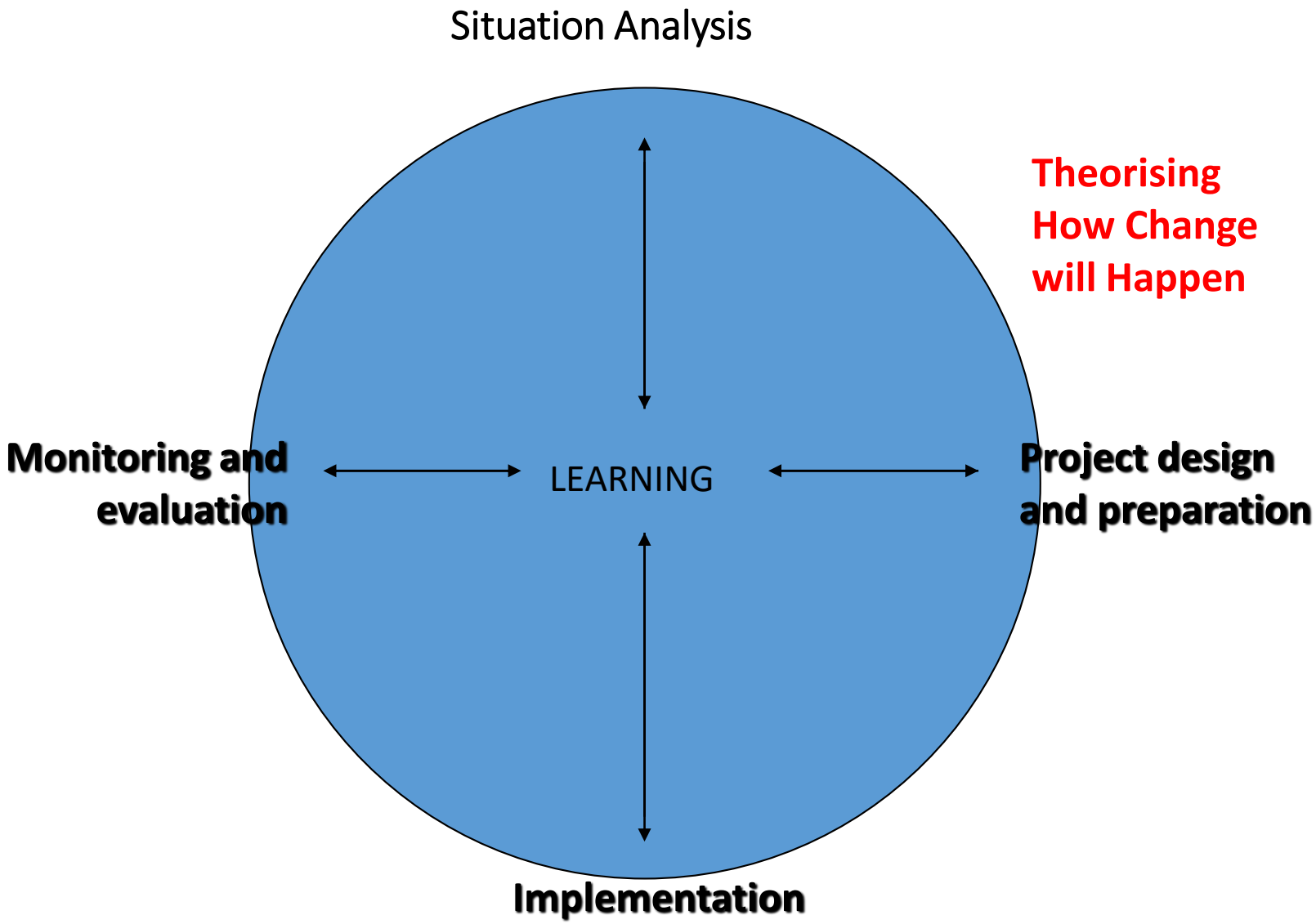
Managing for Activities vs. Managing for Results

Element	Management by Activities	Management for Results
Objective	To build wells in 15 communities	Stated as an **expected result:** "Improved and sustainable usage of clean & safe water by families in 15 communities in region X".
Indicator	# of wells built	# of people (m & f) using well water; level of satisfaction by the community with the well water; level of skill by local representative on well maintenance; state of the wells at end of the project, and ideally all of the above after 2 years of construction.
Completed Activities/ Deliverables (Implementation)	Wells built	Wells built, training on well maintenance, training on how to keep water clean and developing maintenance structures provided.
Performance Measurement	Using the a/m indicator, we would confirm that the wells are being build as planned, or by end of project all wells are built.	Using the a/m indicators, we would have to confirm whether people are using the water, are satisfied with the water, etc. as well as that the wells are built and the community has the capacity to maintain the well and has taken ownership, etc.
Change/Results Achieved by the end of Project	Villagers returned to old practices -- going to river for (dirty) water. Why? Not shown how to keep water clean; repair wells, no shared ownership	Improved and sustainable use of clean & safe water by families in 15 communities in region X; [(which, over time, will lead to lowered diseases & in end lowered mortality, etc.]
Accountability	Could not hold org. accountable for the wells not being used - they delivered what they said they would – build Wells.	The organization would be held accountable in a different way.

Theory of Change (ToC) – Logical Approach to Designing Development Projects

Seeing the Big Picture

The Project Cycle



What is theory of change?

- Planning process for community change
- Logical roadmap of results leading to a destination / impact
- Specific to a particular context/problems/issues/constraints
- It is both **a process** (an approach) and **a product** (ToC/ Logic Model - LM)
- It defines **what** needs to change and **why** in a cause-effect relationship (causal pathway)

The Project Cycle Management Approach

Situation Analysis – Ensuring your understanding of the **core problem** is built on correct assumptions

- Defining Stakeholders & their role & influence
- Defining what information you need to collect & how
- Collecting information
- Data analysis, Prioritisation and the Problem Tree

Defining stakeholders

- Stakeholders are persons, groups or institutions with interests in a project or programme and the particular problem being addressed.
- **Primary stakeholders** are those ultimately affected, either positively (beneficiaries) or negatively by the proposed change (Ex. Unprofessional health service providers).
- **Secondary stakeholders** are the intermediaries in the service delivery process.
- This definition of stakeholders includes both **winners and losers**, and those involved or excluded from decision-making.
- **Key stakeholders** are those who can significantly influence, or are important to the success of the project/achievement of results.

Stakeholder Analysis

Key Stakeholders	How are they affected by the problem?	How do they affect/contribute to the problem?	Potentials for coping with the problem	Linkages between stakeholders
Primary				
Secondary				

Situation/Needs Analysis

Sources of Information

- 1) **Primary Sources**: observation, interviews with individuals or groups, meetings (open, semi-structured and structured), community conferences and other forms of participatory learning approaches, etc;

Random sampling should be carefully selected (i.e. questionnaires and survey notes) should be appropriately designed.

- 2) **Secondary Sources**: Books, records, research and any other previously published materials.

How the Information is used

- ***Situation analysis/needs assessment***

  A needs assessment is often used to help an organization fully understand a problem and ways to address it. A needs assessment for pre-project design highlights issues or factors within a community, organisation or service delivery setting that may interfere with or facilitate a proposed intervention. Ideally, your project's implementation strategies should be based on the results of a pre-project design needs assessment.

- ***Baseline assessment***.

  This is often conducted to collect data on a focus population prior to, or at the beginning of, a project or intervention. It is used to establish preliminary information or data against which to measure change. Specified indicators from a baseline assessment are later compared to those of an endline (or end-of-project) assessment to determine the effects of the project.

- If needs assessments are well designed, they can frequently serve both purposes.

Producing a Problem Tree (Tool #1)

A useful analytical method which allows participants to focus on a central/core problem, identify its causes and impacts, arrange these factors in a logical way

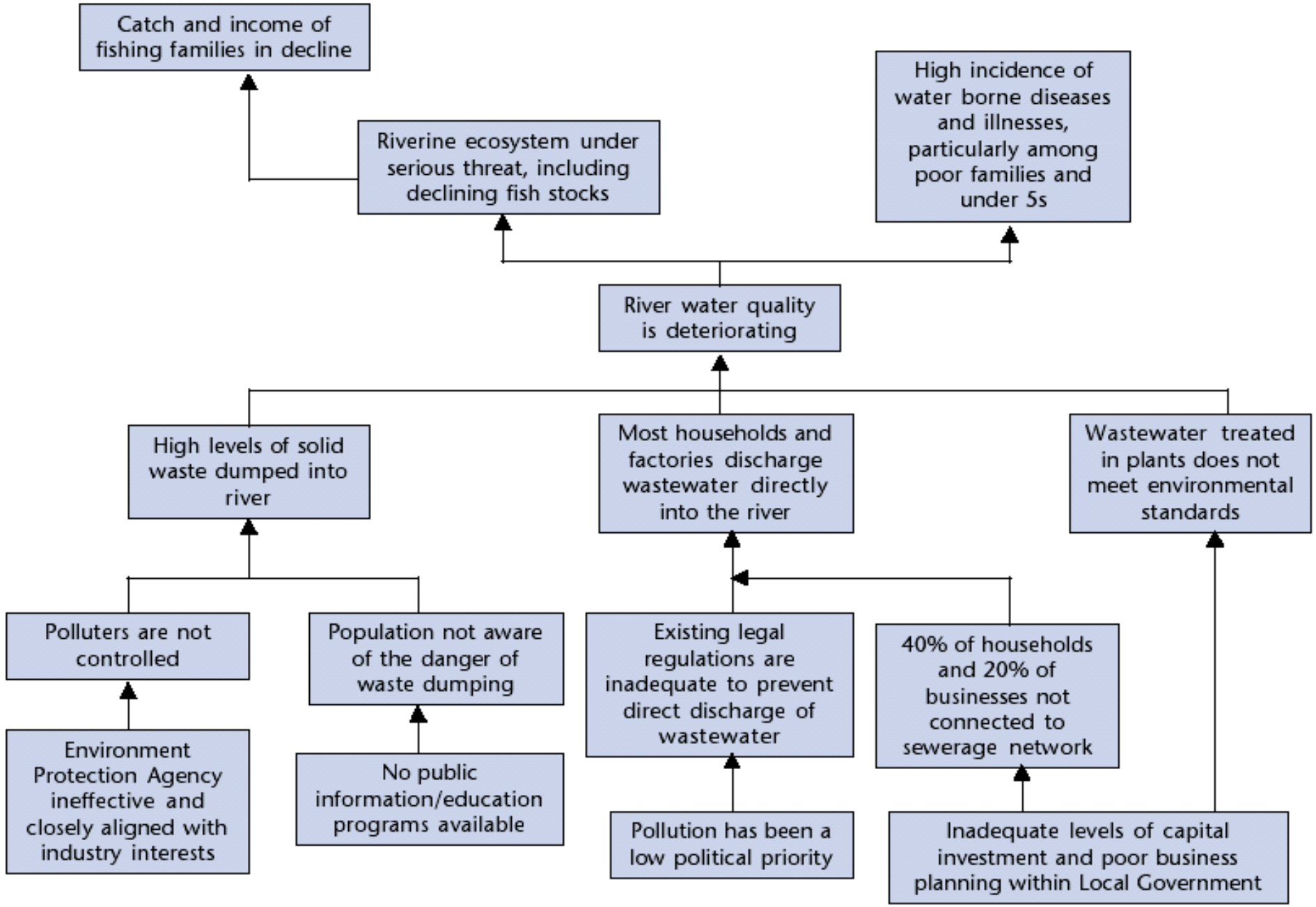
Building the Problem Tree

- Step 1: Select an individual starter problem
- Step 2: Look for related problems to the starter problem:
- Step 3: Establish hierarchy of cause and effects:
  - Problems which are directly causing the starter problems are put below
  - Problems which are direct effects of the starter problem are put above
- Step 4: Connect the problems with cause-effect arrows . You may move a problem up or down based on a logical cause and effect relationship, including the starter/core problem
- Step 5: Review the diagram and verify its validity and completeness

Notes:

1. Problems have to be worded as negative situations
2. Problems have to be existing problems, not future ones or imagined ones
3. The position of the problem in the hierarchy does not indicate its importance
4. A problem is not the absence of a solution, but an existing negative situation

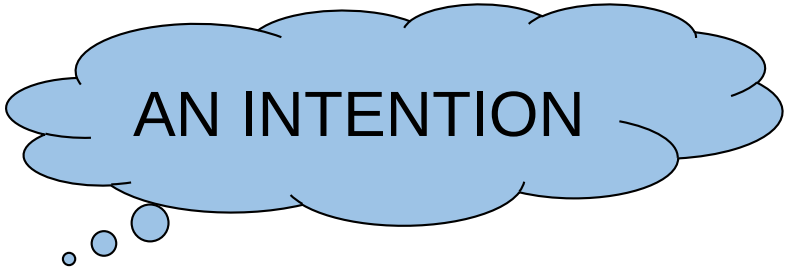
Problem analysis – river pollution



Result – Definitions

- **Result** is a describable or measurable **change** in state derived from a **cause-and-effect** relationship.
- Development result is the output (short-term), outcome (medium-term) or impact (long-term) of an investment in a developing country or a community

Objectives or Goal vs. Results



Objective (and Goal)

- **To build wells**
- **To** improve access to safe drinking water for up to 5,000 people in 10 communities devastated by a recent hurricane in East Region of Country X.

Expected Result

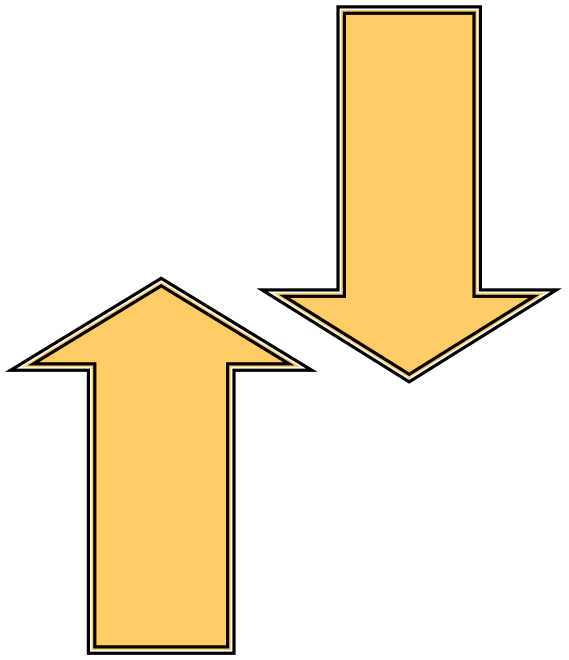
(Output, Outcome, Impact)

- Improved access to safe drinking water for up to 5,000 people living in 10 communities devastated by a hurricane in East Region of Country X

Actual Results: During the life of the project and at the end of the project we measure whether or not we achieved the expected result. Thus, an actual result will capture the project's achievement.

Key Change Words

- Results must show change as an effect of our interventions. Change is signified by such words as:
  - Improved (health conditions)
  - Increased (income of local communities)
  - Strengthened (capacities of local NGOs)
  - Reduced (infant mortality)
  - Enhanced (ability to apply RBM)



Defining Results

- Results need to be defined through a **joint /participatory planning process** between M USA and its partners in the country
- **Stakeholders and beneficiaries should be consulted** so that their views are considered
- Clear, measurable, **realistic** results should be identified
- A good practice - **One idea per result**!

SMART

Specific: Does the statement:

-a) tell you who/what is the unit of change (Individual, Unit, Organization)?

-b) describe the type of change?

Measurable: Can you measure the progress? How easy will it be to report on progress towards achievement of the result?

Achievable: Is the result achievable by the project given its resources?

Relevant: Is the results addressing the needs of the beneficiaries?

Time-bound: Is the result time-specific? Can it be achieved in the time frame for the result (temporal logic)

SMART?

Improved access to safe drinking water for up to 5,000 people living in 10 communities devastated by a hurricane in East Region of Country X (project duration: 12 months)

Questions to ask when assessing an Outcome/Result Statement

- Is the statement **simply worded** and does it contain only **one idea**?
- Was the result statement developed in a **participatory fashion**?
- Does the result statement include an **adjective** (drawn from a verb that indicates **direction**) and tell you:
  - **WHAT?**
  - **WHO?**
  - **WHERE?**
- Can the result be **measured?**
- Is the result **realistic** and **achievable**?
- Is the result **relevant?**

Exercise: Results Statements

Result Statement	**Not Acceptable**	**Acceptable, but needs improvement**	**Acceptable**
1- To provide training as part of government restructuring. (Project duration: 2014-2016)	√		
2- Improved transfer of management of energy to private companies.	√		
3- Improved capacity of the Department of Education in Country X to provide teachers' training in learner-centered methodologies. (Project duration: 2012-17)			√
4- Improved effectiveness of institution A in providing health services to under-served population in municipality XYZ. (Project duration: 2015-2018)		√	
5- Increased knowledge and application of practices related to hygiene among 300 training participants. (Project duration: 2014-16)		√	
6- Improved capacity of regional institutions X and Y in STD/HIV/AIDS program management.(Project duration: 2013-16)			√

Results and a Result Chain

- There are **three levels** of results that seek to capture the **development changes** that occur due to the project interventions:

Short-term results or *Outputs*

Medium-term results or *Outcomes*

Longer-term result or *impact*.

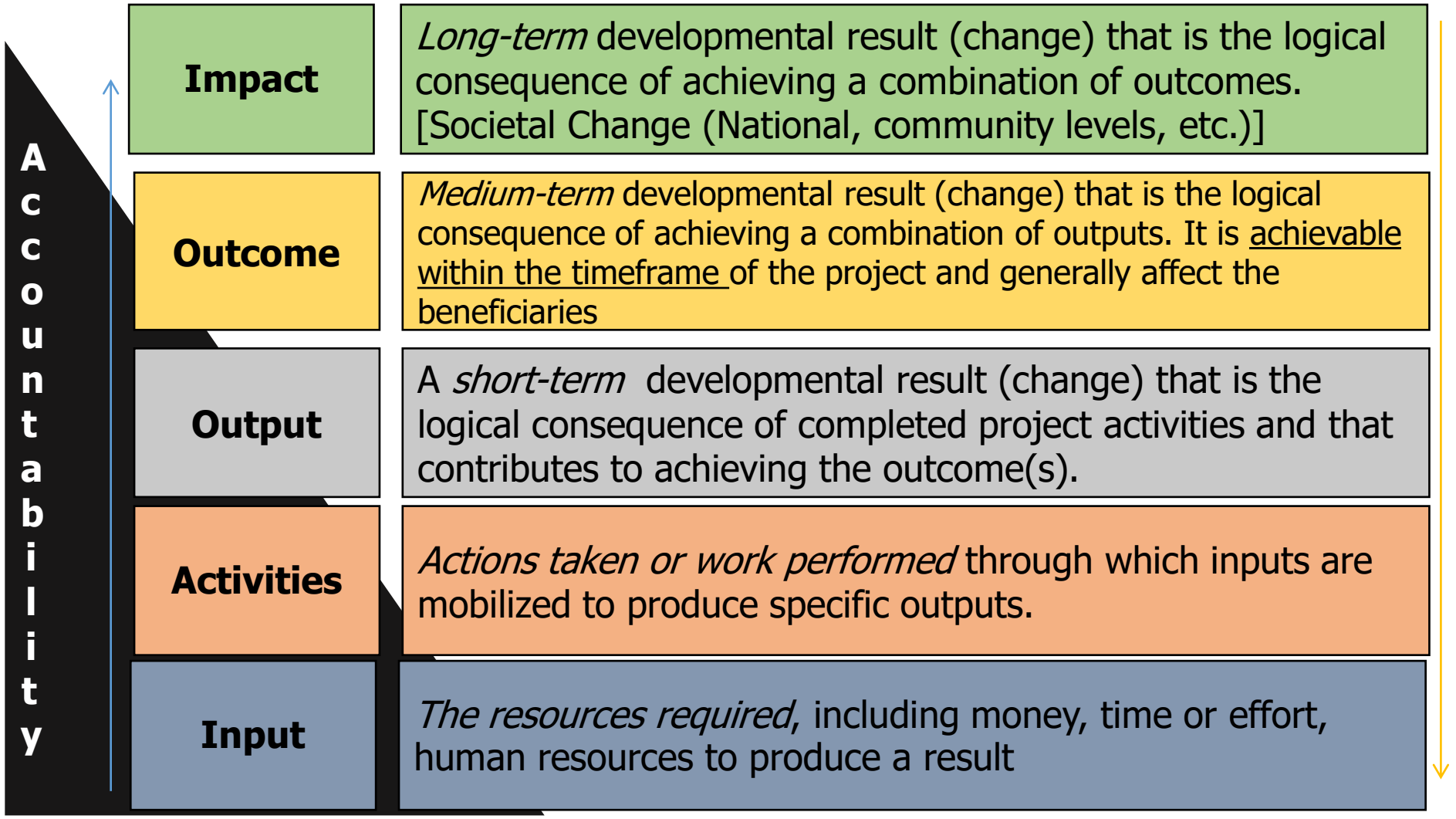
- These results are linked together into what is commonly referred to as a **result chain**.

Results and a Result Chain

- It is very difficult to contribute to the long-term result (Impact) without first achieving some intermediate steps: the short-term results (Outputs) and medium term results (Outcomes).

- In other words - results at each level aggregate to contribute to the results at the next higher level.

Definitions of Levels of Results – Project Perspective

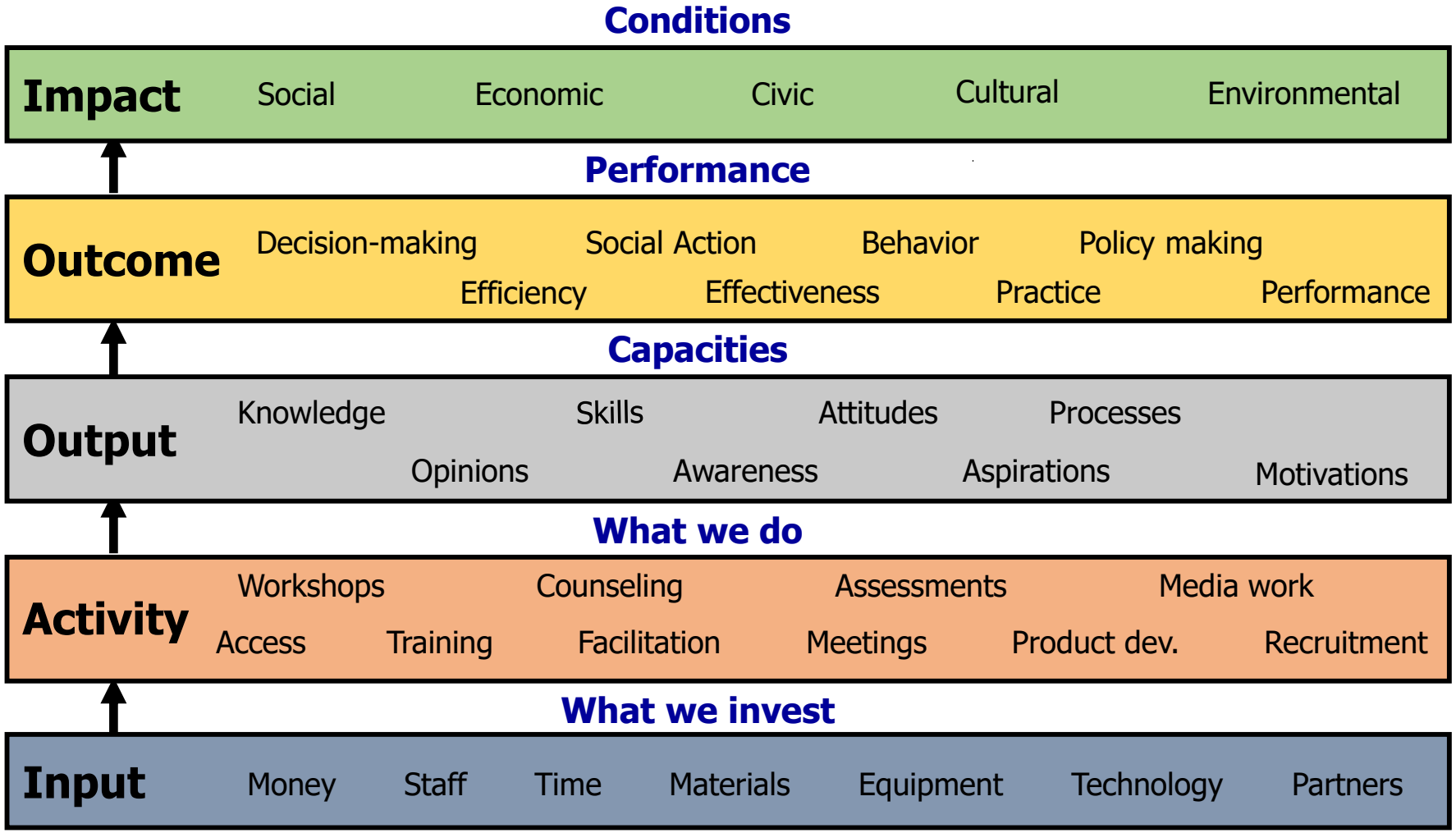


ToC and The Result Chain

Different types of change (and each type has its own place in the Logic Model - LM):

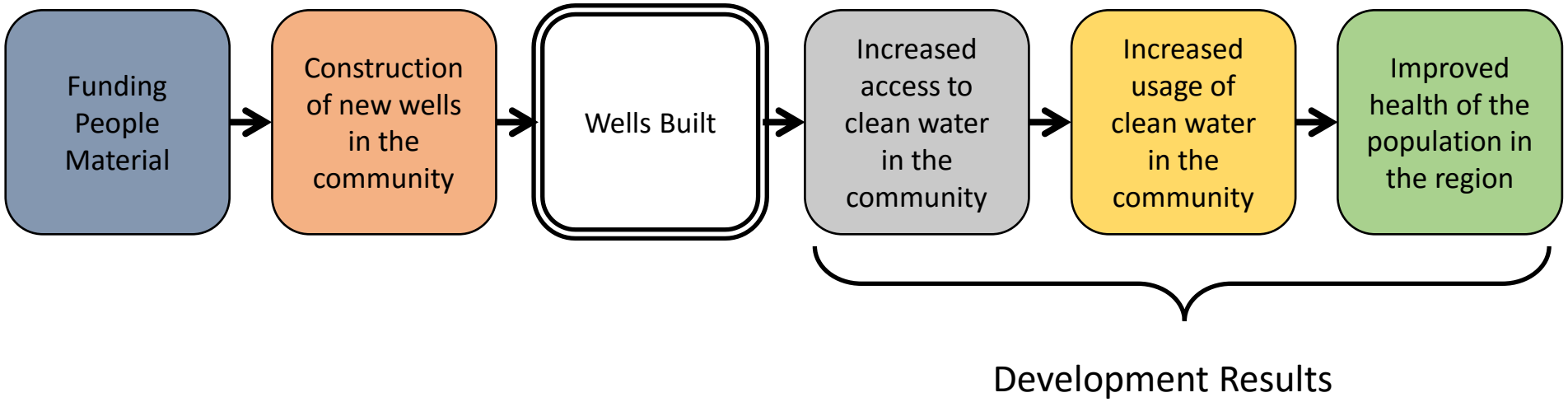
- ✓ **Change in state**
- ✓ **Change in circumstances**
- ✓ **Change in behaviour or practices**
- ✓ **Change in functioning or performance**
- ✓ **Change in knowledge or awareness**
- ✓ **Change in skills or abilities or accessibility (to resources/ information/ markets)**

Examples of Possible Changes at Result Levels for Capacity Development Investments



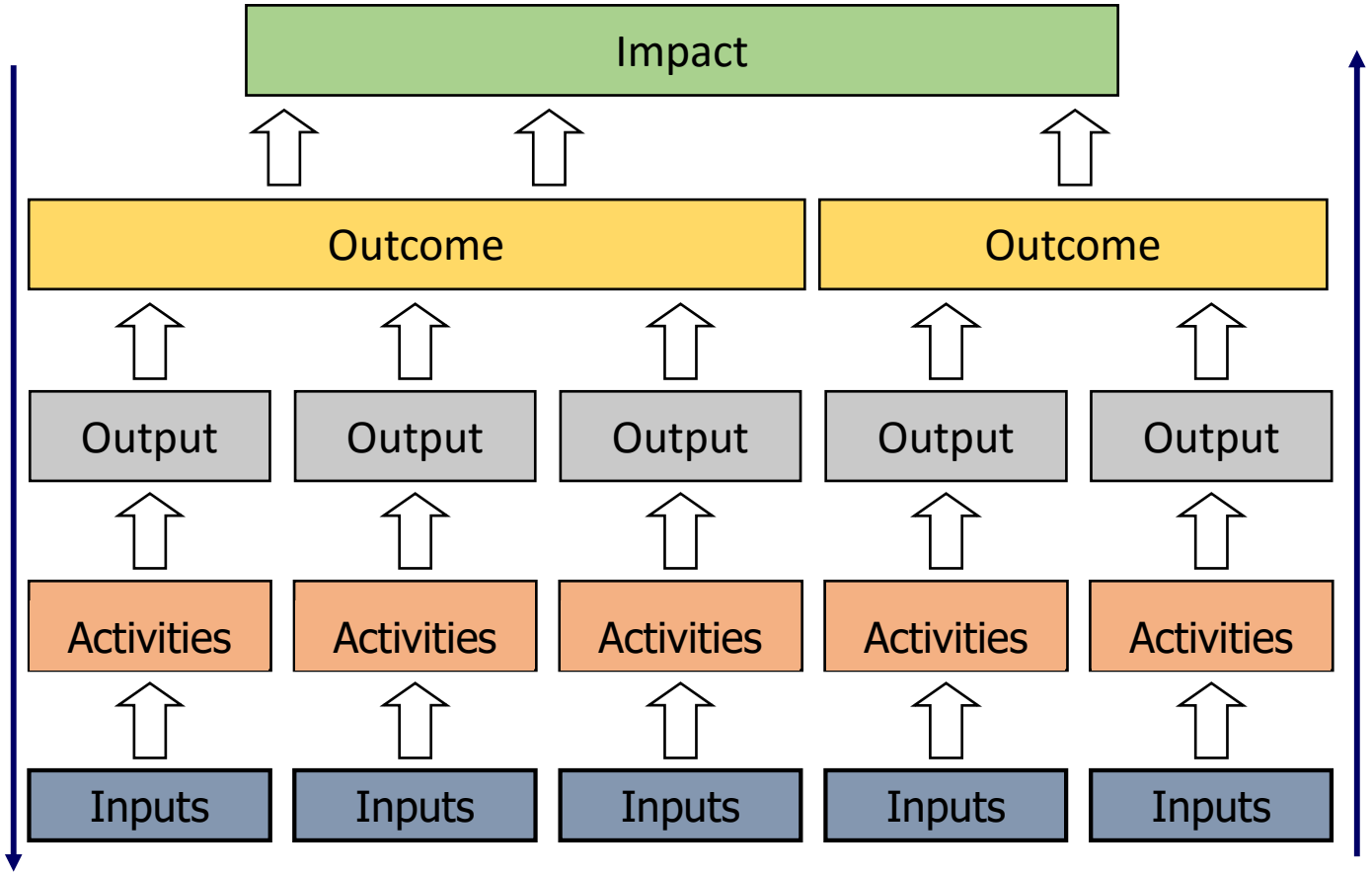
Source: Adapted from St. Mary's University

Results Chain Example



Chain (Building Blocks)

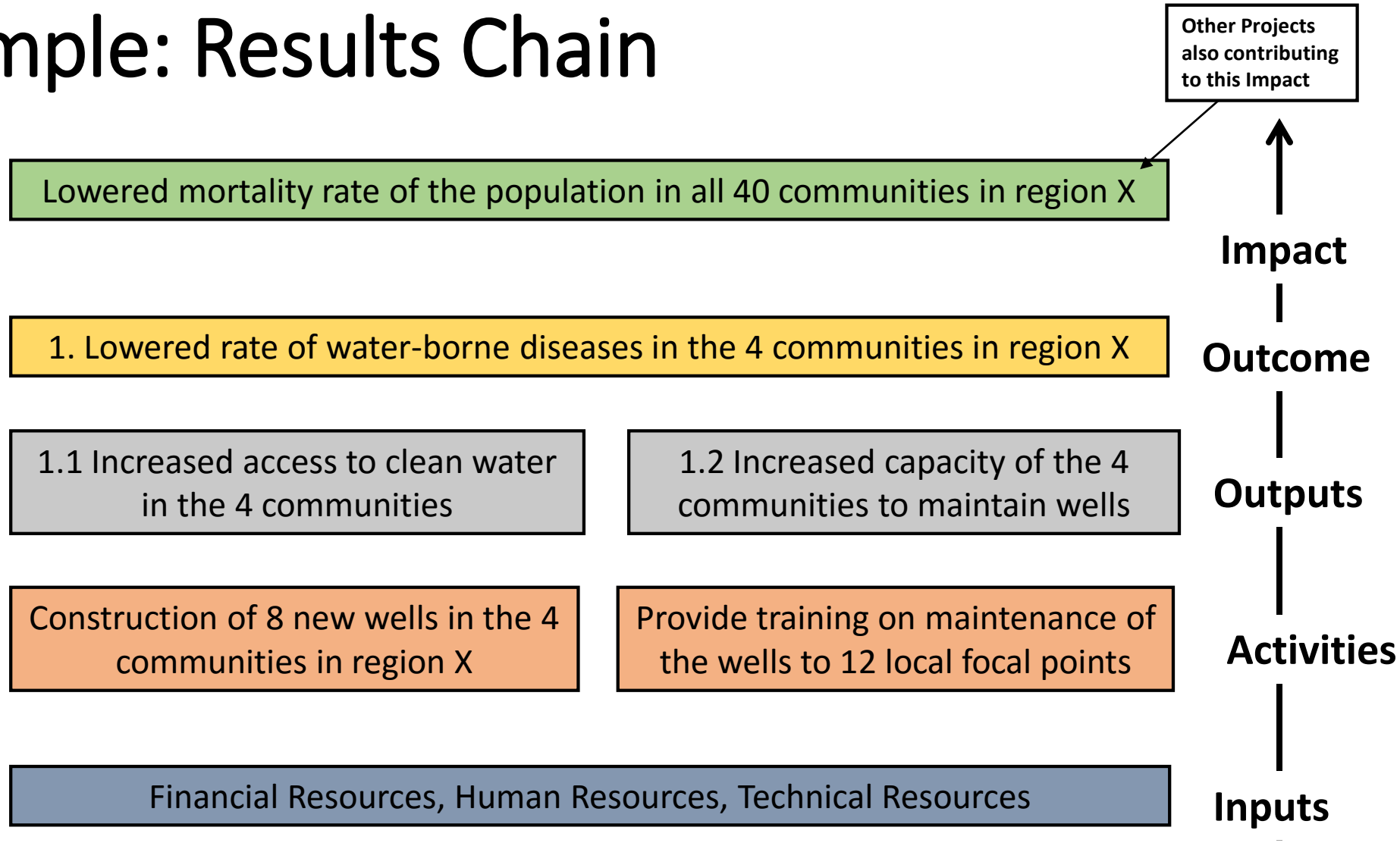
When planning, start with the desired impact & then define the outcomes and outputs



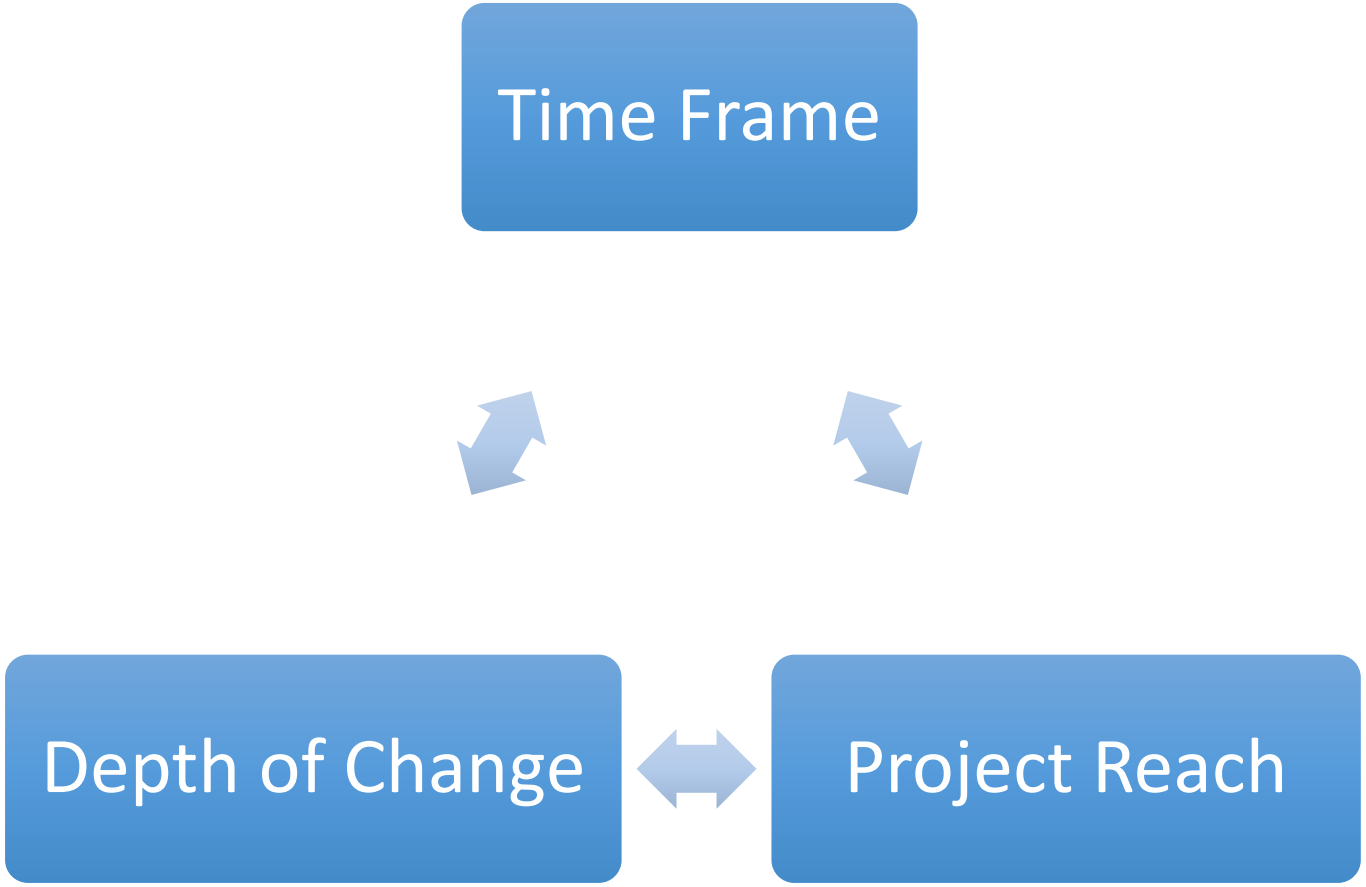
Once result chain is designed, analyze the cause & effect relationship between result levels

Remember: Lower level results are building blocks for higher level results.
There has to be a clear cause and effect relationship between the different levels of results (ToC).

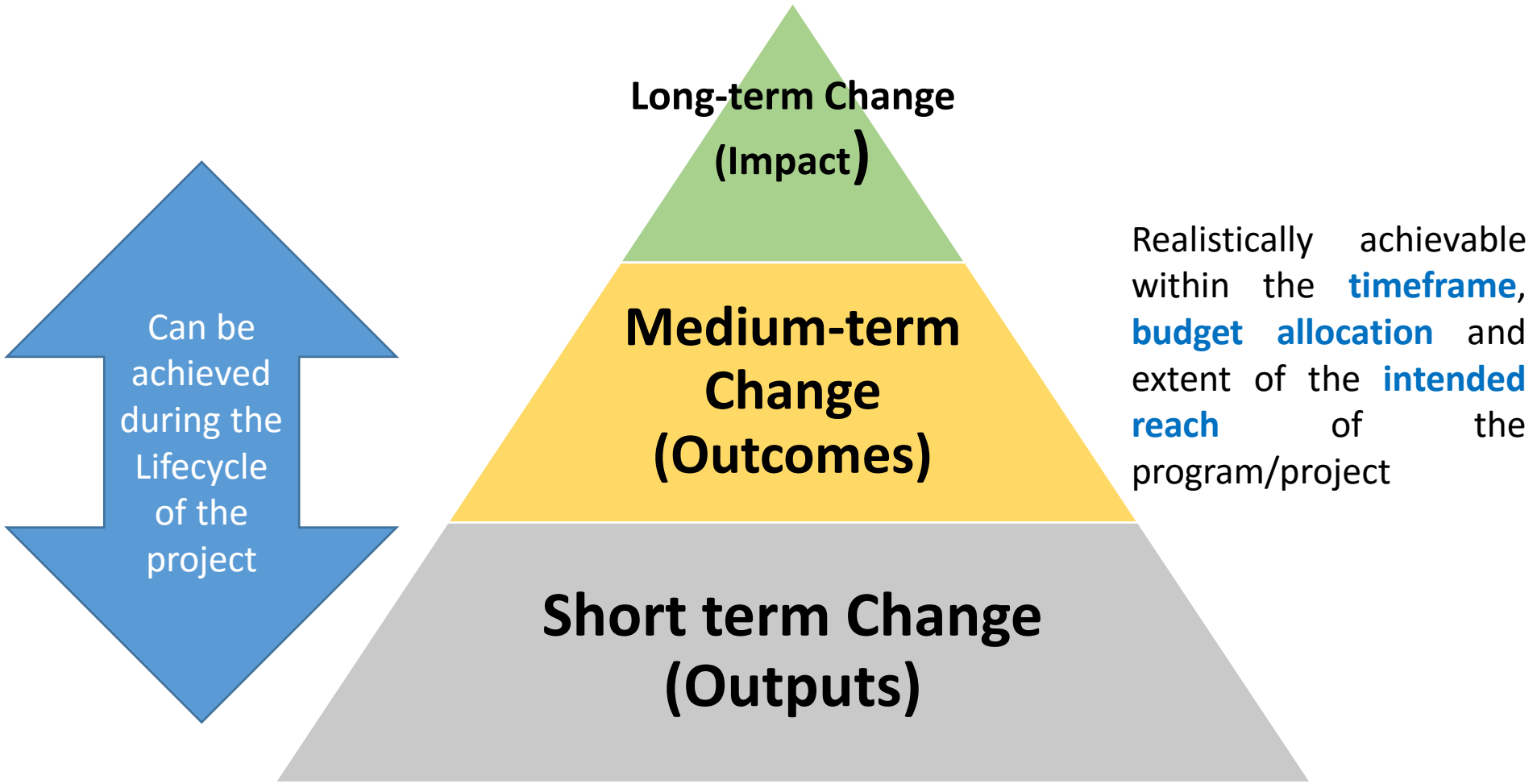
Example: Results Chain



Dimensions to Result Chain



Result Chain- (Time)



Realistically achievable within the **timeframe**, **budget allocation** and extent of the **intended reach** of the program/project

Importance of Time Element in the Result Chain

Time needs to pass for the application of new knowledge, skills, to train teachers and outreach staff. This application leads to **Outcomes**.

E.g. **:** trained teachers are applying new skills in improving the quality of education for primary school children which will lead to the outcome of "***an increase in attendance rate in primary education by children in the target group.***"

Time needs to pass for the **impact** to materialised from the outcome ie **improved quality of the teachers** will contribute to the impact of '***disadvantage children in country X achieve a primary education'.***

However this impact will not happen without the contribution of other outcomes and may be other initiatives

Result Chain- 2nd dimension (Reach)

- When articulating an outcome statement one must also take into consideration the program/project target population.

- The outcome (improved access to safe drinking water through construction of **water wells)** will not be same as (increased agriculture production through construction of a **Large Dam)** in terms of **reach, time** and **depth of change**.

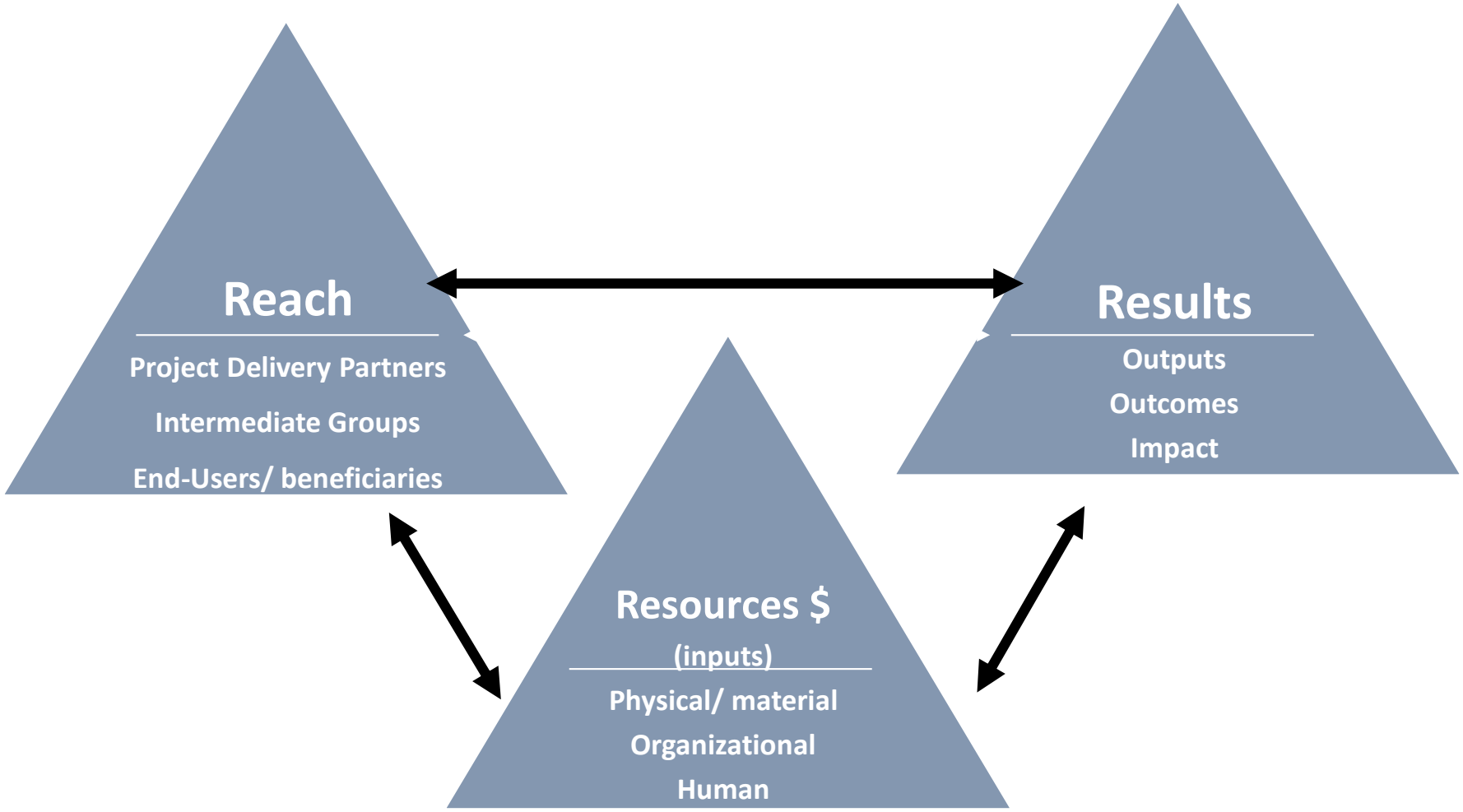
Result Chain- 3RD Dimension (Depth of Change)

- This refers to the significant change in terms of **human development** at either the **individual**, **institutional**, **sectoral** or **societal levels** expected by program/project stakeholders.

- The expected **level of change** must be in balance with the **resources available** and the **extent of the intended reach**.

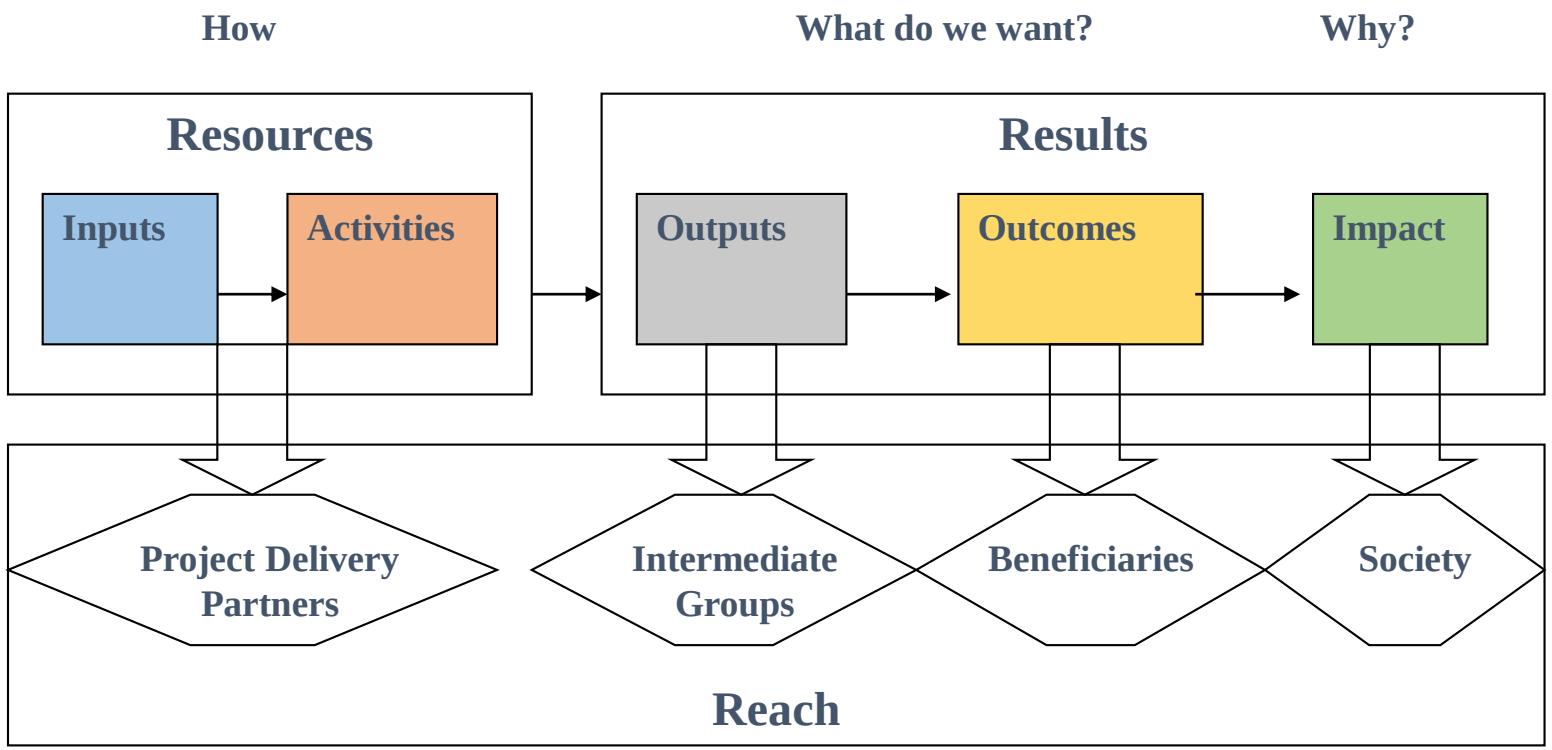
- *Example: Level of change in a Water pump project have a direct effect on individuals or a community but may have no effect on water distribution policies and local government .*

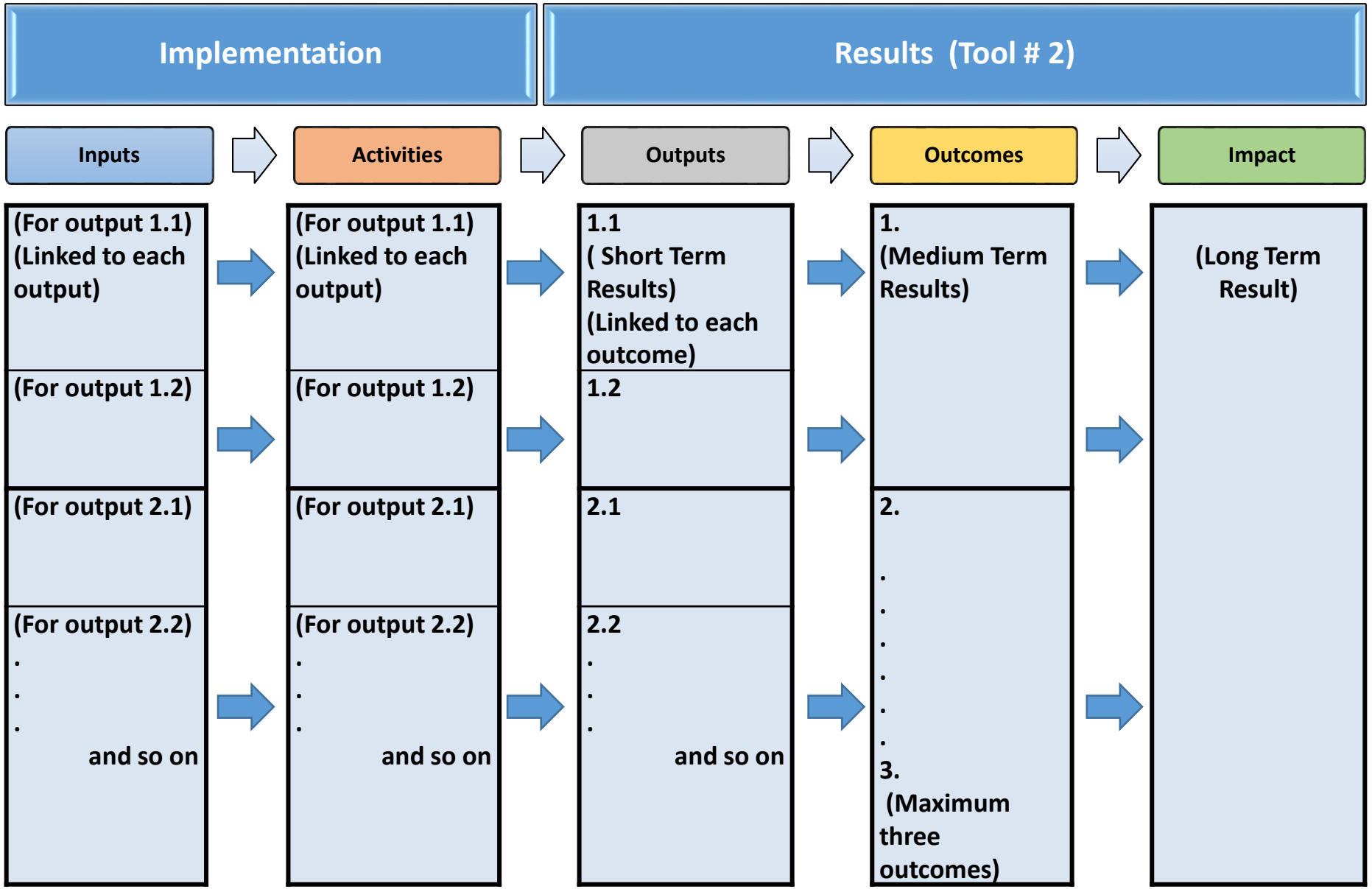
The Three "Rs" of RBM



The Three Rs form a synergistic relationship where the qualities of one will effect the others. An analysis of one "R" in isolation of the others is meaningless.

Fundamental Questions of RBM-Design Phase




Implementation
Results (Tool # 2)
Inputs
Activities
Outputs
Outcomes
Impact
(For output 1.1) (Linked to each output)
(For output 1.2)
(For output 2.1)
(For output 2.2)
. . .
and so on
(For output 1.1) (Linked to each output)
(For output 1.2)
(For output 2.1)
(For output 2.2)
. . .
and so on
1.1 (Short Term Results) (Linked to each outcome)
1.2
2.1
2.2
. . .
and so on
1. (Medium Term Results)
2.
. . . . . .
3. (Maximum three outcomes)
(Long Term Result)

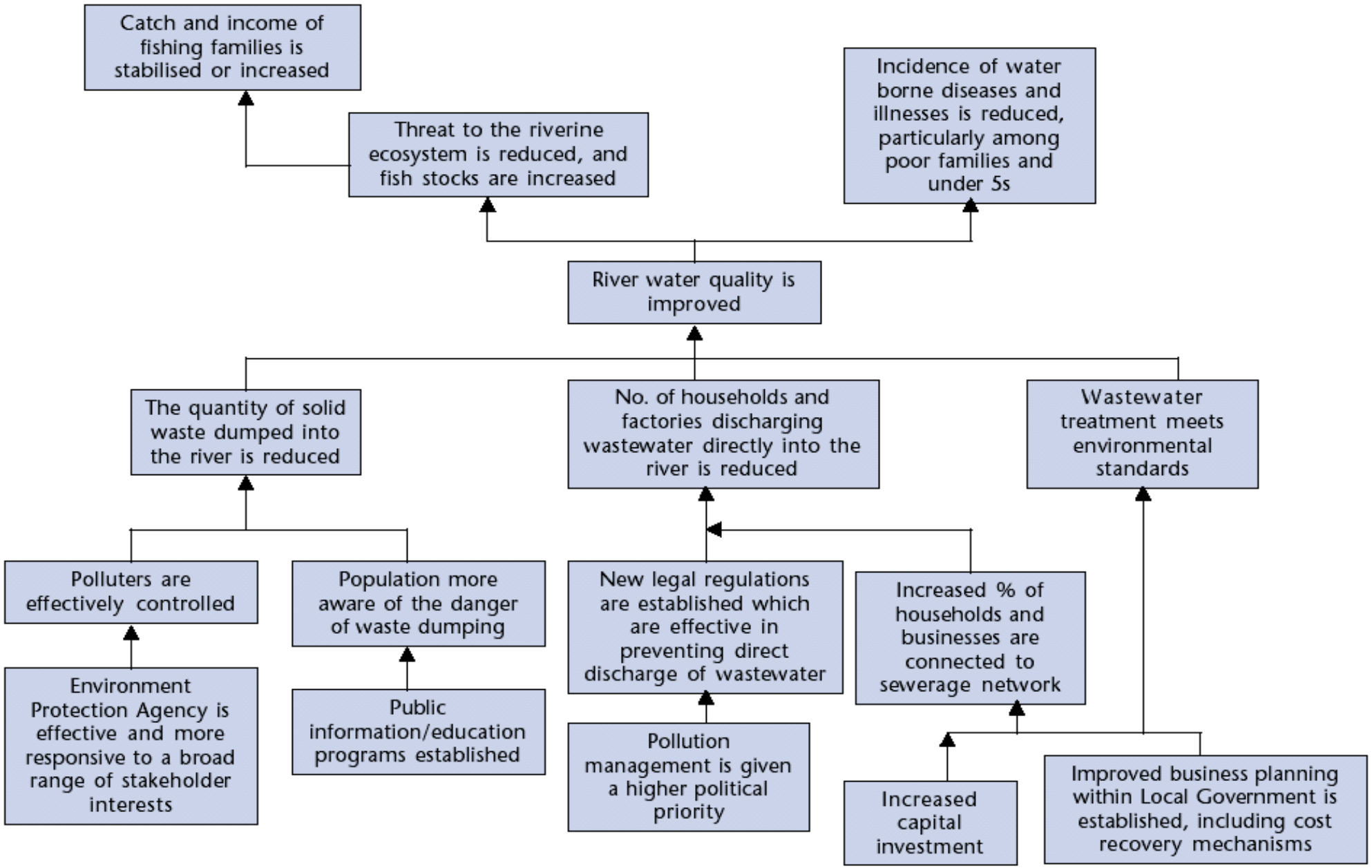
How to Establish an Result Chain?

- **Step 1**: Reformulate all negative situations of the problems analysis into positive situations **(Change)** that are:
  - desirable
  - realistically achievable

- **Step 2**: Check the means-ends relationships thus derived to ensure validity and completeness of the hierarchy (cause-effect relationships are turned into means-ends linkages)

- **Step 3**:
- revise statements
- add new results if these seem to be relevant and necessary to achieve the result at the next higher level
- delete results which do not seem suitable / achievable or relevant

Objective tree – river pollution



Another Approach: Outcome map (causal pathway)

- Discuss the Situation Analysis with key stakeholders
- Choose a vision/ long term impact of the project based on your strategy, focus areas, etc.
- Go step-by-step backwards and map all the preconditions/changes necessary to reach the long term impact
- Draw arrows linking preconditions to the respective outcomes. Rearrange as needed
- This could be the 1st step to developing a results chain. Rewrite all statements as results statements

Identify and Manage Future Risks

Key Risk Areas

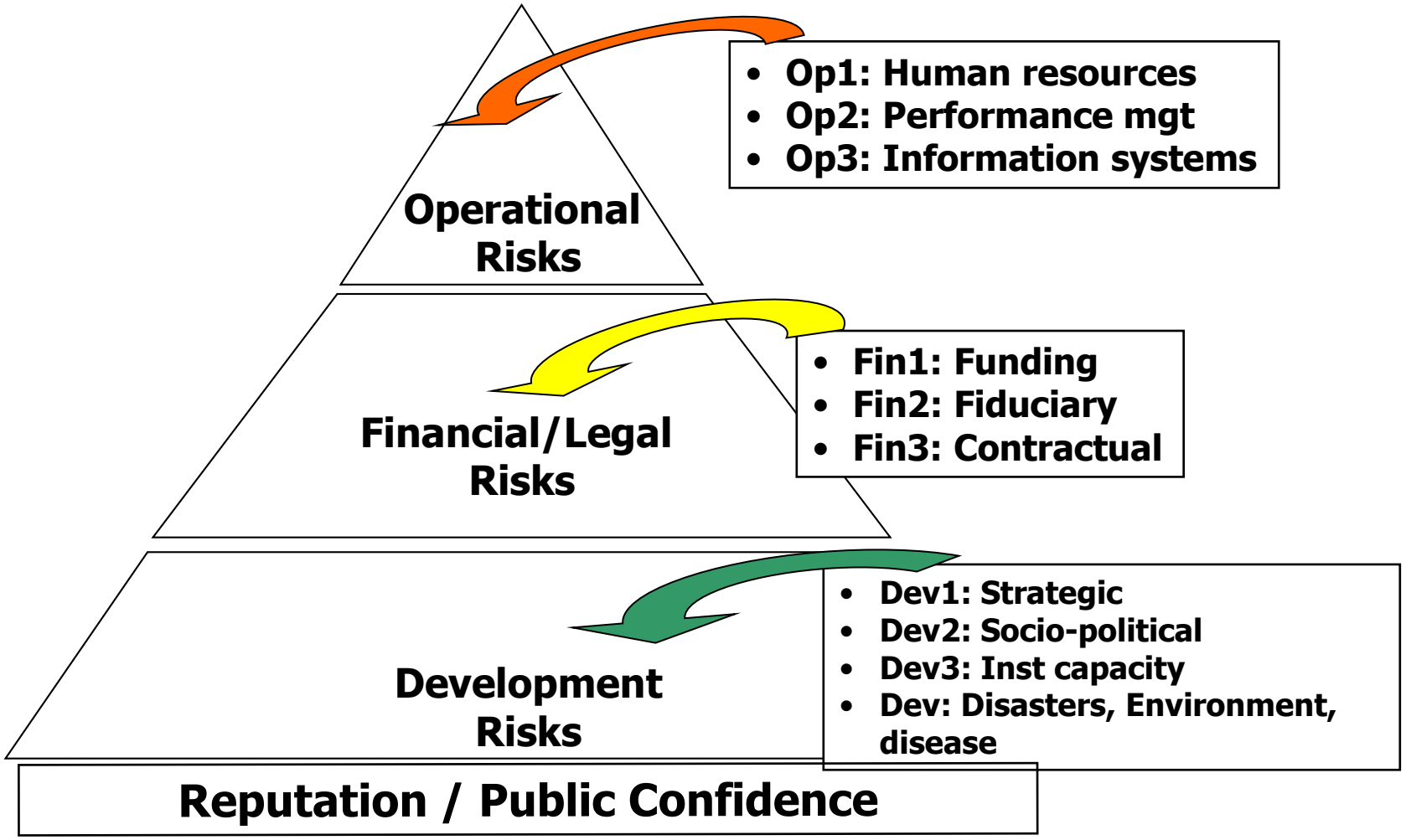
- **Operational** : Future events that could impact on our ability to operate effectively and efficiently

- **Financial/Legal/Contractual** : Future events that could impact on our ability to properly protect our funds and/or assets

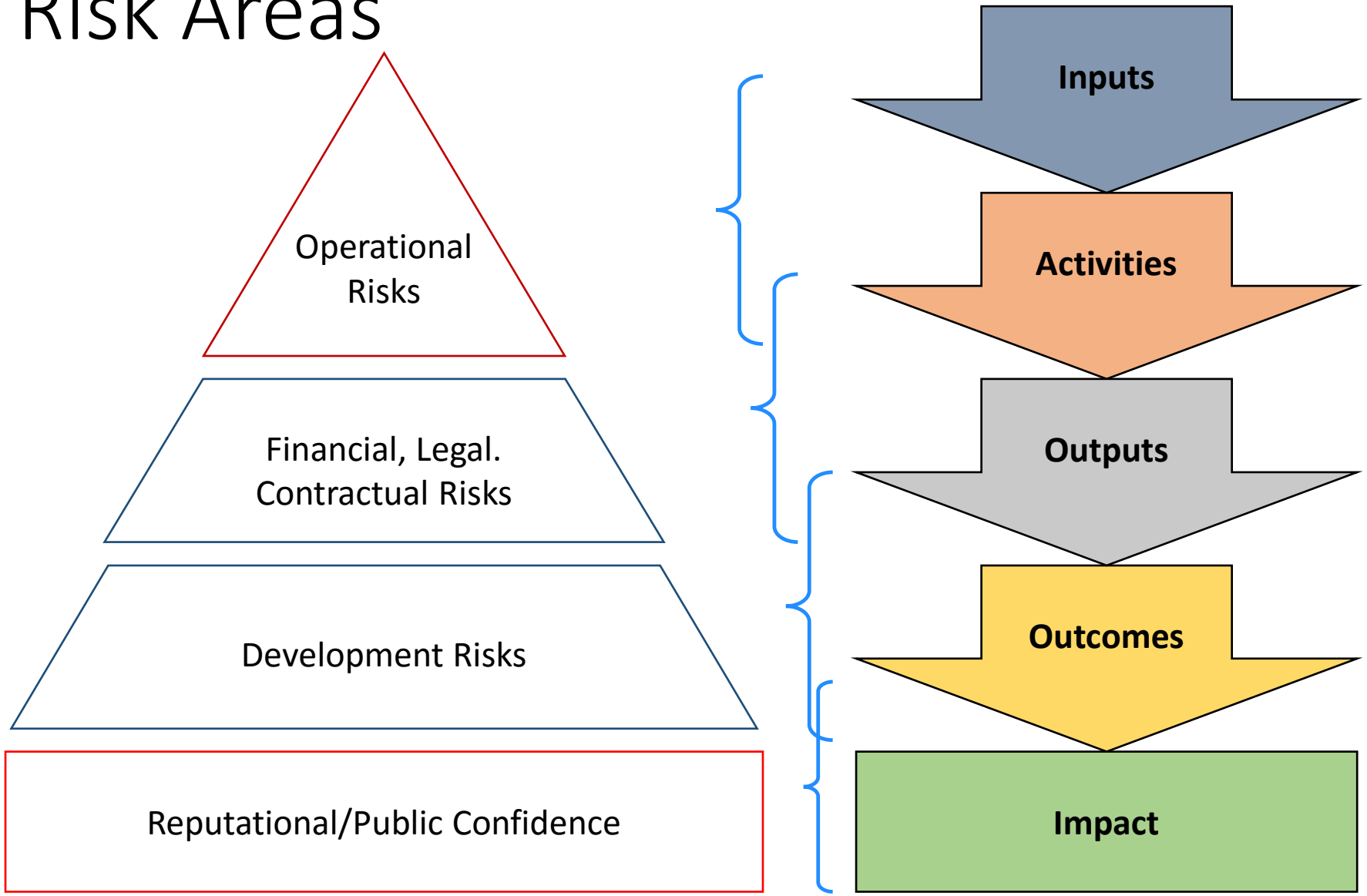
- **Developmental** : Future events that could impact on our ability to meet expected **results**

- **Reputational** : Future events that could lead to possible reduction in stakeholder confidence in the organisation

Risks


Operational Risks
Financial/Legal Risks
Development Risks
Reputation / Public Confidence
• Op1: Human resources
• Op2: Performance mgt
• Op3: Information systems
• Fin1: Funding
• Fin2: Fiduciary
• Fin3: Contractual
• Dev1: Strategic
• Dev2: Socio-political
• Dev3: Inst capacity
• Dev: Disasters, Environment, disease

Key Risk Areas



Impact = significant
Likelihood = Low

Risk Map (Tool # 3)

IMPACT	**For each risk, Start with the Likelihood of occurrence, then the impact on results if the risk materialize**		
High		**X high staff turn over**	
Medium		**X Political instability**	**X Limited funding**
Low	**X Reputation**		
	Low	***Medium***	***High***
	LIKELIHOOD		

Risk Analysis and management
(During planning and implementation)

Risk	Risk Level (High, Medium, Low)	Mitigation strategy/controls **(for high and medium risk only)**	Risk Owner
1.			
2.			
3.			
4.			
5.			
6.			
Etc			

Implementing for Results

Work Breakdown Structure (WBS)

- Remaining challenge: **linking results to activities and input (Payment by Results – PbR)**

- The WBS is a technique that breaks the work activities of a project into smaller, discrete, organized components that are easier to manage in terms of cost, time and performance

- The principal goal of WBS is to develop a logical breakdown of all activities necessary to define a project

- IMPORTANT: WBS defines the project activities and establishes their relationship to **the project results**

Work Breakdown Structure

Narrative Summary	Expected Results	Performance Measurement	Risks
Goal	Impact	Performance Indicators	Risks
Objective	1. Outcome 2. Outcome 3. Outcome	1a Performance Indicator 1b Performance Indicator 2 Performance Indicator 3a Performance Indicator 3b Performance Indicator	Risks
Activities	1.1 Output 1.2 Output 1.3 Output 2.1 Output 2.2 Output 2.3 Output Output Output	1.1a Performance Indicator 1.1b Performance Indicator 2.1a Performance Indicator 2.2b Performance Indicator 2.3 Performance Indicator 3.1 Performance Indicator 3.2a Performance Indicator 3.2b Performance Indicator	Risks

To capture activities in more details, WBS structure is used

IMPACT			
OUTCOME 1		**OUTCOME 2**	
Output 1.1	**Output 1.2**	**Output 2.1**	**Output 2.2**
WBS 1.1.1	**WBS 1.2.1**	**WBS 2.1.1**	**WBS 2.2.1**
WBS 1.1.1.1	WBS 1.2.1.1	WBS 2.1.1.1	WBS 2.2.1.1
WBS 1.1.1.2	WBS 1.2.1.2	WBS 2.1.1.2	WBS 2.2.1.2
WBS 1.1.2	WBS 1.2.2	WBS 2.1.2	WBS 2.2.1.3
Etc.	etc	etc	etc

WBS / Budget / Implementation Plan – Tool # 4

Duration	Year 1				Year 2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Outcome1: (write here outcome 1 from the Logic Model)								
Output 1.1: (write here output 1.1 from the Logic Model)								
Activity 1.1.1	30000.00	30000.00	30000.00	30000.00	30000.00	20000.00	20000.00	20000.00
Activity 1.1.2	20000.00	20000.00	20000.00	20000.00	20000.00	15000.00	15000.00	15000.00
Activity 1.1.3				500.00	500.00	200.00	200.00	100.00
Output 1.2: (write here output 1.2 from the Logic Model)								
Activity 1.2.1	20000.00							
Activity 1.2.2		10000.00	600.00	500.00				
Activity 1.2.3	2000.00					1500.00		

Monitoring Performance

How do we know if we are making a difference?

- Once expected results are established, we need to plan to gather evidence to assess whether or not we are making a difference = achieving results

- We need a '**measuring stick**' = **performance indicators**

- **Indicators are used to monitor progress by enabling us to measure a state at different points in time.**

Indicators

What is an Indicator?

- ***An indicator is a (unit of)*** **measurement that specifies what is to be measured along a scale or dimension, but does not indicate the direction of change**

- In other words - indicators should be **neutral** (‘number of’ rather than ‘increase in the number of’)

Indicators

Selected to answer:

1. How will we know success or achievement when we see it?

2. Are we moving toward achieving our desired results? And to what extent?

Types of Indicators

What is the difference between Quantitative and Qualitative indicators?

Quantitative

- number of,
- frequency of,
- ratio of,
- variance with,
- % of,
- etc.:

- Qualitative
  - attitudes,
  - behaviors,
  - skills,
  - Perceptions of,
  - Quality of
  - level of (understanding),
  - Beneficiary satisfaction,
  - extent of,
  - Congruence with
  - etc.:

Some Examples of Indicators

- Quantitative

1. Number of women in the decision-making positions

2. % of women and men capable of reading basic material.

3. Ratio of men and women in decision-making positions in the Government

4. Number of human rights violations (over the past 2 years)

- Qualitative

1. Level of satisfaction of the beneficiaries.

2. Quality of the service provided.

3. Perception of men on women's participation in the local committee.

4. Coherence between the management tools developed and the absorptive capacity of the beneficiaries.

5. Perception of staff about their skills in revenue generation

Mind your Q's

If you…	then use
• want statistical analysis • want to be precise • know what you want to measure • want to cover a large group	QUANTITATIVE
• want narrative or in-depth information • not sure what you are able to measure • do not need quantifiable results	QUALITATIVE

Checklist

Result to be measured:

Indicator selected:

Is the indicator…

1. As direct as possible, a reflection of the result itself?
2. Sufficiently precise to ensure objective measurement?
3. Calling for the most practical, cost-effective collection of data?
4. Sensitive to change in the result, but relatively unaffected by other changes?
5. Disaggregated as needed when reporting on the result?

"Dear Mr. Gandhi, We regret we cannot fund your proposal because the link between spinning cloth and the fall of the British Empire was not clear to us."

Written by *M. M. Rogers* and illustrated by *Ariv R. Fatzal, Wahyu S., Ary W.S.*
Creative team for Search for Common Ground in Indonesia

Few Basic Principles/Tips for Indicator Selection

- The indicators must be developed **in participatory fashion** including all major stakeholders, whenever possible.

- The number of indicators for measuring each result must be limited.
  - *Rule of Thumb - Use maximum 2-3 indicators per result. 1 qualitative, 1 quantitative and 1 that makes most sense for the respective result statement.*

- **Projects (and Programs) require baseline data that enable comparisons to be made over time, and help determine the change resulting from an investment or contribution.**

Few Basic Tips for Indicator Selection

- In some cases, performance cannot be measured directly. Thus, projects/programs may use “proxy” measures to indicate certain things.

  - For example, “the proportion of the population ingesting fewer than a prescribed number of calories daily” is a proxy for **poverty**.

Indicator vs. Result

Often there is confusion between results, indicators, and targets:

- **Result**: **are precise statements of what is to be accomplished**:
  - Increased literacy rate among ethnic groups
- **Indicator: specifies exactly what is to be measured along a scale or dimension, but does not indicate the direction of change**
  - Literacy rate, level of knowledge (Why we need two indicators?)
- **Target specifies a particular value for an indicator to be accomplished by a specific date in the future**
  - Literacy rate to reach 85% among ethnic groups by the year 2017

Monitoring Performance

Performance Measurement

- At the heart of the RBM approach is performance measurement (PM)

- **When PM is done on a continuous basis during implementation, it empowers managers and stakeholders with** "real time" **information about the use of resources, the extent of reach and the achievement of results** (first at the immediate output and then at the intermediate outcome level)

The ancient Egyptians regularly monitored their country's outputs in grain and livestock production more than 5,000 years ago. Monitoring and evaluation is certainly not a new phenomenon

Current Trends

- Now the focus is on continuous process of performance self-assessment done by the implementing partners
- **Includes assessment of processes, outputs and progress towards outcomes and impact**
- **This self-assessment approach is complemented by evaluations**

Performance Measurement Framework (PMF)

- To assist with the Project Management functions, it is important to establish a structured **plan for data collection** and analysis. This plan must describe who will do what, when and how.

- A *Performance Measurement Framework* (also known as Performance Monitoring Framework, Project Monitoring Plan) helps to structure the answers to these questions.

Performance Measurement Framework (PMF)

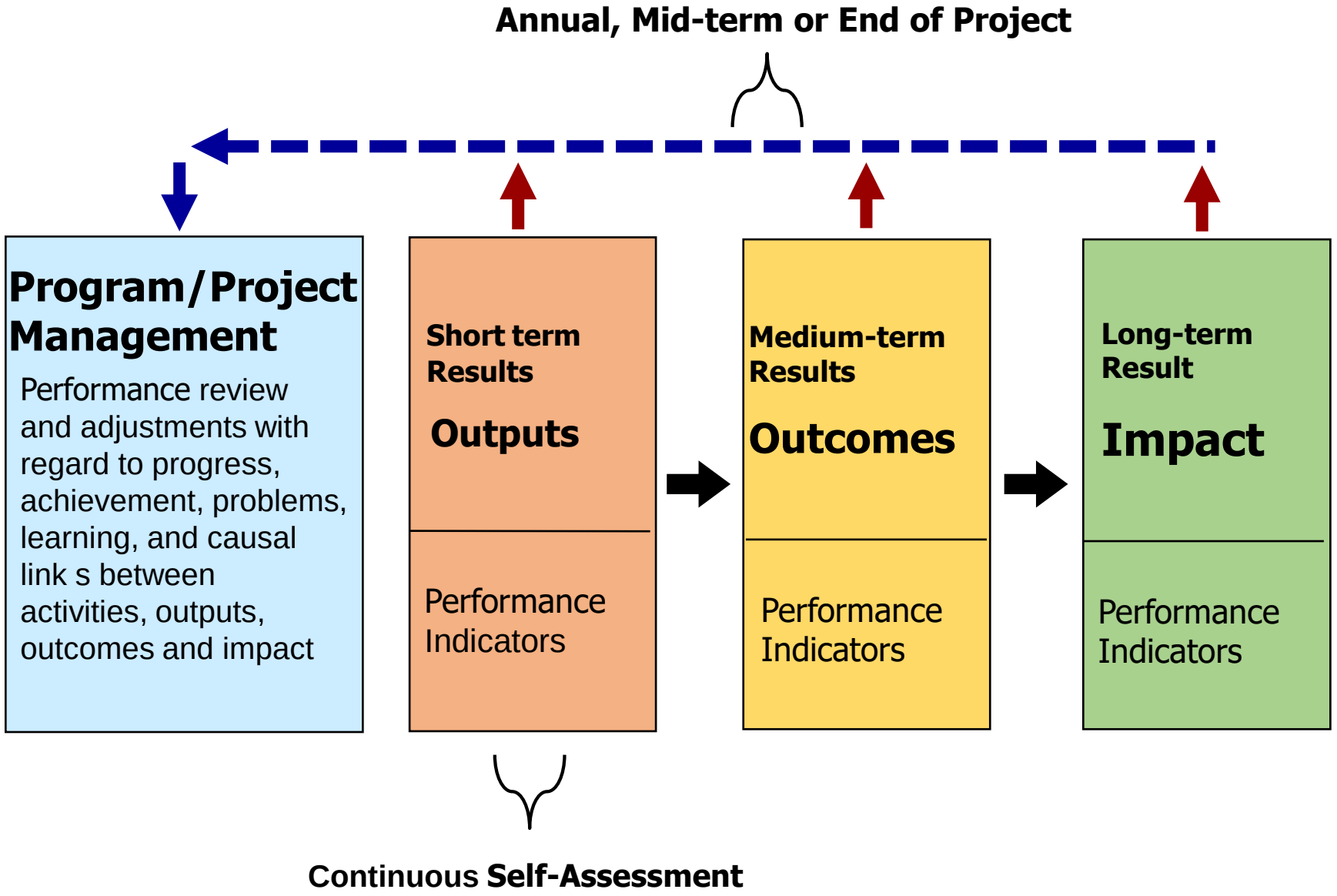
2nd Primary RBM tool

- Used to systemically plan the collection of relevant data to assess and demonstrate progress made in achieving expected results.
- Ensures performance information is collected on a regular basis
- Allows for real-time, evidence-based management decision making
- Developed and monitored through consultation with partners, other donors, local stakeholders and sometimes beneficiaries

Elements of a PMF – Tool # 5

Result Statements from Logic Model	Indicators	Baseline	Target	Data Sources	Collection Methods	Frequency	Responsibility
Impact							
Outcomes							
Outputs							
Activities							

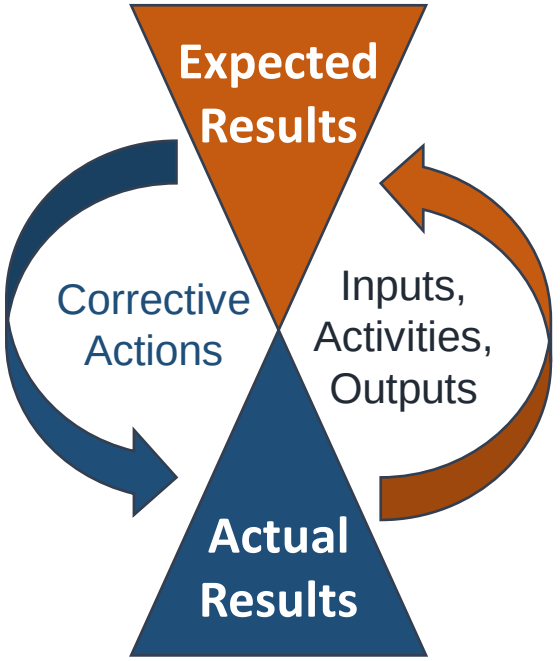
Frequency of Performance Measurement



Corrective Actions

- **Expected results are clearly defined at the beginning of any intervention** and form the focal point for any ongoing management decisions
- The implementation must continue to focus on achievement of expected results

- **Reporting focuses on the comparison of the actual results being achieved against expected results established in the beginning of the project and corrective actions should be agreed with key stockholders**



Reporting & Learning

What are the challenges you face in reporting?

Challenges in Reporting

Results & Reporting:

- We are still having challenges in reporting on results:
  - Focus of reports (in many case) is still on **completed activities, products developed**, and **services delivered**
  - Specific actual result statement, but no evidence to support or examples to illustrate what was really achieved
  - Others….

How to use Indicators to Report on Actual Results (Evidence based)

- **Expected Results:**
  - Higher access to primary education in community X; Reduced drop out rates ; Improved quality of primary education.

- **Indicators (for each result):**
  - **level of parents satisfaction,**
  - **No. of students in primary education (M/F), % (compared to previous years)**
  - **Drop out rates, % (compared to previous years)**
  - **Skills levels of teachers**
  - **% of students who pass standard tests. (compared to previous years)**

- **Progress to date in the achievement of Results:**
  - There is evidence that parents are more satisfied, although a survey has not yet been conducted. For example, in the X community, several … mentioned that the …… .
  - There has been a **10% reduction in drop out rates, see graph/ province**.
  - There is evidence of improved quality of teaching from the reports of the supervisors, a summary of …
  - There is no progress in …… because of ……., We recommend ……

Reporting as a Performance Story

- To tell a performance story, we have to:
  - Set results in context – status before, changes in current situation, implications for result achievement
  - Measure & report on actual results vs. expected results stated in the latest LM
  - Use indicators to support reporting on achievements
  - **Explain variance between planned & actual results**
  - Integrate reporting on cross-cutting issues into reporting on results (such as gender , environment)
  - **Suggest lessons learned & improvements**

Summary

- RBM is a management philosophy / approach with a set of tools designed to improve both management effectiveness (to achieve better results) and accountability by:

  - Involving key stakeholders in defining realistic expected results and indicators
  - Assessing risk
  - Monitoring progress toward the achievement of expected results
  - Integrating lesson learned into management decisions
  - Reporting on performance/RESULTS

Good governance

As a global phenomenon, RBM encompasses:

- more transparent and accountable governance at all levels of public sector work
- reporting to Parliaments and the public on results achieved with taxpayer’s money

RBM and the Humanitarian context

Humanitarian donors are increasingly under similar pressures to demonstrate effectiveness and to account for impact. This is partly a matter of showing that their decisions regarding spending on policies and programs are well-founded and evidence-based.

However, humanitarian contexts are almost by definition ‘‘non-ideal” for gathering data. Decisions often have to be made quickly, sometimes with relatively little access to current information or accurate data.

RBM and the Shift in focus

Historically governments and donor agencies have focused their attentions on the following:

- Inputs (what they spend)
- Activities (what they do)
- Deliverables/Completed activities (what they produce)

WHAT IS MISSING?

The destination

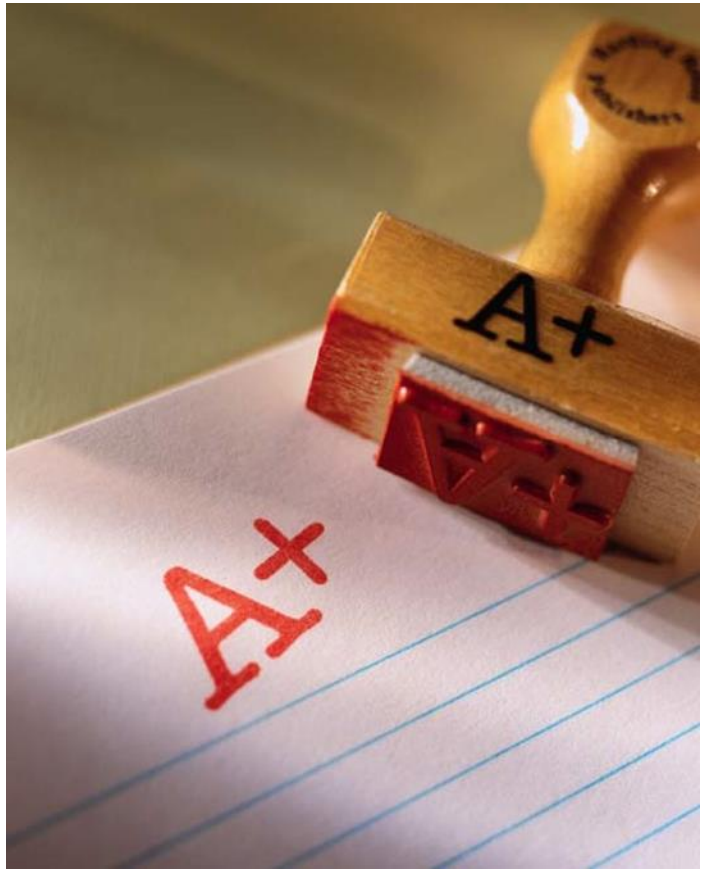
When we simply focus on inputs, activities, and deliverables we are blind.

When we do not know our destination, we cannot see when or why we have gone off course.

We can only take corrective action, we can only **manage**, when we know where we are going.

In a nutshell

Always keep the destination in mind; knowing where you want to be and adjusting what you are doing accordingly.



Conclusion

- RBM is an effective approach if our teams are trained to use its tools and frameworks in a participatory way.
- There is a tendency to propose unrealistic results (compared to the available resources). Experience is key !
- The frameworks & formats presented should not be viewed as **straightjackets** that prevent people from communicating in ways that work for them. Nor should they be considered an impediment to iterative programming.
- The RBM approaches are intended to support **iterative planning** in a systematic way, and to give development partners all the latitude we need to make adjustments and re-focus our work in ways that better contribute to **RESULTS**.