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

<table>
<thead>
<tr>
<th>Element</th>
<th>Management by Activities</th>
<th>Management for Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td>To build wells in 15 communities</td>
<td>Stated as an expected result: &quot;Improved and sustainable usage of clean &amp; safe water by families in 15 communities in region X&quot;.</td>
</tr>
<tr>
<td><strong>Indicator</strong></td>
<td># of wells built</td>
<td># of people (m &amp; 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.</td>
</tr>
<tr>
<td><strong>Completed Activities/Deliverables</strong></td>
<td>Wells built</td>
<td>Wells built, training on well maintenance, training on how to keep water clean and developing maintenance structures provided.</td>
</tr>
<tr>
<td><strong>Performance Measurement</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Change/Results Achieved by the end of Project</strong></td>
<td>Villagers returned to old practices -- going to river for (dirty) water. Why? Not shown how to keep water clean; repair wells, no shared ownership</td>
<td>Improved and sustainable use of clean &amp; safe water by families in 15 communities in region X; [(which, over time, will lead to lowered diseases &amp; in end lowered mortality, etc.)]</td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>Could not hold org. accountable for the wells not being used - they delivered what they said they would – build Wells.</td>
<td>The organization would be held accountable in a different way.</td>
</tr>
</tbody>
</table>
Theory of Change (ToC) – Logical Approach to Designing Development Projects
Seeing the Big Picture
The Project Cycle

Situation Analysis

- Monitoring and evaluation
- Implementation
- Project design and preparation
- Theorising How Change will Happen

LEARNING
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

<table>
<thead>
<tr>
<th>Key Stakeholders</th>
<th>How are they affected by the problem?</th>
<th>How do they affect/contribute to the problem?</th>
<th>Potentials for coping with the problem</th>
<th>Linkages between stakeholders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
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<tr>
<td>Secondary</td>
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<td></td>
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</tbody>
</table>
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

Catch and income of fishing families in decline

Riverine ecosystem under serious threat, including declining fish stocks

High incidence of water borne diseases and illnesses, particularly among poor families and under 5s

River water quality is deteriorating

High levels of solid waste dumped into river

Most households and factories discharge wastewater directly into the river

Wastewater treated in plants does not meet environmental standards

Polluters are not controlled

Population not aware of the danger of waste dumping

Existing legal regulations are inadequate to prevent direct discharge of wastewater

40% of households and 20% of businesses not connected to sewerage network

Environment Protection Agency ineffective and closely aligned with industry interests

No public information/education programs available

Pollution has been a low political priority

Inadequate levels of capital investment and poor business planning within Local Government
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

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

<table>
<thead>
<tr>
<th>Short-term results or <em>Outputs</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Medium-term results or <em>Outcomes</em></td>
</tr>
<tr>
<td>Longer-term result or <em>impact.</em></td>
</tr>
</tbody>
</table>

- 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

**Impact**
*Long-term* developmental result (change) that is the logical consequence of achieving a combination of outcomes. [Societal Change (National, community levels, etc.)]

**Outcome**
*Medium-term* developmental result (change) that is the logical consequence of achieving a combination of outputs. It is achievable within the timeframe of the project and generally affect the beneficiaries.

**Output**
A *short-term* developmental result (change) that is the logical consequence of completed project activities and that contributes to achieving the outcome(s).

**Activities**
*Actions taken or work performed* through which inputs are mobilized to produce specific outputs.

**Input**
The resources required, including money, time or effort, human resources to produce a result.
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

**Conditions**

**Impact**
- Social
- Economic
- Civic
- Cultural
- Environmental

**Performance**
- Decision-making
- Social Action
- Behavior
- Policy making
- Efficiency
- Effectiveness
- Practice
- Performance

**Outcome**
- Knowledge
- Skills
- Attitudes
- Processes
- Opinions
- Awareness
- Aspirations
- Motivations

**Capacities**
- Workshops
- Counseling
- Assessments
- Media work
- Access
- Training
- Facilitation
- Meetings
- Product dev.
- Recruitment

**Input**
- Money
- Staff
- Time
- Materials
- Equipment
- Technology
- Partners

Source: Adapted from St. Mary’s University
Results Chain Example

- Funding
- People
- Material
- Construction of new wells in the community
- Wells Built
- Increased access to clean water in the community
- Increased usage of clean water in the community
- Improved health of the population in the region

Development Results
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

1. Lowered rate of water-borne diseases in the 4 communities in region X
   - 1.1 Increased access to clean water in the 4 communities
   - 1.2 Increased capacity of the 4 communities to maintain wells

Construction of 8 new wells in the 4 communities in region X

Provide training on maintenance of the wells to 12 local focal points

Financial Resources, Human Resources, Technical Resources

Other Projects also contributing to this Impact

Impact
Outcome
Outputs
Activities
Inputs
Dimensions to Result Chain

- Time Frame
- Depth of Change
- Project Reach
Result Chain - (Time)

Can be achieved during the Lifecycle of the project

Long-term Change (Impact)

Medium-term Change (Outcomes)

Short term Change (Outputs)

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- 2\textsuperscript{nd} 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 \textit{water wells}) will not be same as (increased agriculture production through construction of a \textit{Large Dam}) in terms of \textit{reach, time} and depth of change.
Result Chain- 3\textsuperscript{RD} 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

How

What do we want?

Why?

Resources

Inputs

Activities

Outputs

Outcomes

Impact

Project Delivery Partners

Intermediate Groups

Beneficiaries

Society

Reach
Implementation

Inputs

Activities

Outputs

Outcomes

Impact

(For output 1.1) (Linked to each output)

(For output 1.1) (Linked to each output)

1.1 (Short Term Results) (Linked to each outcome)

1. (Medium Term Results)

(Long Term Result)

(For output 1.2)

(For output 1.2)

1.2

2.1

and so on

2.2

and so on

3. (Maximum three outcomes)

and so on
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
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
Operational Risks
• Op1: Human resources
• Op2: Performance mgt
• Op3: Information systems

Financial/Legal Risks
• Fin1: Funding
• Fin2: Fiduciary
• Fin3: Contractual

Development Risks
• Dev1: Strategic
• Dev2: Socio-political
• Dev3: Inst capacity
• Dev: Disasters, Environment, disease

Reputation / Public Confidence
Impact = significant
Likelihood = Low
### Risk Map (Tool # 3)

For each risk, start with the likelihood of occurrence, then the impact on results if the risk materialize.

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>Likelihood</th>
<th>Impact on Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Low</td>
<td>X high staff turn over</td>
</tr>
<tr>
<td>Medium</td>
<td>X Political instability</td>
<td>X Limited funding</td>
</tr>
<tr>
<td>Low</td>
<td>X Reputation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Likelihood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
</tr>
<tr>
<td>Medium</td>
</tr>
<tr>
<td>High</td>
</tr>
</tbody>
</table>

**LIKELIHOOD**
# Risk Analysis and management
(During planning and implementation)

<table>
<thead>
<tr>
<th>Risk</th>
<th>Risk Level (High, Medium, Low)</th>
<th>Mitigation strategy/controls (for high and medium risk only)</th>
<th>Risk Owner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>6.</td>
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<tr>
<td>Etc</td>
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</tbody>
</table>
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
To capture activities in more details, WBS structure is used.
# WBS / Budget / Implementation Plan – Tool # 4

<table>
<thead>
<tr>
<th>Duration</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Q1</td>
<td>Q2</td>
</tr>
<tr>
<td><strong>Outcome 1:</strong> (write here outcome 1 from the Logic Model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Output 1.1:</strong> (write here output 1.1 from the Logic Model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1.1.1</td>
<td>30000.00</td>
<td>30000.00</td>
</tr>
<tr>
<td>Activity 1.1.2</td>
<td>20000.00</td>
<td>20000.00</td>
</tr>
<tr>
<td>Activity 1.1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Output 1.2:</strong> (write here output 1.2 from the Logic Model)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1.2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity 1.2.2</td>
<td></td>
<td>10000.00</td>
</tr>
<tr>
<td>Activity 1.2.3</td>
<td></td>
<td>2000.00</td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>If you...</th>
<th>then use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• want statistical analysis</td>
<td>QUANTITATIVE</td>
</tr>
<tr>
<td>• want to be precise</td>
<td></td>
</tr>
<tr>
<td>• know what you want to measure</td>
<td></td>
</tr>
<tr>
<td>• want to cover a large group</td>
<td></td>
</tr>
<tr>
<td>• want narrative or in-depth information</td>
<td>QUALITATIVE</td>
</tr>
<tr>
<td>• not sure what you are able to measure</td>
<td></td>
</tr>
<tr>
<td>• do not need quantifiable results</td>
<td></td>
</tr>
</tbody>
</table>
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 Arie R. Faizal, 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

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</table>
Frequency of Performance Measurement

**Program/Project Management**
- Performance review and adjustments with regard to progress, achievement, problems, learning, and causal links between activities, outputs, outcomes and impact

**Short term Results**
- Outputs
  - Performance Indicators

**Medium-term Results**
- Outcomes
  - Performance Indicators

**Long-term Result**
- Impact
  - Performance Indicators

**Continuous Self-Assessment**
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.