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Results-Based Management Rule of Law Programme 7th September 2016



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What is a Result?

A describable or measurable **change** resulting from a cause and effect relationship

UNDG agreed RBM terminology



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Result = Change



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What is results-based management?

RBM is a management approach aimed at ensuring that activities achieve desired results

A key component of RBM is **performance monitoring** which is to objectively measure how well results are being achieved, and report on measures taken to improve them.

The power of measuring results



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- If you do not measure results, you can not tell success from failure
- If you can not see success, you can not reward it
- If you can not reward success, you are probably rewarding failure
- If you can not see success/failure, you can not learn from them
- If you can not recognize failure, you can not correct it
- If you can demonstrate results, you can win public support

Adapted from Osborne & Gaebler, 1992

Common elements of RBM

- Problem analysis to understand causes
- Structuring of programmes around a chain of desired results - addressing causes –THEORY OF CHANGE
- Causality/causal logic in the chain of results (IF THEN LOGIC)
- Use of ‘change language’ as opposed to action language
- Reliance on indicators to measure performance
- Costing of results rather than isolated activity budgeting



Let's speak RBM !
In the RBM world,
'Change Language' is used

Action Language vs. Change Language

Action Language	Change Language
Expresses actions to be taken from the provider's perspective (normally as the first thing)	Describes changes as a result of your planned actions,
Focuses on completion of activities	Focuses on results, leaving out options on how to achieve them
Can be interpreted in many ways because it is not specific nor measurable	Sets specific criteria for success
Convey intentions	Convey expectations



So what?

Change Language vs. Action Language



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Output/Outcome Statements	Type of Language?
To establish 10 police stations	Action language
People in remote areas have an increased access to justice	Change language
To assist the government in strengthening the security institutions	Action language
At least 20 government officials are trained on results based management -	Action language
Increase in number of people feeling safe.	Change language

Exercise - Converting to Change

Action Language

To establish ten police stations

To assist the government in strengthening the security institutions

At least 20 government officials are trained on results based management

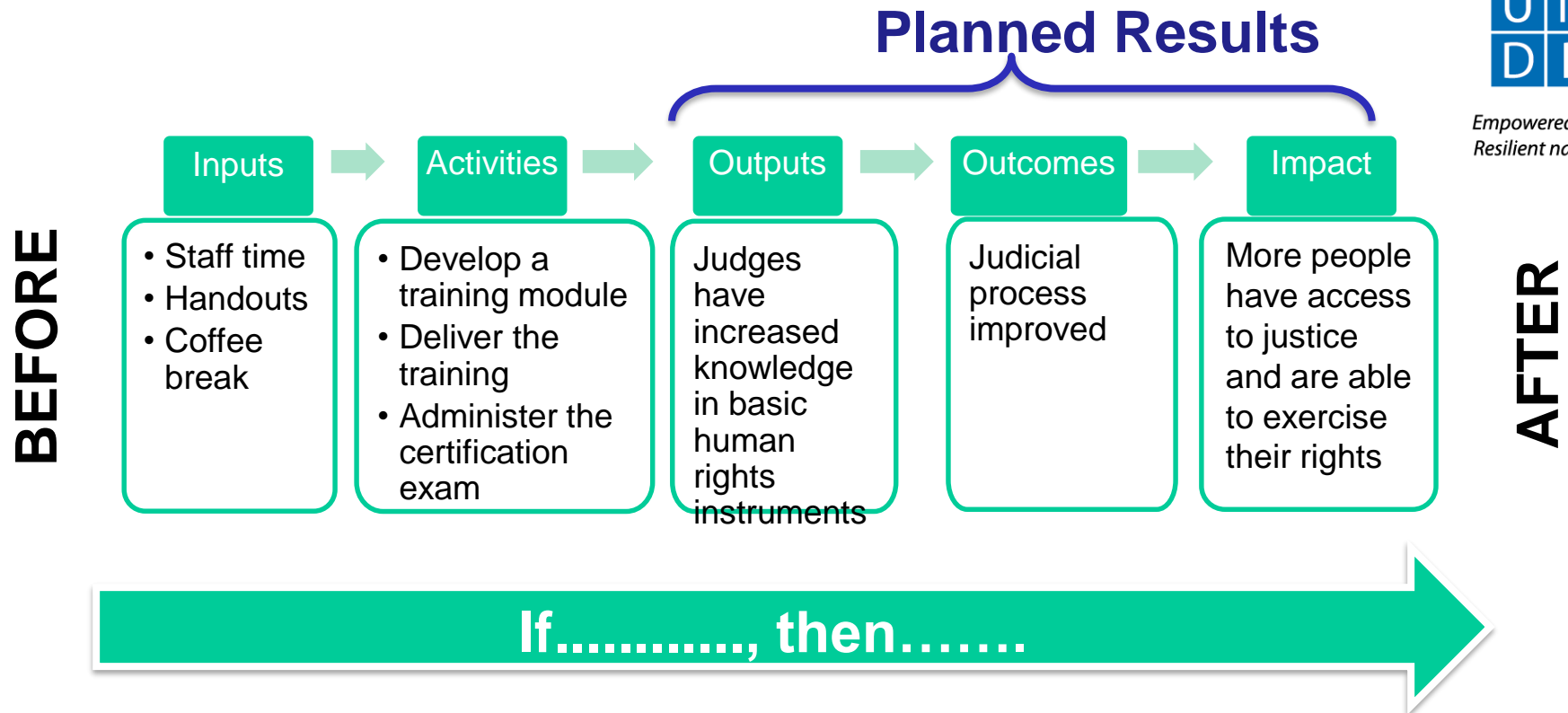


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Results Chain in RBM



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- Setting clear results to be achieved
- Cause-effect relationship throughout the results chain



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RBM Terminologies in the UNDP Context

Impact



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- Actual or intended changes in human development as measured by people's well-being
- Usually captured **changes** in people's lives

UNDP's work to achieve this one end result:

“real improvements in people's lives and in the choice and opportunities open to them”

UNDP's Handbook on Planning, Monitoring, and Evaluating for Development Results

Outcome



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- Actual or intended changes in **development conditions** that interventions are seeking to support
- Medium-term change in development conditions
- Usually achieved through collective efforts of stakeholders

Changes in
development
conditions

Changes in institutional capacity and performance

Changes in capacities, attitudes, and behavior among individuals or groups

Changes in enabling conditions (social, economic, political, governance conditions)

UNDP's Handbook on Planning, Monitoring, and Evaluating for Development Results

Sub-Outcome



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- Short-term, **most immediate** development **changes** resulted from the completion of a set of Output.
- Achieved within the time-frame specified and resources provided
- Within the greatest control and accountability of the project
- Reflect an appropriate strategy for achieving the outcome
- Normally a set of sub-outcomes is needed for the achievement of an outcome

Outputs



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- Describe actions needed to obtain the stated sub-outcomes.
- Normally more than one output is needed to produce a sub-outcome
- Start with a verb and describe an activity/action
- Action-oriented

*UNDP's Handbook on Planning, Monitoring, and
Evaluating for Development Results*

Examples of Activities (why are Sub-Outcome important)



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Sub-Outcome

Police forces and judiciary have an increased understanding of gender-based violence

Output:

Number of people trained.

Activities:

- Select and invite 100 participants from the headquarters offices of the police and criminal courts
- Inspect and procure the venue for the training
- Invite guest speakers
- Agree on the training dates and agenda
- Deliver 5 five-day training sessions

Output Vs Sub-Outcome



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Outputs and Sub-Outcomes are often confused.

Outputs are actions to be undertaken within the scope of the project

Build 10 model police stations

Sub-Outcomes are short-term immediate effects/results of completed activities

Residents in 5 villages have an **increased** access to security services.

A Good Results-Based Statement



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- Clearly states the desired change – a verb expressed in the past tense such as improved, strengthened can be used
- The change described must be important to the country/region/community, not just UN
- Changes at the output and sub-outcome level must be attributable to our projects
- Changes at the outcome level are contributed by our projects
- Disaggregate the statement to indicate for whom this change is for; where; how much change; and by when

*UNDP's Handbook on Planning, Monitoring, and
Evaluating for Development Results*

A Good Results-Based Statement



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- Avoids describing how the change will be achieved such as improved through; supported by means of, etc.
- Avoids intentions – “To assist the government...”
- Is measurable – making it possible to monitor the progress and assess whether it is achieved or not
- Is achievable – not too ambitious when put in the context of the development programme
- Is time-bound – never open-ended

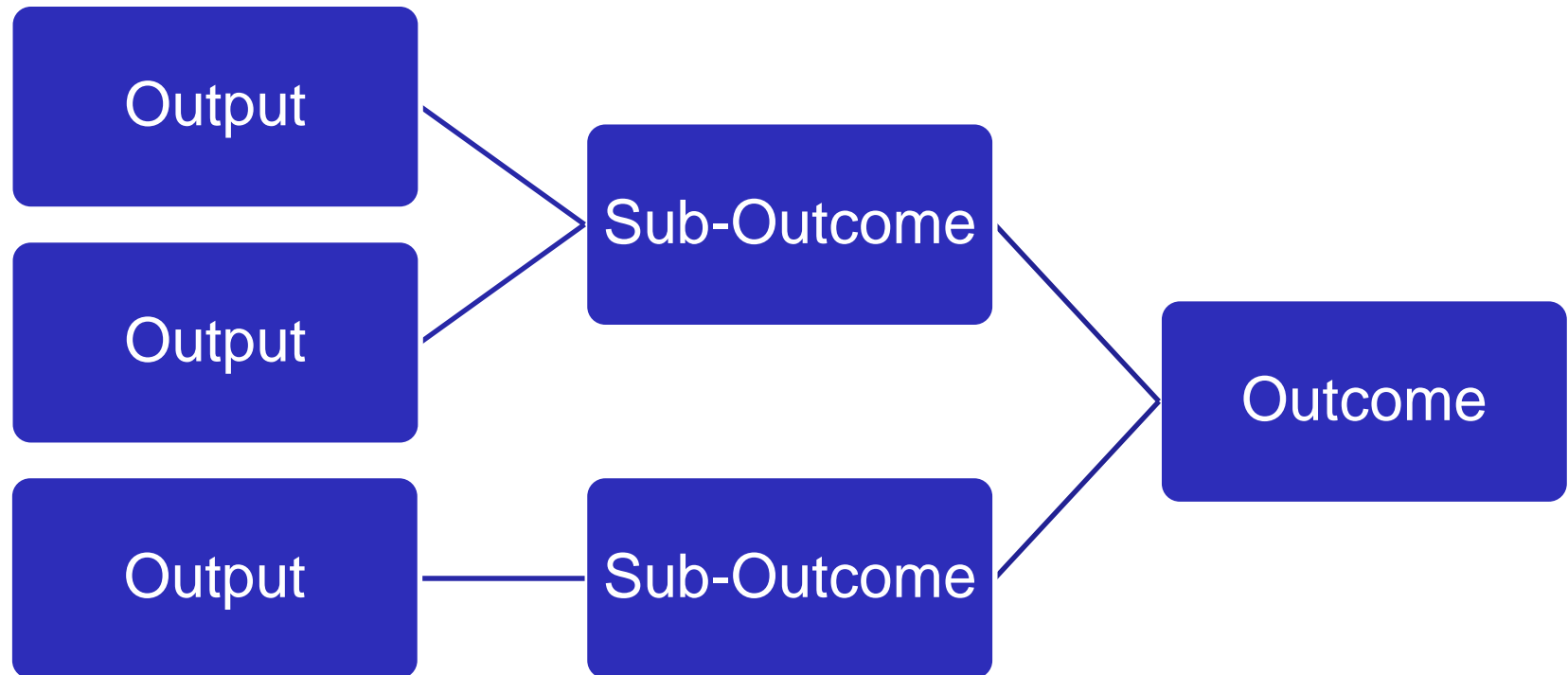
*UNDP's Handbook on Planning, Monitoring, and
Evaluating for Development Results*

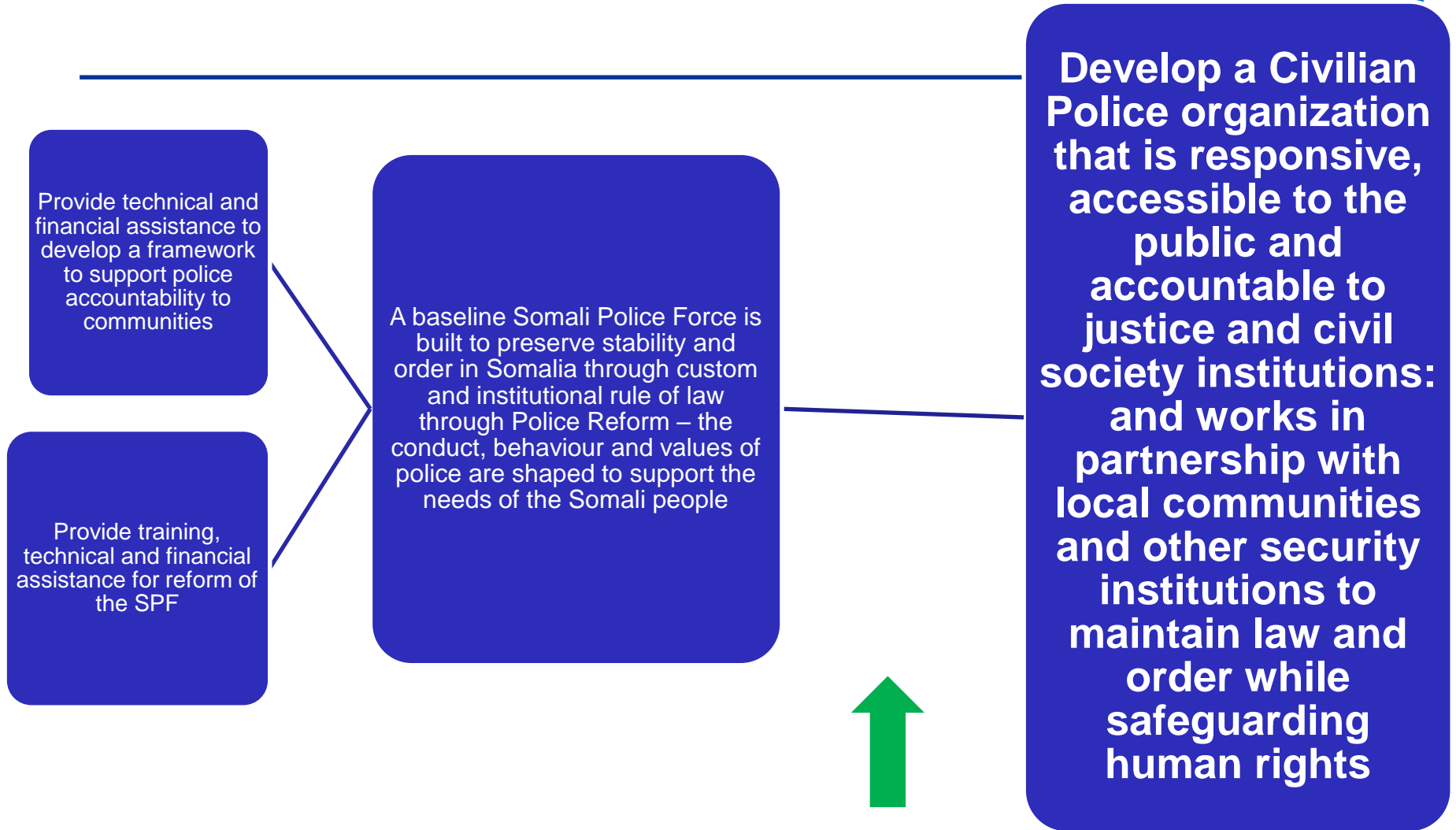


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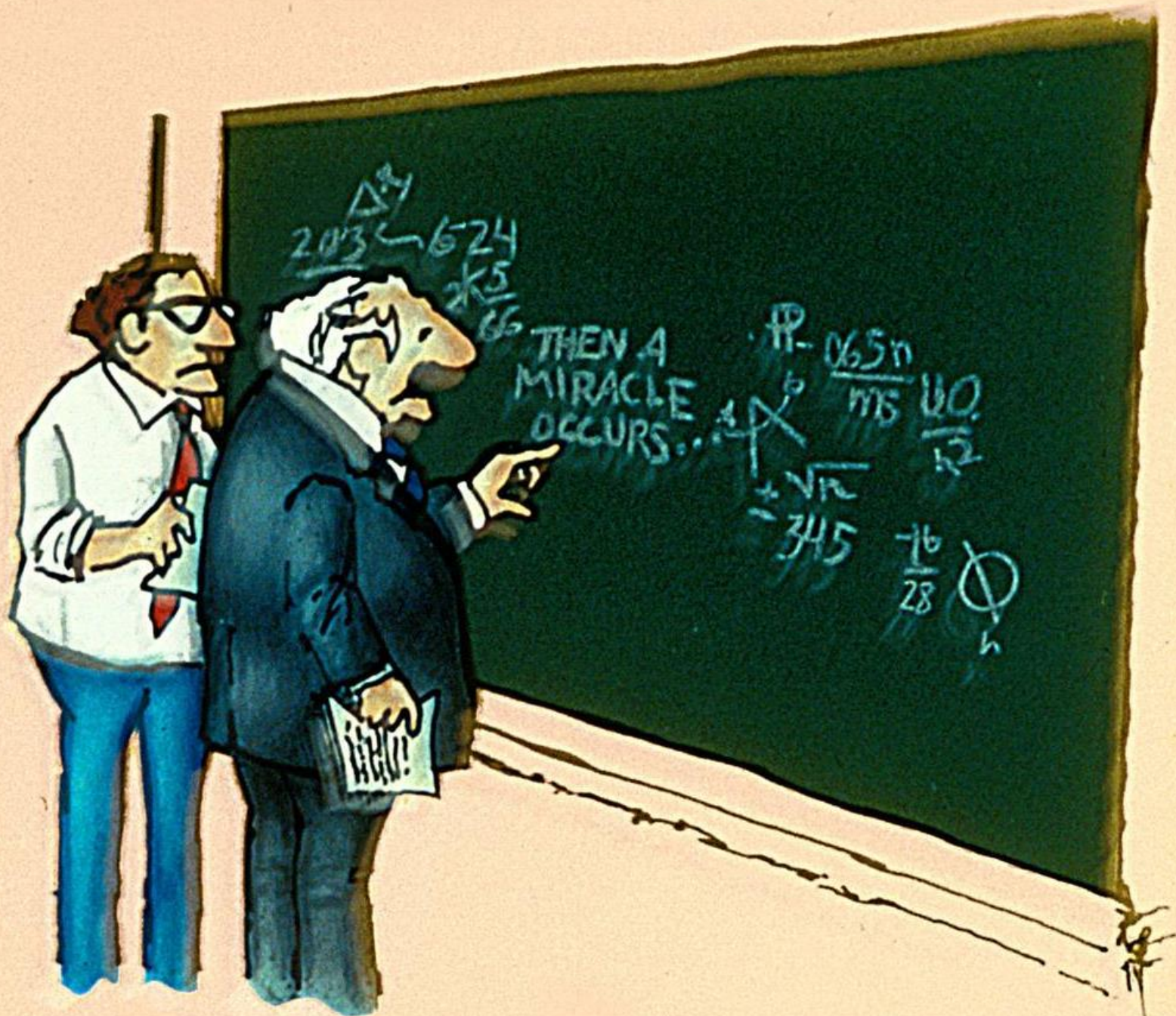
Theory of Change

Results Chain – What we plan





The missing middle



"I think you should be more specific here in

RBM – Theory of Change



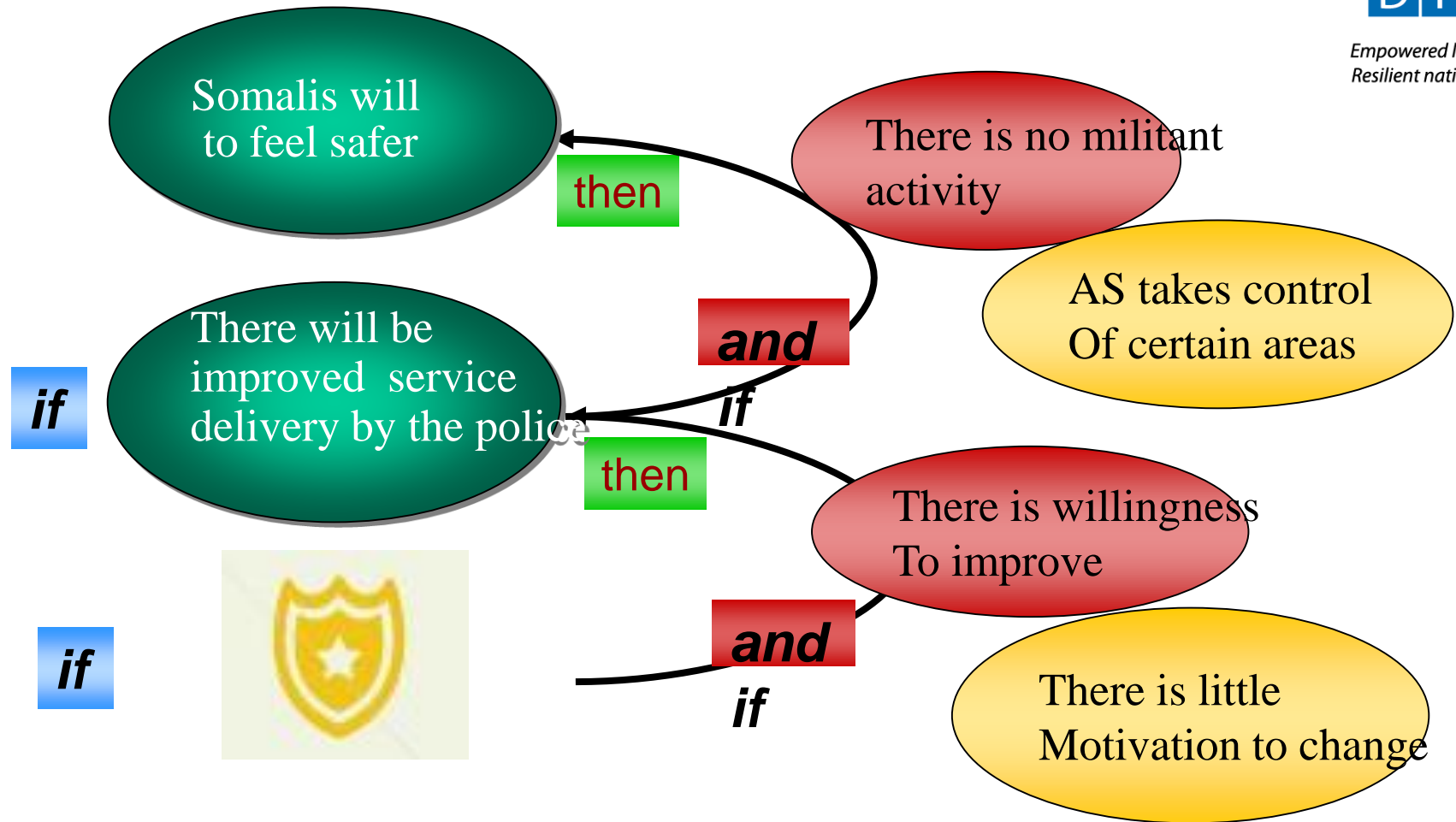
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...is a representation of how a project, program or policy initiative *is expected* to lead to the outcomes and impacts. It also identifies the underlying *assumptions* being made with respect to how the change will occur.

Assumptions and Risks



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The police force is trained

Indicators



Indicators



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Quantitative or qualitative factors used to assess the extent to which intended changes are achieved

Example:

Intended result: ***Increase in number of districts with judicial systems.***

Indicator: ***Percentage of community conflict cases successfully mediated by mobile courts***

Baseline: *20% in 2015*

Target: *25% in 2018*

Data need – Baseline vs. Target

If the indicator asks for



Baseline =



Target =



Key elements of an Indicator



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- **A unit of analysis** – qualitative or quantitative – Number of .., percentage of.., extent to which...
- Detailed description of **what to be measured**
- **Baseline** – where are we now?
- **Target** – how far do we plan to go? How much change is enough?

Number of districts where court management systems are established

Baseline: 2 (2015)

Target: 5 (2017)

Types of Indicators: Quantitative



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Quantitative indicators measure change in numerical values over time

- Number – Number of complaints received from the traders
- Percentage –Percentage of population with access to basic healthcare
- Ratio – Ratio of female to male school enrolment

Types of Indicators: Qualitative



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- Reflect people's judgments, opinions, perceptions, and attitudes towards a given situation or subject. Qualitative indicators can indicate changes in sensitivity, attitudes, satisfaction, confidence level, understanding, awareness
The extent to which Somalis feel safe.
- Convey information in textual or descriptive form depicting the quality of the change
The extent to which police is able to prevent and resolve conflicts, to be measured through stakeholder responses and qualitative analysis
- Qualitative indicators can be turned into quantitative data if answers are categorized and correctly coded
- % of Somalis who feel safe
- # of cases received and resolved by police.

Results Monitoring



Monitoring and Evaluation

- **Prove** – How can I prove to my key stakeholders that my performance is good?
- **Improve** – How can I improve my own performance?

Definition

Results monitoring is a project management tool that involves a *continuous process* of collecting and analyzing information to

- compare how well a project, programme, or policy is performing against expected results
- check if the causal logic (theory of change) holds during implementation

Monitoring



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Regular and systematic assessment of the progress of the project looking for:

- Progress towards planned results
- Short-term and medium-term results and potential outcomes and impact
- Potential success stories, lessons learned
- Continued relevance for result/outcome
- Efficient use of resources

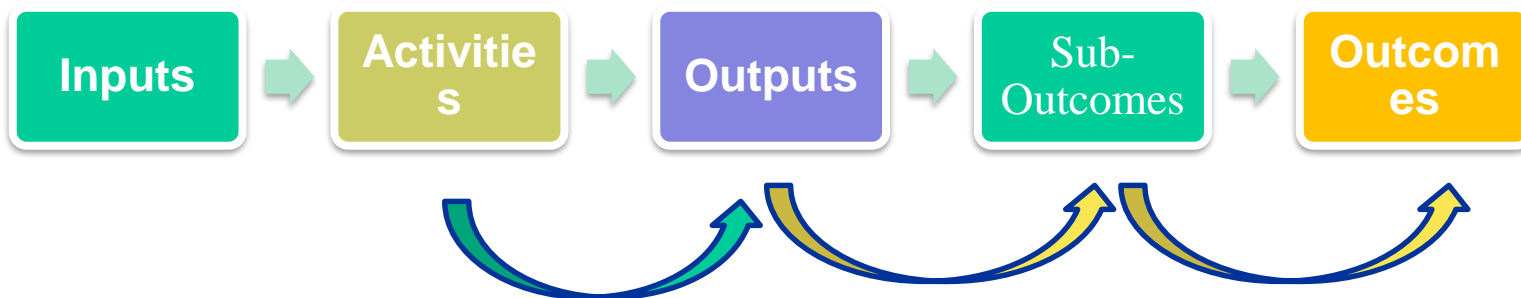
Use of monitoring data

- Note issues, impediments, risks, opportunities, lessons-learned
- Identify any changes that might be needed
- Report in order to fulfill accountability requirements
- Communicate results in real time to stakeholders
- Learn and contribute to knowledge
- Generate a solid data base for evaluations

Results Monitoring



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Delivery rate

Financial report

Timesheets

Traditional
Monitoring

Did we do it?

Results Monitoring

Yes, we did it, but are we making progress on achieving the planned results? Will the planned results at the sub-outcome level contribute to the results at the outcome level?

Are the activities leading to the planned results?
How?

Implementation monitoring



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Results Reporting





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Results = Changes

**Results Reporting =
Reporting on Changes**

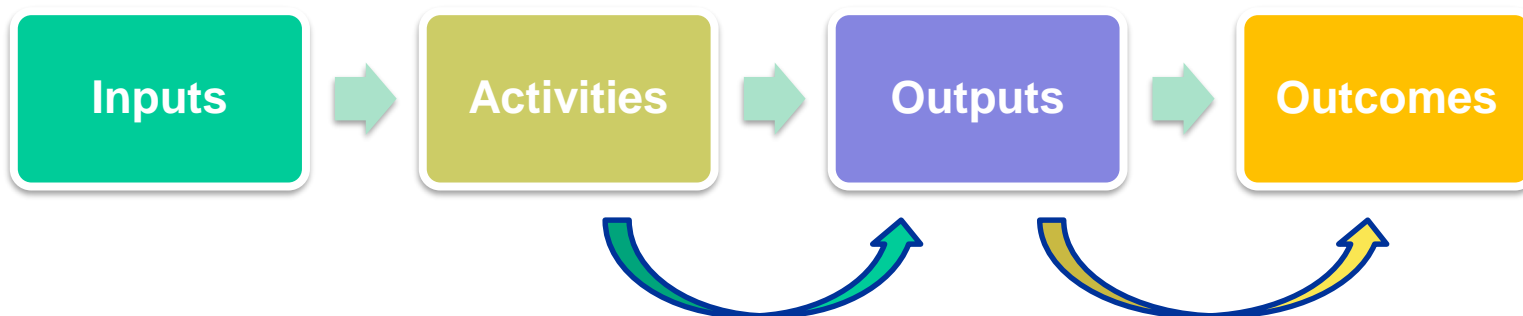
Results Reporting

- Describe what has **changed** because of our actions – Change from what situation (before-after)
- Place the target population/organizations at the center of the stories, not the persons doing the activities or the actions themselves
- Answer “**So What?**” question → Yes, we did this, but so what?
- Whenever possible, explain why and how these incremental results will contribute to higher-level outcomes as well
- Back up your claims for results with credible evidence

Results Reporting



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Delivery rate
Financial report

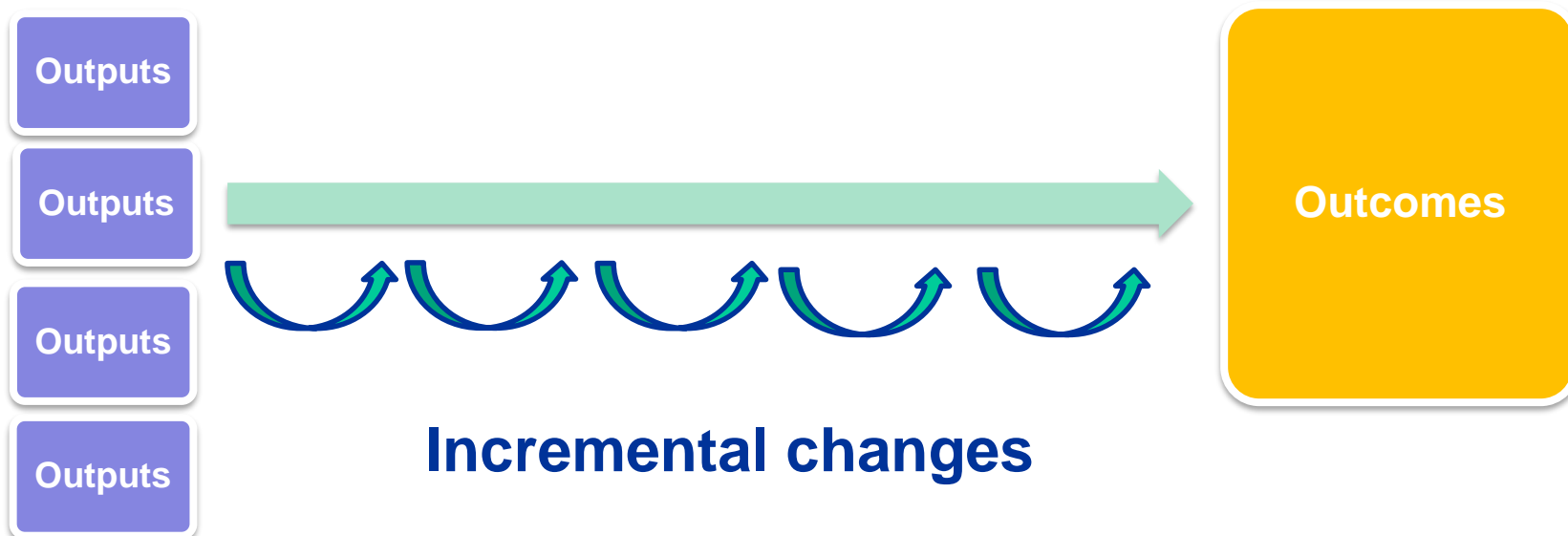
**Traditional
Reporting**
**This is what we
did**

Results Reporting
**This is what happened or
hope to happen after we did
it and we can explain how
and why**

Results reporting



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- If the theory of change of the project is sound, changes will happen but most likely very slowly and incrementally
- Try to report on incremental changes as much as we can

knowledge

Practice

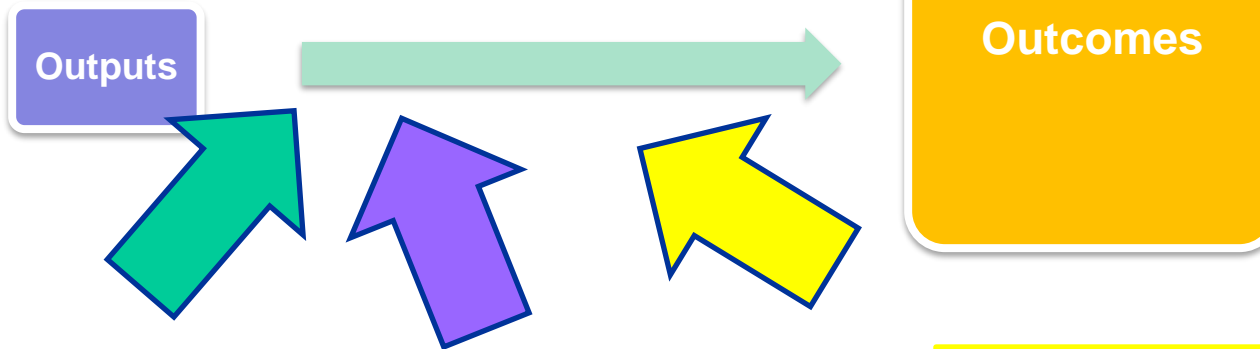
Attitudes

Policy

Results reporting and monitoring



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Capturing **immediate** results after the completion of activities

- End-of-session questionnaire to measure perceived increase in capacity of training participants
- Tracking media clippings after launching of publications

Capturing **short-term** results after the completion of activities

- Follow-up survey or in-depth interviews with the participants six months after the training
- Tracking citations of publication by articles, academic papers, and other publications; Publication feedback survey sent to potential readers

Capturing **medium-term** results after achievement of short-term results

- Seeking success stories with participants on whether newly acquired skills have led to any positive changes
- Follow-up with policy makers on the use of publications

Results Reporting

Report from a campaign to improve early literacy by motivating parents to read more frequently to children

- Workshops held by community-based partners were attended by 1,250 parents
- Post-workshop surveys showed that 75 percent intended to spend more time reading with their children
- Telephone surveys indicate a 10 percent rate of recall on the campaign's messaging, suggesting message retention by 150,000 people (based on 1.5 million gross impressions)
- Of those who attended the workshops or retained the campaign's public service messaging, 50 percent respond affirmatively to a survey question asking whether they now felt it was more important to read to their children on a regular basis
- 10,000 parents sign on to a pledge on the campaign's website to spend one hour a day reading with their child
- 15,000 parents downloaded a read-to-me kit from the campaign's website
- 20 community-based organizations have adopted the campaign in their outreach to the 50,000 people they collectively serve



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Results Reporting

Report from a campaign to improve early literacy by motivating parents to read more frequently to children

Impact:

- When compared to a control group of children whose parents were not exposed to the campaign, children whose parents did participate in the campaign and read to their children on a more regular basis scored higher on ready-to-learn evaluations upon entering kindergarten
- A longitudinal study shows the children whose parents participated in the campaign have higher literacy test scores at the end of third grade than a control group of children whose parents did not participate in the campaign

*Metropolitan Group, "Measuring What Matters: The Challenge of
Quantifying Social Change"*



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Immediate Results from a Training

- Overall benefits that participants attribute to the session
- Commitment to action
- Perceived changes in motivation, confidence, or abilities
- Perceived changes in knowledge and skills
- Perceived changes in attitudes, beliefs, and opinions
- Intended changes in practices or behaviors
- Perceptions of before and after differences

Taylor-Powell, Ellen and Renner, Marcus, "Collecting Evaluation Data: End-of-Session Questionnaires", Program Development and Evaluation, University of Wisconsin-



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Immediate Results from a Training

- Expanded understanding
- Increased insights into what was already known
- Clarified things that had been learned
- Refocused attention to a topic
- Helped integrate information that had been heard
- Helped in understanding one's own beliefs
- Challenged thinking
- Stimulated interest to learn more
- Stimulated new thinking
- Provided ammunition to use in an argument
- Triggered ideas
- Helped in applying information
- Encouraged action
- Helped in self understanding

Taylor-Powell, Ellen and Renner, Marcus, "Collecting Evaluation Data: End-of-Session Questionnaires", Program Development and Evaluation, University of Wisconsin-



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Issues for consideration

When reporting on changes, consider:

- Will the change take place anyway without the intervention?
- Does the change happen at the expense of other untargeted groups?
- Do the changes take place at a justifiable cost?

What Donors say....



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**Tell us about how
your project is
contributing to
change, not just about
how you spent the
money**





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GROUP EXERCISE

Results Reporting Group Exercise

1. Each group pick one output to report on
2. Draw 1 table on the flipchart with 3 columns
3. In the first column, list 2 activities that were delivered under this outputs in 2012 (**yes, we did it**). – 10 minutes

This is what we did in 2015		
Each group picks one output to report on, then list out TWO activities that were implemented under this output		

Group exercise

4. For each activity, ask within the group what we expected to see changed and how this change(s) would contribute to the expected outcome (**yes, we did it but so what?**) – 15 minutes

This is what we did in 2015	So What?	
	For each activity listed, provide in details what are the 'immediate' changes they wanted to see after conducting this activity and WHY and HOW this activity will contribute to the achievement of a higher-level result (outcome)	

Group exercise

5. For each change, brainstorm on what type of data needed to convince others that the change did take place (**back up you claims**) – 15 minutes

This is what we did in 2015	So What?	Back up your claims
		What are the evidences that can be used to validate the claims that results have occurred or will occur

Group Exercise

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Sustained progress.

This is what we did in 2015	So What?	Back up your claims
In February, a training session on women's leadership skills was delivered to 25 women activists who work on campaigns on violence against women in their communities.	The trained participants have an increased knowledge on how to facilitate policy dialogues with their local governments. It is expected that this increased knowledge will contribute towards these women's capacities in successfully launching their violence against women campaigns in their areas and their abilities to bring the issue into the policy agenda at least at the local government level.	Based on the end-of-session questionnaire, 90% of the participants said that this training is most relevant to their needs and 70% of them said they had increased confidence in approaching concerned local government officials to see how they can work with them on the campaigns.



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EVIDENCE

Evidentiary basis for results



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What indicates lower quality answer?

- No evidence sources or data cited to support the change or results reported.
- No evidence sources or data cited to verify that UNDP support has contributed to outcome progress.
- Evidence and data used is not specific and/or credible.

Other Forms of Evidence

- Stakeholder questionnaires
- Stakeholder Interviews
- Group interviews
- Focus groups
- Perception surveys
- Opinion polls
- On-site verification (physical check)
- Case studies
- National statistics
- National reports, evaluations or assessments
- Third party statistics
- Third party reports, evaluations or assessments

Use Change Language



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Change Language

Describes **changes** as a result of your planned actions,

Focuses on results, leaving out options on how to achieve them

Sets specific criteria for success

Convey expectations

Now from your perspective (we did this) but from the result achieved.

Key things to remember

- Use Change Language – what has changed because of your work
- A feature of a strong results report is the use of data and evidence (qualitative and quantitative) to provide a credible and verifiable basis for the analysis and assertions being made through the report.
- Remember to report on activities, but explain why those activities are important.
- Always keep the Sub-Outcome in mind. What is the project trying to achieve overall?
- Always know your targets and baselines, so you can identify the direction you're going in and provide explanation/justification.



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Identify weaknesses



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Weak Statement:

Significant gains have been made in improving the motivation, skills and knowledge of civil servants. The Civil Service Institute is a well-established, partly government funded, institution with solid management and administration,



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Better Statement:

Significant gains have been made in improving the motivation, skills and knowledge of civil servants. The Civil Service Institute is a well-established, partly government funded, institution with solid management and administration, which has provided training almost 5000 civil servants since 2010, with steadily increasing numbers, variety of courses, and proportion of women (this is now an average of 40%). The support to CSI was terminated in 2015, as the institutions was strong enough to function without external support.

Even Better 😊 :

Significant gains have been made in improving the motivation, skills and knowledge of civil servants. The Civil Service Institute is a well-established, partly government funded, institution with solid management and administration, which has provided training almost 5000 civil servants since 2010, with steadily increasing numbers, variety of courses, and proportion of women (this is now an average of 40%). The support to CSI was terminated in 2015, as the institutions was strong enough to function without external support.

[UNDP-supported Civil Service Institute Celebrates 10 Year Anniversary in Somaliland](#)





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Weak statement:

In 2015, the scholarship scheme continues to support long term legal education for law faculties across the country in order to ensure the irreversible professionalization of the justice system in Somalia.



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Better Statement:

In 2015, the scholarship scheme continues to support long term legal education for law faculties across the country in order to ensure the irreversible professionalization of the justice system in Somalia. The ROL evaluation noted that the scholarship and Internship programme are running in all 3 areas and are widely recognized as a key achievement of the A2J programme, in particular for having increased the number of legal professionals, including judges, prosecutors, lawyers and court clerks. Many of the key informants met during the evaluation mission were former law students and graduate interns, and included the Puntland Minister of Justice.

In Somaliland since 2002, the University has ensured the presence of 526 law graduates in the market (female 112), of which 45% are currently working in the Justice Sector, the rest are in the private sector or working for NGOs or the UN. In Puntland 88 students (21 female) graduated from the law faculty since 2008 and 63% of them are currently working in the Justice Sector. Mogadishu University has opened a law faculty in 2013 and has produced 60 law graduates per year

Even better:

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Somaliland's first female National Deputy Prosecutor





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Third Party Monitoring



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Defining Third Party Monitoring

- The primary purpose of third party monitoring is to verify and ensure that the projects are implemented as set out in project proposals/document.
- TPM provides the required level of assurance to stakeholders that the office is operating effectively and efficiently.



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Benefits of Third Party Monitoring

- Impartiality
- Convenience
- Credibility
- Safety of staff
- Financial risk management
- Timely risk identification and management
- Holding ourselves accountable.
- Validation and Verification
- More information is better than less information.

Key Questions to Ask

Participants to provide questions along the lines of:

1. Results achievement – Output level.
2. Process (were gender and human rights concerns taken into account)
3. Verification of reports (did the activity occur as indicated)
4. Verification of finances (as in report; and as in original agreement)
5. Beneficiary feedback



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GROUP WORK

Teams to split into project-based groups and develop key questions to be asked for the said projects.