Results Based Management 201

Module 2: Monitoring for Results:
Logic Models and Indicators

Module 2 Objectives

- Participants are able to apply knowledge to build a Logic Model for real or example programs
- Participants understand how to develop and use quantitative, qualitative and gender-sensitive indicators
- Participants understand the importance of indicators in monitoring and reporting and RBM

Reflection: *What are your expectations for this session based on the objectives and workshop agenda?*

Homework & Reflection

1. How was your experience conducting a stakeholder analysis for your project? Was this something that had been done for this project previously? If no, what did you learn?

2. How could the tools reviewed in Module 1 be applied to your own projects?

3. Which tools did your project use during the planning phase?

4. How could these tools be used to further strengthen your project?

5. What are some challenges your project is facing? Could any of the RBM tools explored help/have helped?

Planning Phase: Defining the Results Map and RBM Framework

4

Lesson 4: Logic Modelling

Logic models are program planning tools that define the inputs, outputs, outcomes of a program in order to explain the thinking behind program design and show how specific program activities lead to desired results.

Logic Modelling involves determining the outcomes and outputs of the project, the activities best suited to producing the outputs, as well as identifying assumptions and evidence to explain how one change is expected to lead to another.

The logic model is the final product of the logic-modelling process, and should not be created outside of this process.
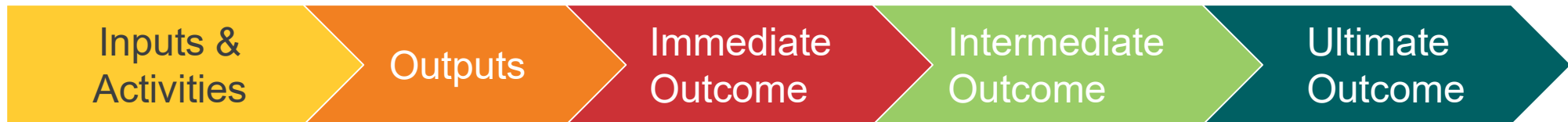
The Results Chain

- Results are a consequence (intended or unintended, positive or negative) of an intervention or assistance. Results are derived from the use of products and/or services.

- A result can be defined as a describable and measurable change in state due to a cause and effect relationship induced by that intervention.

Results Chain Terminology

Inputs & Activities	Outputs	Outcomes	Impact

Inputs & Activities	Output	Sub-Intermediate Result	Intermediate Result	Development Objective	Goal

Inputs & Activities	Outputs	Immediate Outcome	Intermediate Outcome	Ultimate Outcome

Discerning amongst Result Levels

Ultimate Outcome

- Change in state, condition, or well being of target population
- Intended changes or goals of the project
- Within the sphere of interest

Intermediate Outcome

- Changes in behaviour, practice, or performance of target population
- Within the sphere of influence
- Measurable within the project lifecycle

Immediate Outcome

- Changing skills, knowledge or ability of target population
- Within the sphere of influence
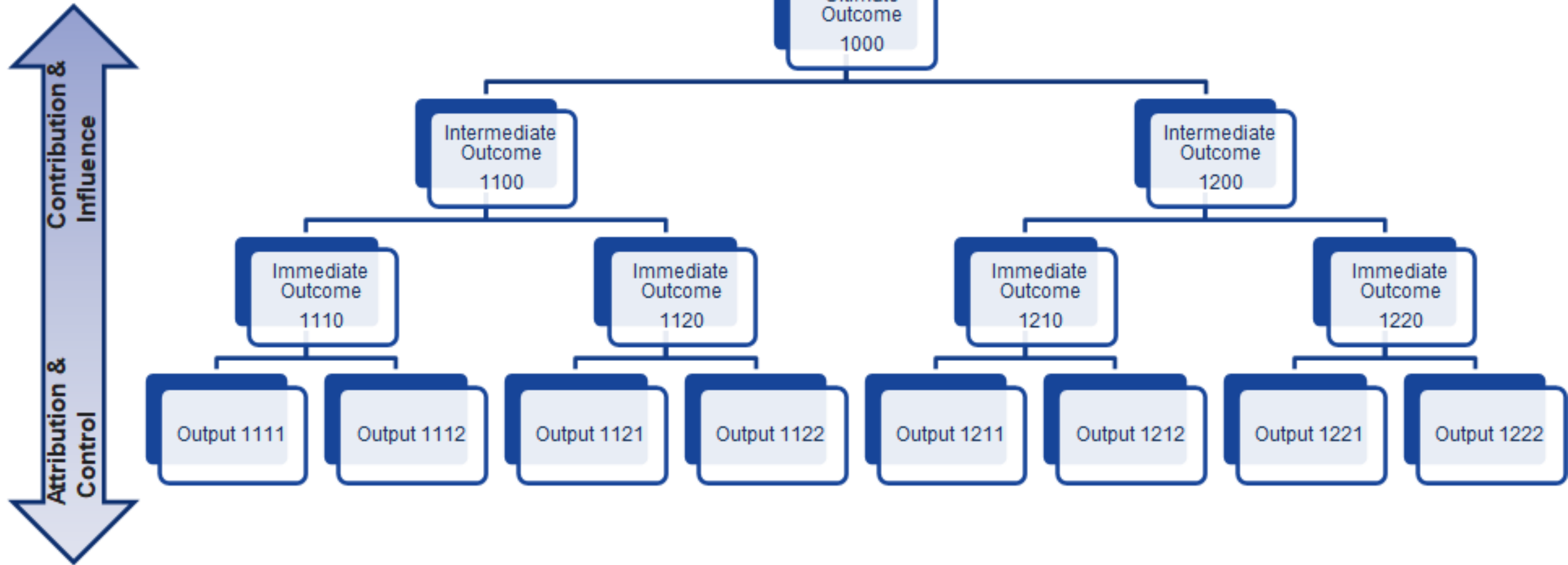- Measurable within the project lifecycle

Output

- Operational, direct results
- 'How' and 'What'
- How the project will achieve its goals
- Within the sphere of control

Results Chains in the Performance Measurement Framework (PMF)

The first column in a PMF is a results chain listing the expected results of the project in terms of impact, outcomes (intermediate and immediate) and outputs.
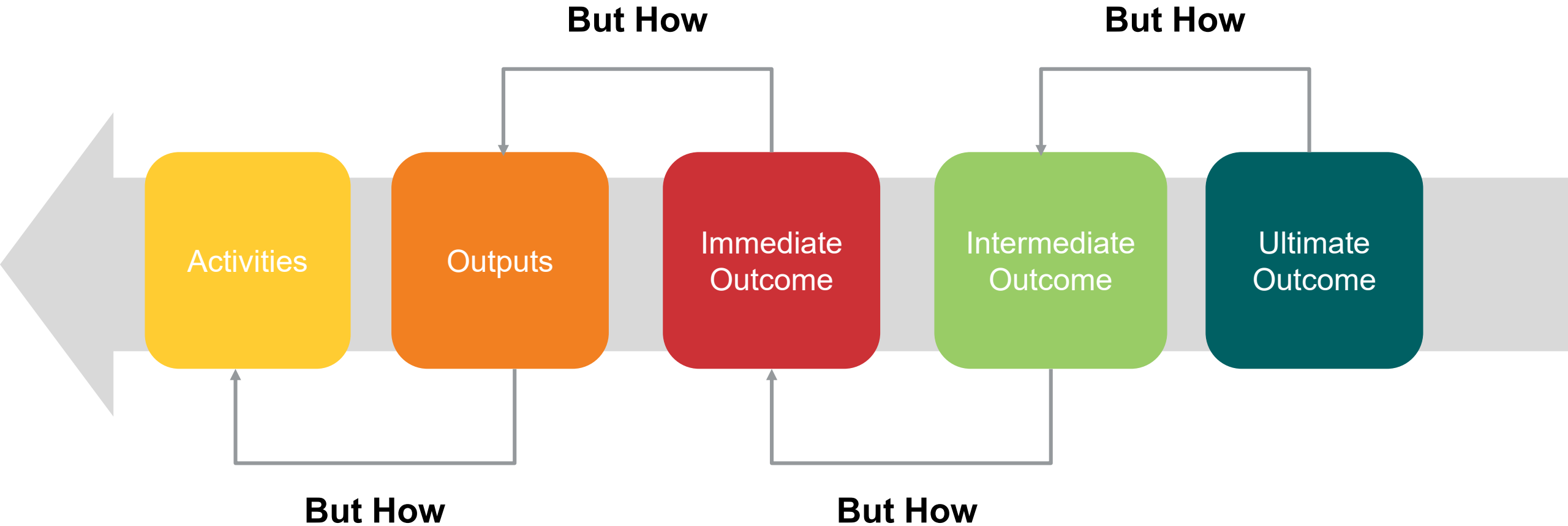
Expected Results	Indicator	Baseline	Targets	Data Sources	Methods	Frequency	Responsibility
Ultimate Outcome							
Intermediate Outcome							
Immediate Outcome							
Outputs							

Sources: GAC, Results-Based Management Tools at Global Affairs Canada: A How-to Guide

Building the Logic Model

Building a Logic Model
Reverse Logic Approach

But How

But How

| Gender-sensitive agricultural extension training on climate-adapted agroforestry practices | Gender-sensitive agricultural extension support provided on climate-adapted agroforestry practices | Increased knowledge of agroforestry cooperative members on climate-adapted production practices | Increased adoption of climate-adapted production practices by agroforestry cooperatives | Improved climate-adapted sustainable livelihoods for low-income women, men, & gender diverse agroforestry cooperative members in the municipality of Santa Adilia |

But How

But How

Sources: Leveraging the Program Logic Model

Activity 3a: Logic Model Puzzle

In this Logic Model Puzzle Activity, apply your knowledge to rebuild the Logic Model in the correct order, checking assumptions and analyzing the cause and effect relationships between outputs, immediate, intermediate and ultimate results.

Activity found in:

Worksheet, page 5

Developing SMART Results

A results statement should be **SMART**:

- **S**pecific (simple, sensible, significant).
- **M**easurable (meaningful, motivating).
- **A**chievable (agreed, attainable).
- **R**elevant (reasonable, realistic and resourced, results-based).
- **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive)

[Action verb] + [Area or topic of focus] + [Target audience] + [Location] + [Deadline]

Intersectional Gender Lens

Problem Trees and Results Chains
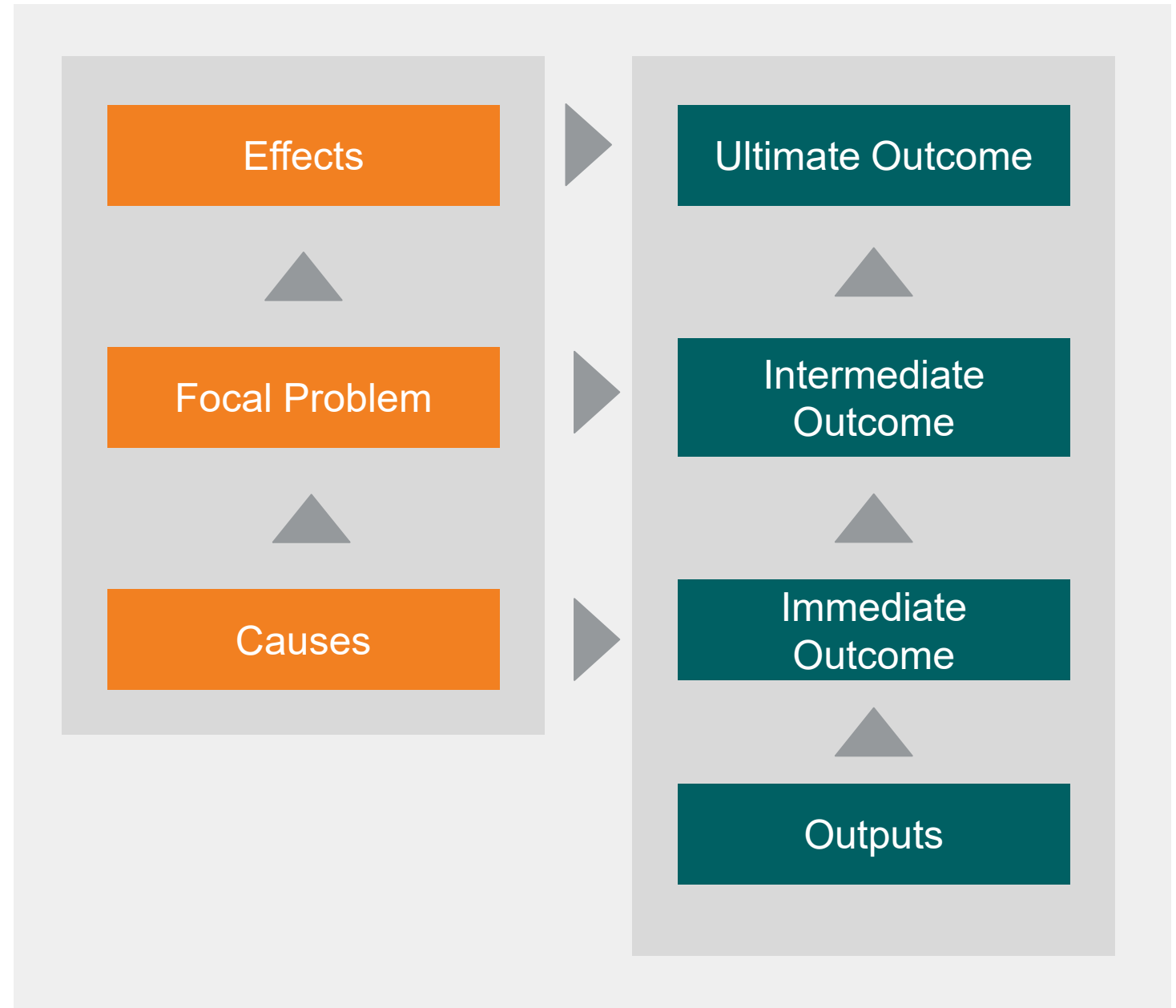
Gender Equality Outcomes

Gender equality outcomes are measurable changes that explicitly aim to reduce gender inequality, or improve equality between women and men, boys and girls and gender diverse people.

GE code:	Explanation of GE coding:
GE - 3	**Targeted** - Gender equality is the principal objective of the initiative: The initiative was designed specifically to address gender inequalities and would not otherwise be undertaken. All outcomes in the logic model are gender equality outcomes.
GE - 2	**Fully integrated** -There is at least one intermediate gender equality outcome which will achieve observable changes in behaviour, practice, or performance that will contribute to gender equality.
GE - 1	**Partially integrated** - There is at least one gender equality outcome at the immediate outcome level which will achieve a change in skills, awareness, or knowledge that contributes to gender equality.
GE - 0	**None** - There are no gender equality outcomes.

Gender Equality Outcomes

The key to addressing gender equality in projects is a combination of gender equality outcomes and applying RBM principles to implementation and measuring and reporting on progress. gender equality outcomes focus on promoting gender equality and the empowerment of women and girls.

BENCHMARKS	DEFINITIONS
Gender blind	The policy or procedure does not mention or take into account the impact of social gender roles. Gender-differentiated impacts or experiences of the policy or procedure are not addressed.
Gender accommodating	The policy or procedure shows awareness of existing gender norms and practices and may work around or reinforce them.
Gender sensitive	The policy or procedure is designed to ensure equal participation by different genders and seeks to ensure that outcomes do not exacerbate inequalities.
Gender responsive	The policy or procedure reflects analysis of gender differences in needs, impacts, and access and includes measures to address these in processes and outcomes.
Gender transformative	The policy or procedure recognizes the existence of discriminatory gender norms and practices at the root of inequality and seeks to change these through its processes and outcomes.

17

Activity 3b: Logic Model Building

Apply your knowledge to draft a logic model for the Building Community Resilience to Climate Change in Senegal case study.

After building the model, add your results chain to the Performance Measurement Framework template in the *Worksheet* document (page 8).

Activity found in
Activity Book, page 14
Worksheet, page 6

Monitoring Phase: Planning for Monitoring and Evaluation

You are Here

Risk Management

	Impact				
Likelihood	Negligible	Minor	Moderate	Significant	Severe
Very Likely	Low Med	Medium	Med Hi	High	High
Likely	Low	Low Med	Medium	Med Hi	High
Possible	Low	Low Med	Medium	Med Hi	Med Hi
Unlikely	Low	Low Med	Low Med	Medium	Med Hi
Very Unlikely	Low	Low	Low Med	Medium	Medium

Sources: I.H. Arroyo, C. Fortin, Technological and Complexity Risk Analysis For Set Based Design Evaluation, 2018

Lesson 5: Performance Measurement Indicators

This module focuses on performance measurement indicators as a central tool for RBM-based monitoring (and reporting). The development and use of gender-sensitive quantitative and qualitative indicators will be discussed

An indicator is a means of measuring actual outcomes and outputs. It can be qualitative or quantitative, and is composed of a unit of measure, a unit of analysis and a context. Indicators are neutral; they neither indicate a direction of change, nor embed a target.

Indicators are what we observe in order to verify whether – or to what extent – it is true that progress is being made towards our goals, which define what we want to achieve.

Indicators in the Performance Measurement Framework (PMF)

Indicators make up the second column in the PMF. An indicator is developed for each results level providing the basis for measuring project performance.

Expected Results	Indicator	Baseline	Targets	Data Sources	Methods	Frequency	Responsibility
Ultimate Outcome							
Intermediate Outcome							
Immediate Outcome							
Outputs							

Sources: GAC, Results-Based Management Tools at Global Affairs Canada: A How-to Guide

Selecting Performance Indicators

Characteristics of good performance indicators include:
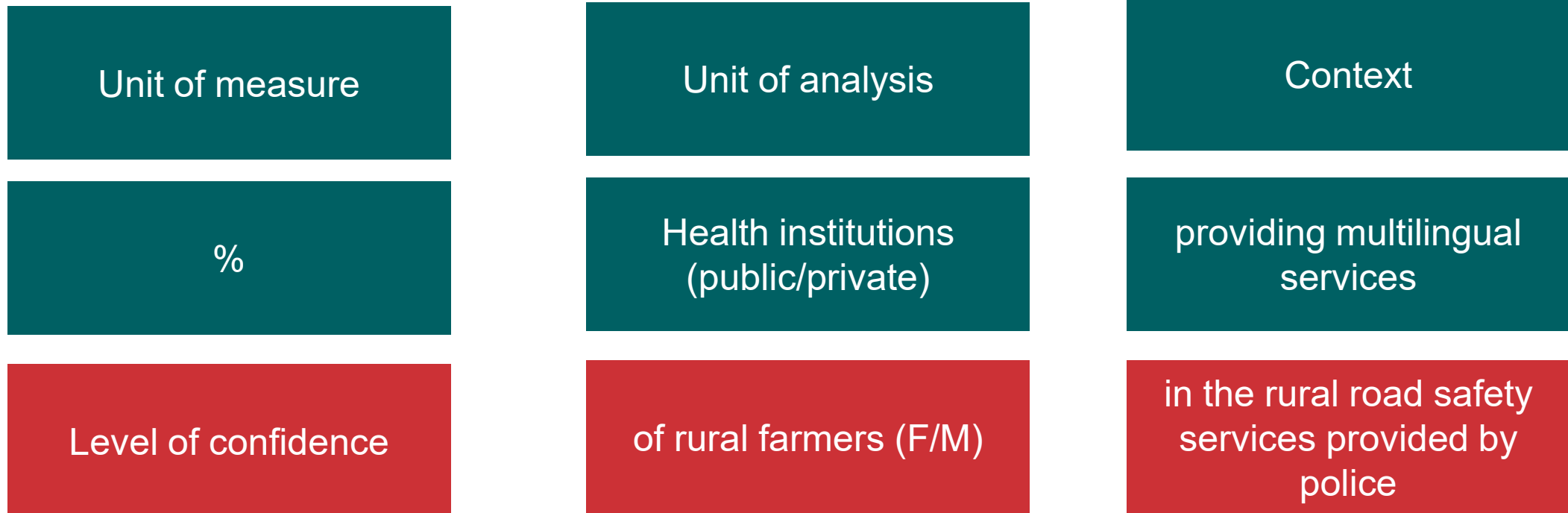
VALIDITY   RELIABILITY   SIMPLICITY   UTILITY   AFFORDABILITY   NEUTRALITY

Developing Quality Indicators

Indicators are generally composed of three elements:

Unit of measure	Unit of analysis	Context
%	Health institutions (public/private)	providing multilingual services
Level of confidence	of rural farmers (F/M)	in the rural road safety services provided by police

Developing Quality Indicators

The process of indicator development involves the following elements:

- **Step 1:** Determine what you are Measuring (eg. Schools)

- **Step 2:** Add a Unit of measure (e.g. % of schools)

- **Step 3:** Add context (specifics) + identify relevant "universe" (e.g.: % of schools operating without senior teachers)

- **Step 4:** Add Time (optional depending on sector) (e.g.: % of schools operating without senior teachers annually)

- **Step 5:** Add Disaggregation (% of schools operating without senior teachers annually) (disaggregated by regions, levels)

Developing Quantitative and Qualitative Indicators

Quantitative indicators are numerical measures of quantities. This enables program/project officials to compare the performances or achievements of two or more programs/projects. Moreover it also allows them to compare the statuses of the same program/project at different times.

Qualitative indicators are non-numerical measures of feelings, opinions, or experiences of a subject and are commonly used as measures of outcomes. Qualitative Indicators should convey specific information that shows progress towards results, and is useful for project management and planning.

Benchmarks

- Benchmarking involves a process of defining and comparing subjective, unquantifiable items (experiences, perceptions).
- Benchmarking uses scales, such as high, medium, and low, to understand and compare qualitative indicators.
- Benchmarking involves gathering and comparing information in a standard approach in order to obtain an understanding of the status of change.

Intensity dimension \ level	low	medium	high
Equality	Some affected stakeholders or groups are excluded from the process.	All stakeholders are involved personally or represented by an appropriate person, but with a different degree of influence on the outcome.	All stakeholders have a similar influence on the outcome of the process. They are either taking part personally or are represented by an appropriate person. All participants have access to the same information, and their voices have the same weight.

Disaggregating Indicators

Disaggregating an indicator can help you to:

- Ensure that you are on track on some requirements (i.e. inclusion & equality regarding genders/race/etc.)
- Get more details about what is composing the indicator's value
- Notice "trends" or understand what is influencing the indicator's value

Many people tend to "over-disaggregate", so keep in mind these 2 questions before you decide to disaggregate:

1. Is this useful?
2. Is this easily feasible?

Intersectional Gender Indicators

A **Gender-sensitive indicator** is a neutral quantitative or qualitative unit to measure gender equality-related changes in a project outcome over time.

When developing gender-sensitive indicators:

- Use an equitable participatory approach
- Ensure that indicators measure changes related to gender and gender issues
- Choose valid indicators that can measure progress on gender equality

Next Steps and Homework

- Reflect and Consider:
  - Are your project results SMART?
  - Which GE level is your project?
  - What are some challenges your project is facing? Could any of the RBM tools explored today help/have helped?
  - How are you currently tracking project progress and success? Is this approach sufficient and effective? Is anything missing? Could any of the concepts explored today help to address any results measurement gaps?
  - What are some successes your project has achieved? Are you able to track, measure, and report effectively?
- Homework activity

Homework Activity: Indicator Grading

Individually review the indicators of one of your projects using the indicator checklist.

- Do the indicators follow the suggested formula?
- Do they meet the characteristics of good performance indicators?
- Are the indicators gender sensitive and intersectional?

How could they be improved to meet the performance indicator criteria and be more gender inclusive?

Homework found in:

Activity Book, pages 14-16