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Regional Coordination Centre
for Food Security

Food and Agriculture
Organization of the
United Nations

Economic Cooperation Organization

REPUBLIC OF TURKEY
MINISTRY OF AGRICULTURE
AND FORESTRY

Project Cycle Management for ECO Regional Food Security Programme

2-Day Introductory Training

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INTRODUCTION

CONCEPTS AND THEORİES PCM AND RESULTS-BASED MANAGEMENT

Who am I?

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EDUCATION		
2020	Advanced Management Program	IE Business School (Spain)
2017	Master in Public Administration in International Development Certificate in Management, Leadership and Decision Sciences	Harvard Kennedy School (USA)
2014	Master in International Relations and International Cooperation	European Institute Campus Stellae
2006	Master Telecommunications Engineering	Universidad de Valladolid (Spain) Deggendorf Institute of Technology (Germany)

RELEVANT PROFESSIONAL BACKGROUND		
Since 2017	Executive Director and Professor IE School of Global and Public Affairs	Spain
Since 2017	Free lance International Consultant: World Bank, Interamerican Development Bank, European Union, DT Global, UNFAO, UNDP	Peru, Belize, Argentina, Ethiopia, USA, Ecuador, Spain, Brussels
Since 2017	President Harvard Kennedy School Alumni Network Director International Expansion – IMFAHE foundation	International
2016	Harvard Center for International Development	Sri Lanka
2011-2015	United Nations World Food Program	Ethiopia
2010-2011	Spanish Aid Office, Ministry of foreign affairs	African countries
2007-2009	United Nations (UNDP and UNWFP)	Ecuador

WHAT DO YOU EXPECT

Goals and expectations

- To understand common terminology in Project Management
- To learn basics or to fresh your knowledge about the Project Cycle Management (PCM) approach
- To get to know few useful tools and methodologies for your project management
- To learn the main issues to design, implement and evaluate a project

AGENDA

Session 1. Strategic Planning

Session 2. Implementation

Session 3. Performance Measurement

AGENDA

Session 1.

Strategic Planning

- Identification and deconstruction of the problem ('Problem Tree')
- Prioritization of change pathways
- The Vertical logic – 'LogFrame Matrix'
- Indicators, Baselines, Targets, and Means of Verification
- Time and Cost management. Results-based budgeting.
- Partnerships
- Risk and assumptions

AGENDA

Session 2. Implementation

- Innovative iterative methods for project/program management
  - ‘Problem-Driven Iterative Adaptation (PDIA)’
  - ‘Agile methodology’
  - ‘Design thinking'
- Human resources
- Conflict management

AGENDA

Session 3. Performance Measurement

- Monitoring and evaluation.
- Planning to design and conduct an evaluation
- Quantitative and qualitative methods for evaluation
- Data visualization
- Reporting and communication for results.

> *Many of mankind's greatest accomplishments—from building the Imam Ali Holy Shrine; the Flame Towers; Aya Sofya, the statue of Ismoil Smoni; the Mausolum in Kunya-Urgench to discovering a cure for polio to putting a man on the moon—began as a project.*







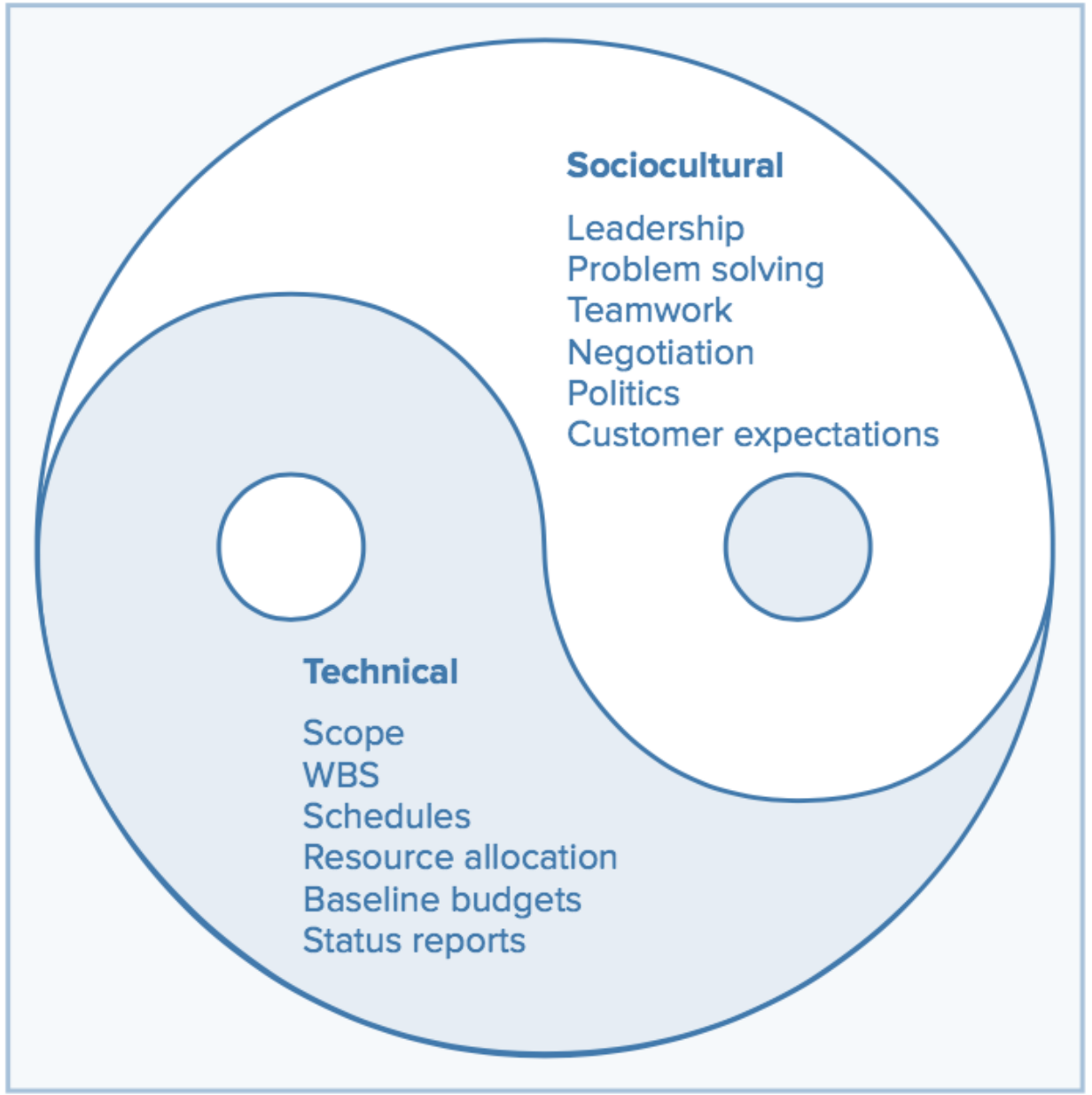
What is project management for you? (write a word and submit)

What is PROJECT MANAGEMENT

> *Project management is the application of **knowledge, skills, tools, and techniques** to project activities to meet the project requirements and successfully achieve the project objectives*

Project Management

- Two different dimensions



WHY PROJECT MANAGEMENT IS IMPORTANT?

WHY PROJECT MANAGEMENT IS IMPORTANT?

1. **Strategic Alignment:** Because it ensures it will deliver real value

2. **Leadership:** Because it brings leadership and direction to projects

3. **Clear Focus & Objectives:** Because it ensures there's a proper plan for executing on strategic goals.

Source: https://thedigitalprojectmanager.com/why-is-project-management-important/

WHY PROJECT MANAGEMENT IS IMPORTANT?

4. Realistic Project Planning: Because it ensures proper expectations are set around what can be delivered, by when, and for how much

5. Quality Control: Because it ensures the quality of whatever is being delivered, consistently hits the mark.

6. Risk Management: Because it ensures risks are properly managed and mitigated against to avoid becoming issues.

Source: https://thedigitalprojectmanager.com/why-is-project-management-important/

WHY PROJECT MANAGEMENT IS IMPORTANT?

7. Orderly Process: Because it ensures the right people do the right things, at the right time

8. Continuous Oversight: Because it ensures a project's progress is tracked and reported properly.

9. Managing and Learning from Success and Failure: Project management is important because it learns from the successes and failures of the past.

Source: https://thedigitalprojectmanager.com/why-is-project-management-important/

Project characteristics

- Established **objective**.
- **Temporary nature** (beginning and end).
- **Social, economic, and environmental impacts** that far outlive the projects themselves.
- Outcome **tangible or intangible.**
- Take place **in an environment that is broader than that of the Project itself.**
- Undertaken at **all organizational levels**

Examples (agriculture and forestry)

- Strategy to scale-up fish industry's competitiveness
- Anticipating the impact of climate change on seafood
- Connecting ICT solutions with sustainable agriculture
- New patented biomass techniques boost sustainability
- Mapped land-use data for farmers and forest managers
- Financing sustainable forests enterprises

Different levels

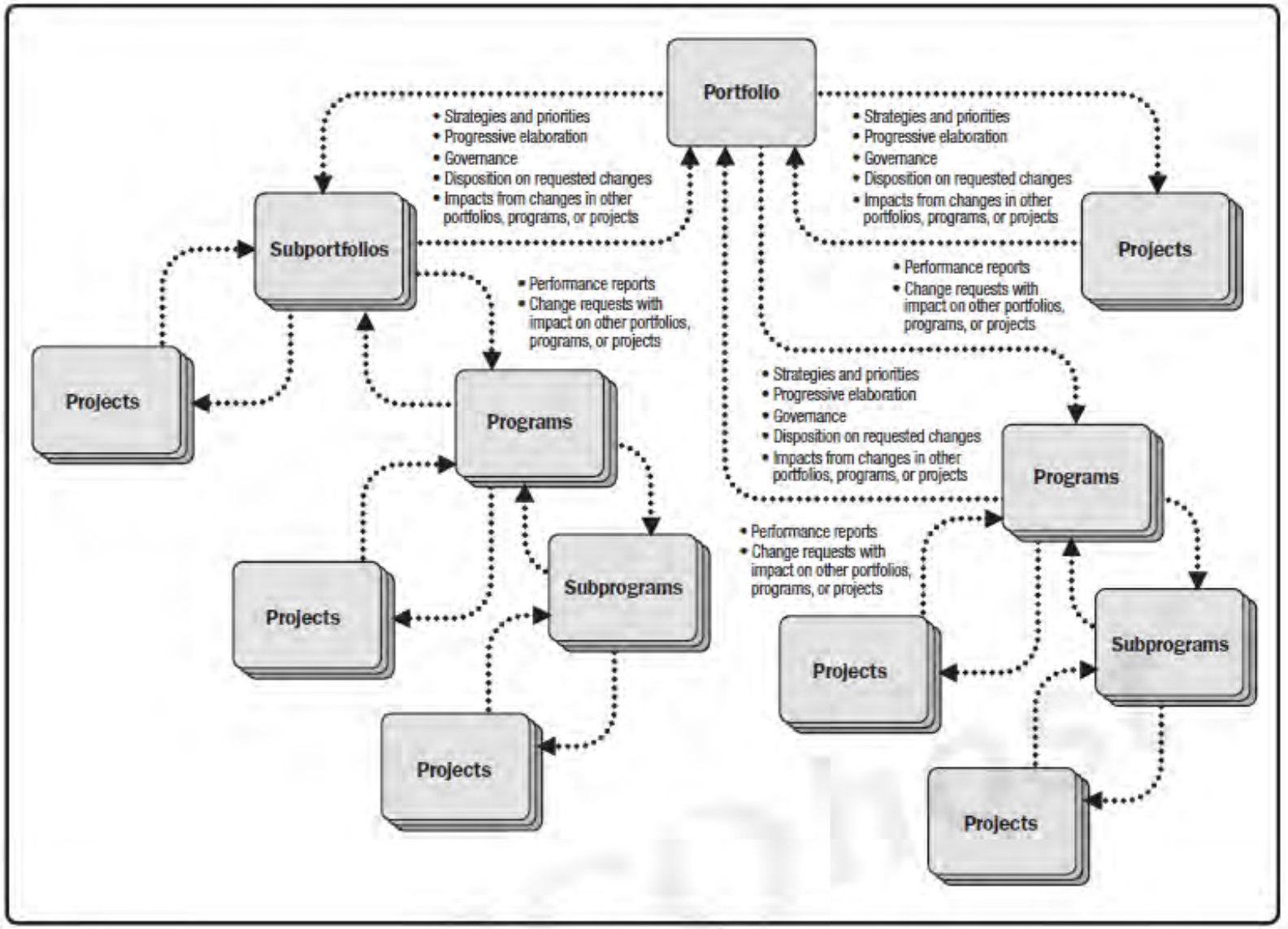
1. Portfolio: Collection of projects, programs, subportfolios, and operations managed as a group to achieve strategic objectives.

2. Programs: Group within a portfolio comprised of subprograms, projects or other work in a coordinated way in support of the portfolio.

3. Projects: Within or outside of a program still considered part of a portfolio.

Different levels

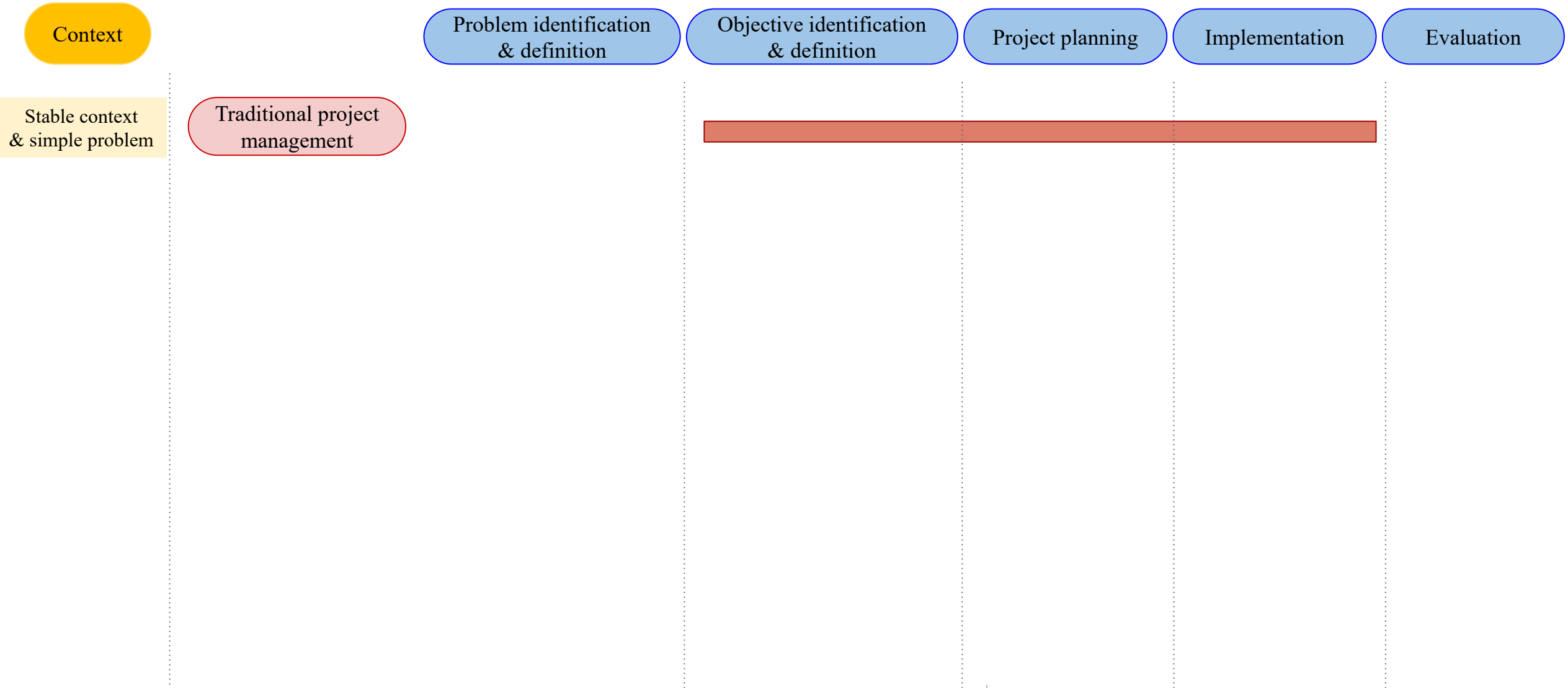
Organizational strategies and priorities are linked and have relationships between portfolios and programs, and between programs and individual projects.



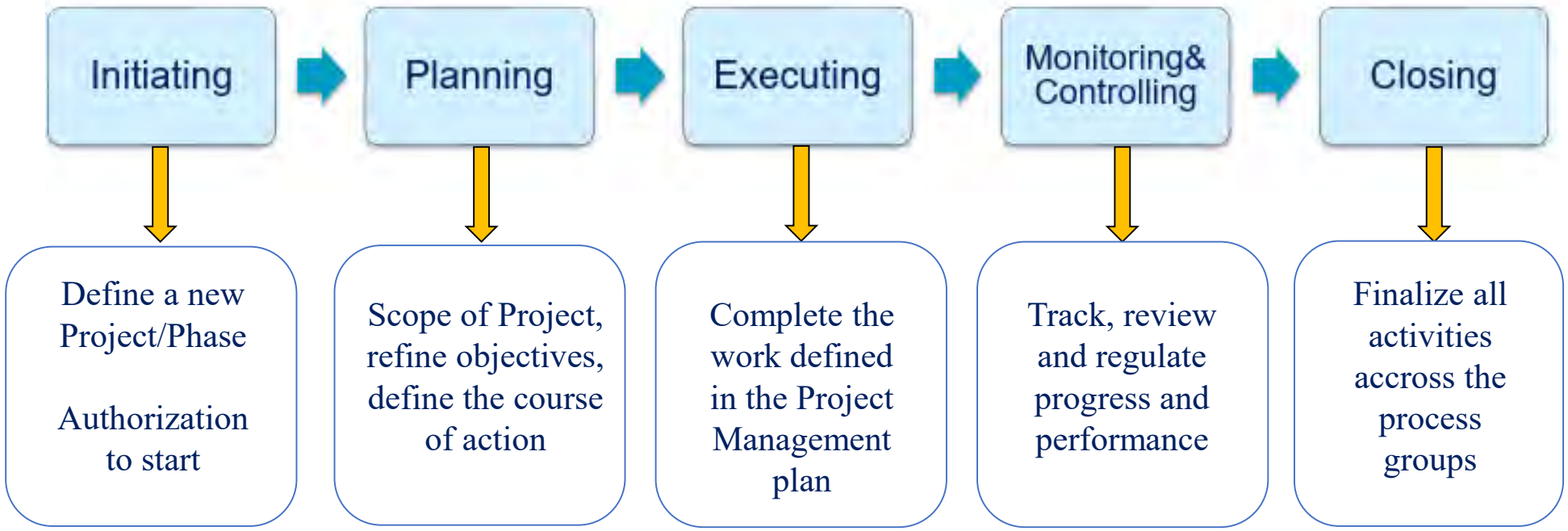
Different levels

Organizational Project Management			
	Projects	**Programs**	**Portfolios**
Scope	Projects have defined objectives. Scope is progressively elaborated throughout the project life cycle.	Programs have a larger scope and provide more significant benefits.	Portfolios have an organizational scope that changes with the strategic objectives of the organization.
Change	Project managers expect change and implement processes to keep change managed and controlled.	Program managers expect change from both inside and outside the program and are prepared to manage it.	Portfolio managers continuously monitor changes in the broader internal and external environment.
Planning	Project managers progressively elaborate high-level information into detailed plans throughout the project life cycle.	Program managers develop the overall program plan and create high-level plans to guide detailed planning at the component level.	Portfolio managers create and maintain necessary processes and communication relative to the aggregate portfolio.
Management	Project managers manage the project team to meet the project objectives.	Program managers manage the program staff and the project managers; they provide vision and overall leadership.	Portfolio managers may manage or coordinate portfolio management staff, or program and project staff that may have reporting responsibilities into the aggregate portfolio.
Success	Success is measured by product and project quality, timeliness, budget compliance, and degree of customer satisfaction.	Success is measured by the degree to which the program satisfies the needs and benefits for which it was undertaken.	Success is measured in terms of the aggregate investment performance and benefit realization of the portfolio.
Monitoring	Project managers monitor and control the work of producing the products, services, or results that the project was undertaken to produce.	Program managers monitor the progress of program components to ensure the overall goals, schedules, budget, and benefits of the program will be met.	Portfolio managers monitor strategic changes and aggregate resource allocation, performance results, and risk of the portfolio.

Summary of project management methodologies



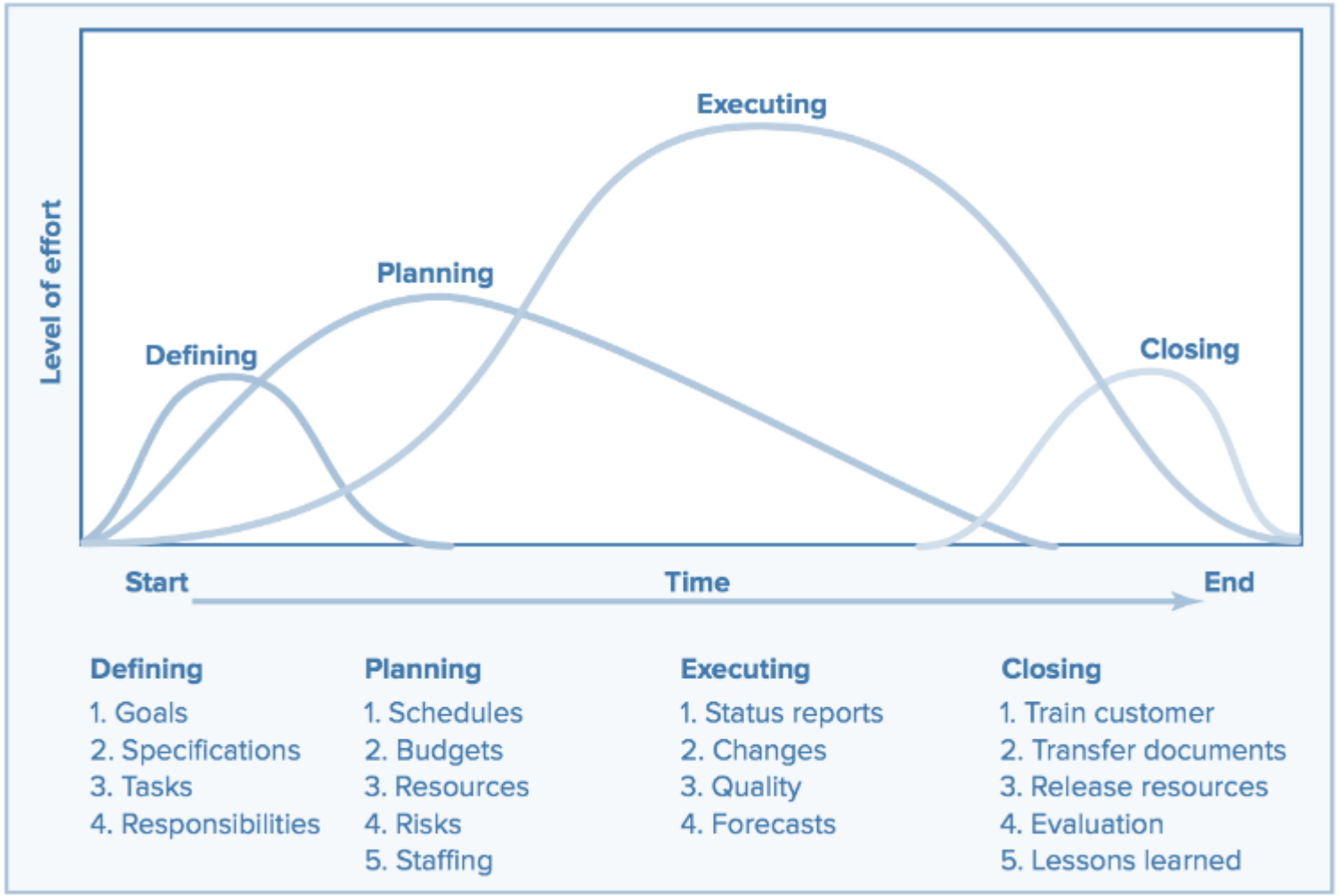
Traditional Project management processes (5)



Project Life Cycle

All projects can be mapped to the following **generic life cycle structure**

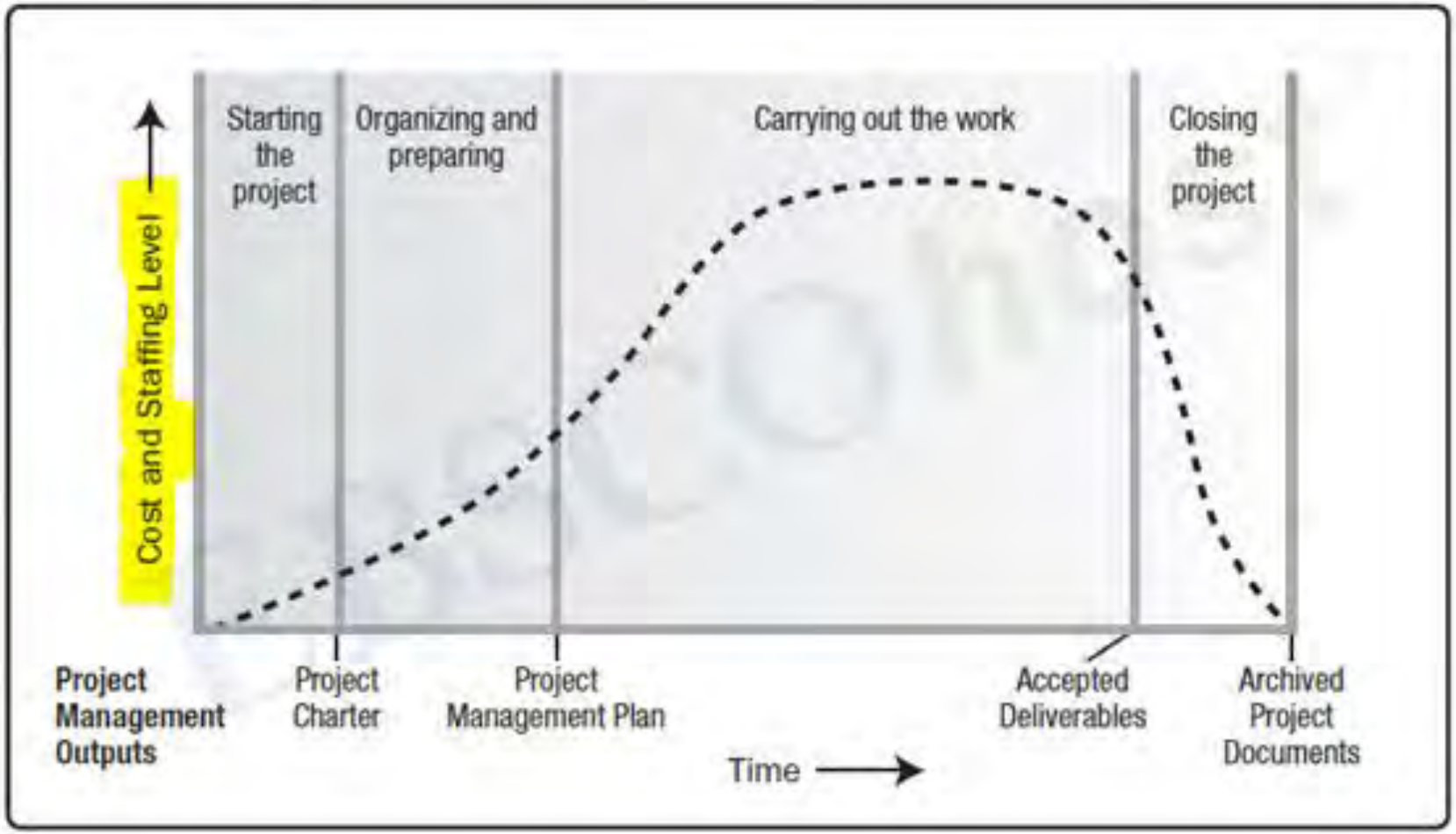
Level of effort vs time



Project Life Cycle

"Cost and staff level" vs Time

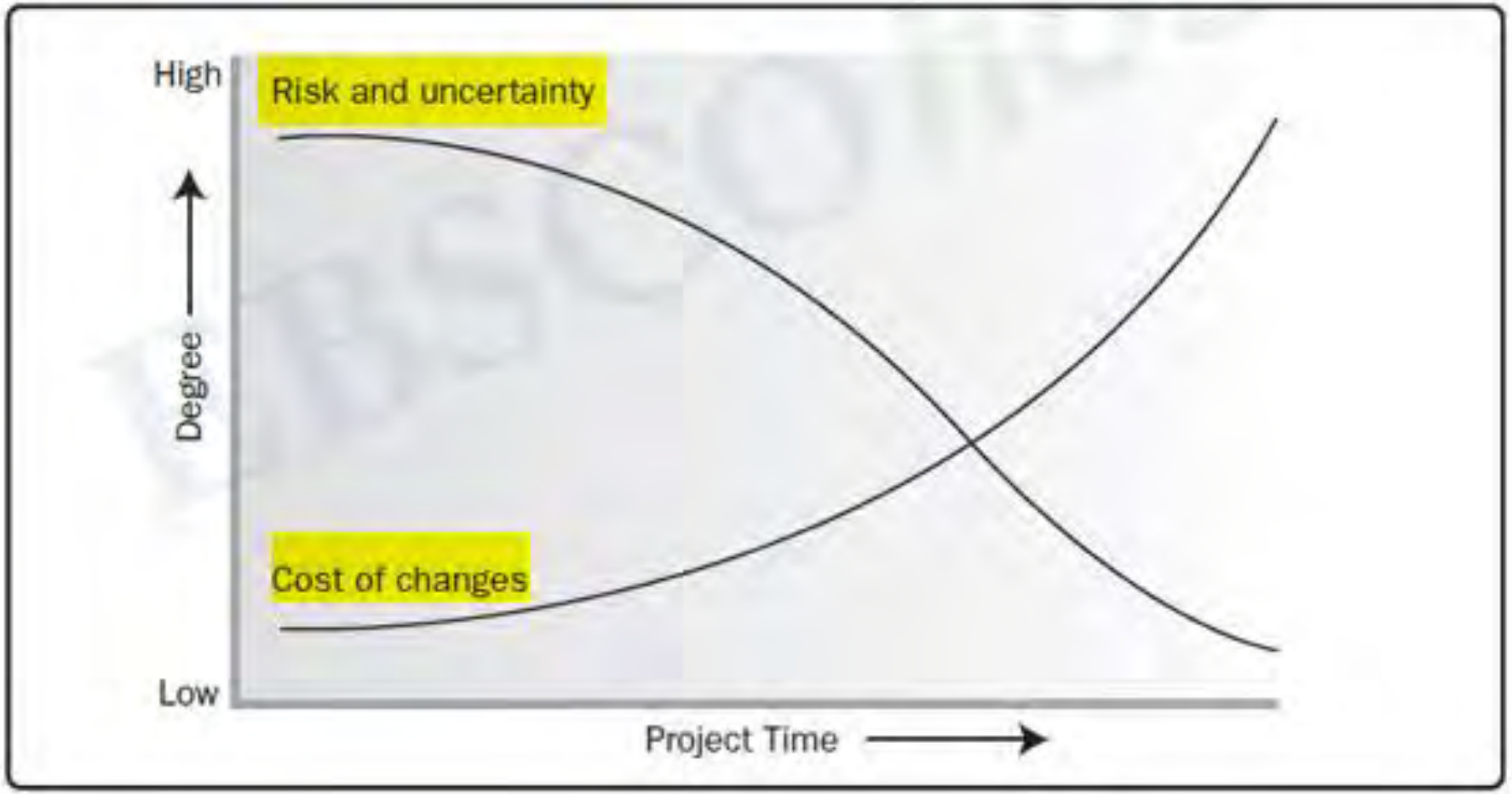
Cost and staffing levels are low at the start, peak as the work is carried out, drop rapidly as the project is close to the end



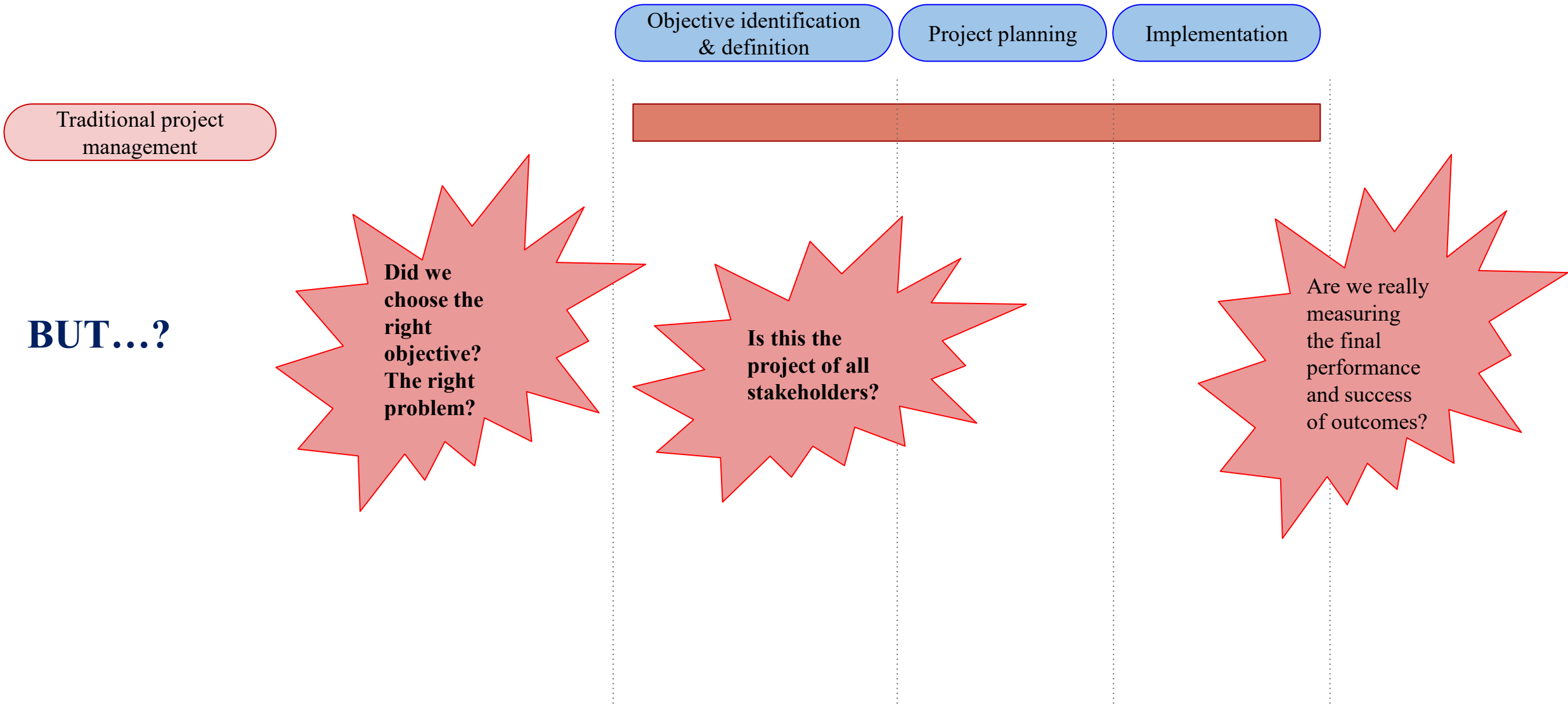
Project Life Cycle

- **Risk and uncertainty** are greatest at the start of the project. Decrease over the life of the project as decisions are reached and deliverables accepted.
- **The cost of making changes** and correcting errors typically increases substantially as the project approaches completion.

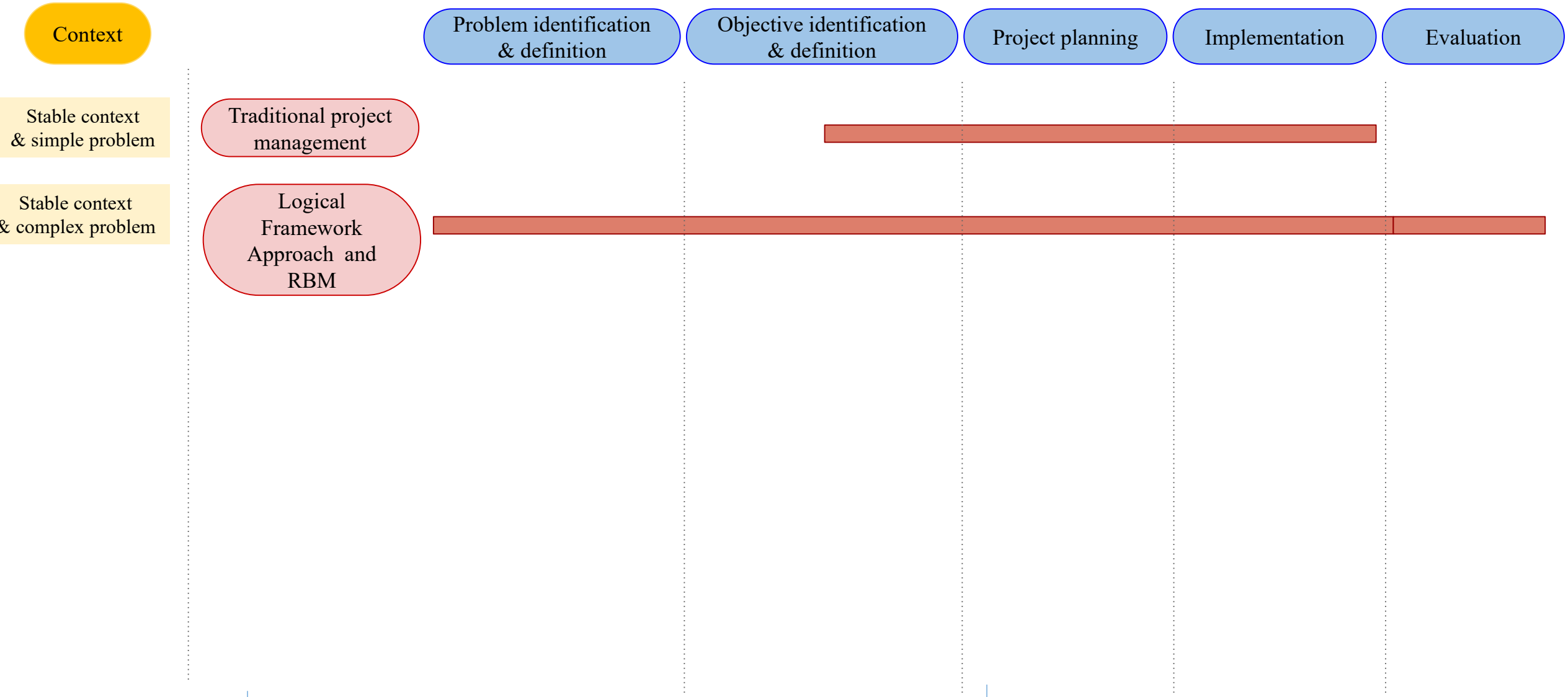
Cost of changes & risk and uncertainty vs time



Summary of project management methodologies



Summary of project management methodologies



The Logical Framework Approach (LFA)

- Origins in the United States in the 1960s. Its use **in international development dates back to the 1980s.**
- LFA method **is used in an ever-increasing array of projects and sectors** by public agencies, private companies, municipalities, regions and non-governmental organisations.
- **Widely disseminated** and used in a variety of contexts
- LFA is an extensive, participatory and integral method that delivers a **well-structured plan including all the steps**

The Logical Framework Approach (LFA)

- Project plans can easily be summarised in **matrix form**. But it is just a summary of the project plan

	DESCRIPTION	INDICATORS (Plus Baseline and Targets)	MEANS OF VERIFICATION	RISKS AND ASSUMPTIONS
IMPACT				
OUTCOMES				
OUTPUTS				
ACTIVITIES (Inputs)				


SUSTAINABLE DEVELOPMENT GOALS
17 GOALS TO TRANSFORM OUR WORLD
1 NO POVERTY
2 ZERO HUNGER
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION
14 LIFE BELOW WATER
15 LIFE ON LAND
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
17 PARTNERSHIPS FOR THE GOALS
SUSTAINABLE DEVELOPMENT GOALS

The United Nations Sustainable Development Summit: 17 Goals to Transform Our World

0:04 / 3:32

Scroll for details

Main problem and criticisms of the Project Management approaches

- Lack of accountability and transparency
- Ineffectiveness
- Inefficiencies
- Fragmentation/Siloes
- Deficit in trust between people and governments

Management reform at the United Nations

*"…**deepen accountability** in delivering meaningful results for people…"*

*"…**more focused on collective results**, and less on individual mandates…"*

*"…more **attuned to national needs and priorities**, and less entangled by inefficient layers of bureaucracy…"*

*"…**new skill-sets and full-time leadership** to drive our work and strengthen results…"*

Amina J. Mohammed (UN Deputy Secretary-General) on the Reform of the UN Development System.

Results Based Management (RBM)

Definition

A management strategy/approach to ensure that processes, products and services contribute **to achieving a set of results.**

RBM is not a tool; it is a **mindset,** a way of working that looks **beyond** processes, activities, products and services Results-based management

Results Based Management (RBM)

RBM represents a shift in focus and approach

Regular Project Management

What was done

Results Based Management

What has been achieved

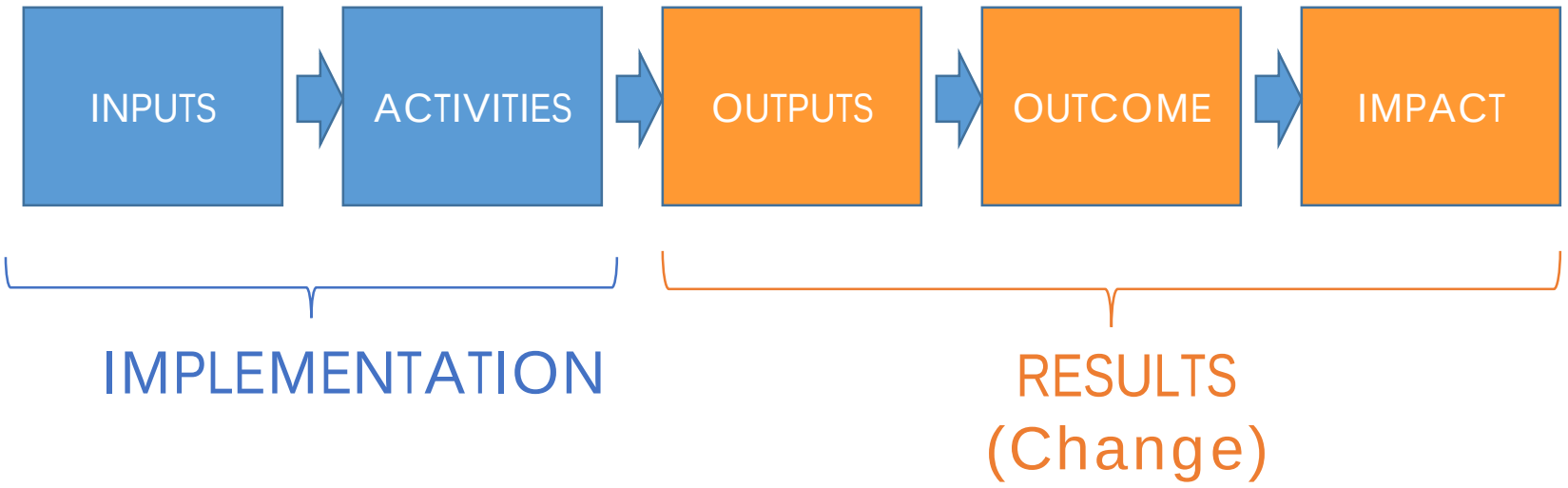
+

What has changed

Results Based Management (RBM)

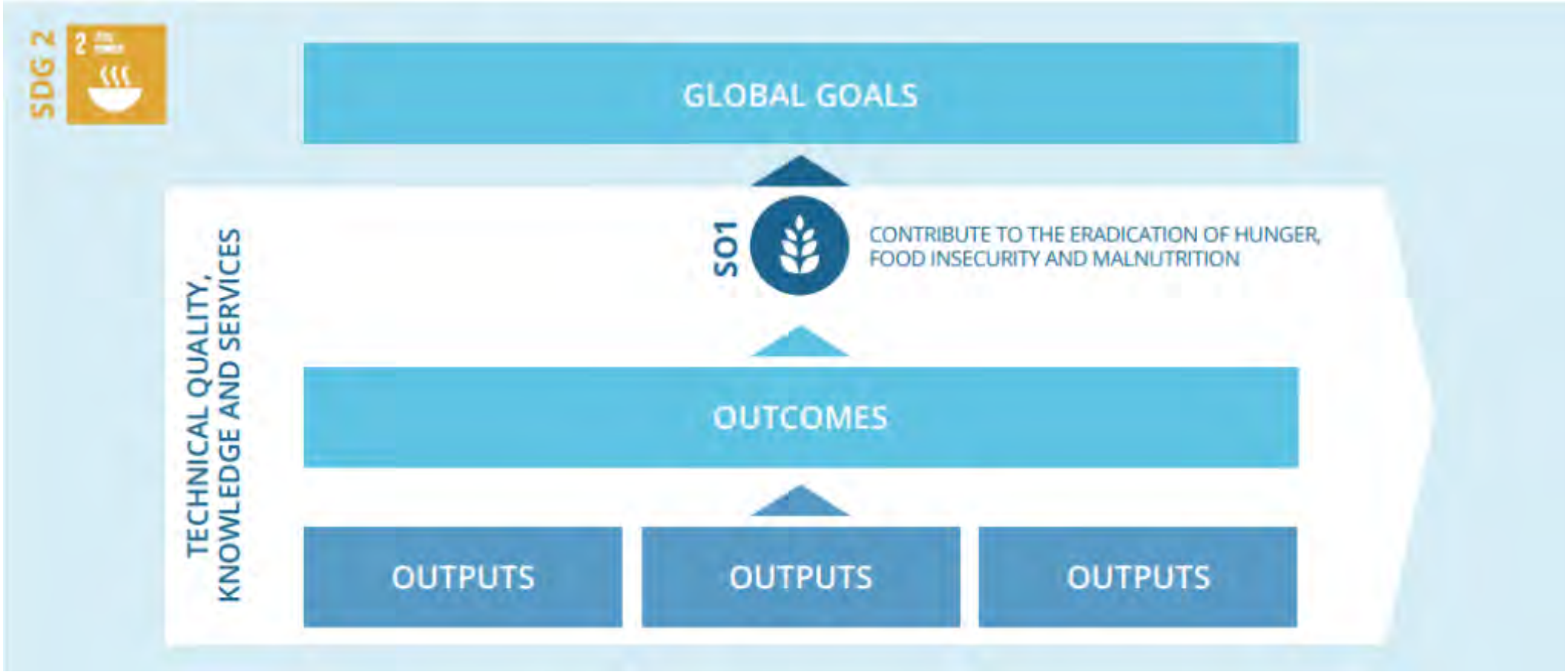
What is a result?

A result is a **measurable change** that is derived from a cause-and-effect relationship



Results Based Management (RBM)

Figure 3: SO1 Results Chain Snapshot



Source: Managing for Results at FAO orientation guide

Results Based Management (RBM)

RBM represents a shift in focus and approach

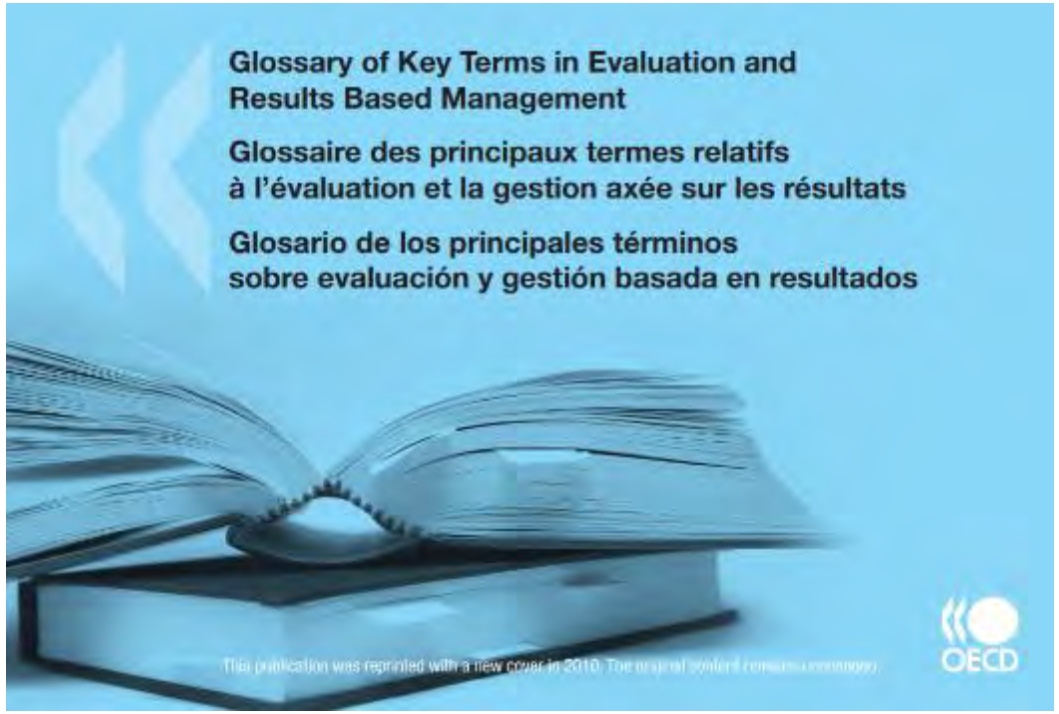
Session 1.
Strategic Planning

Session 2.
Implementation

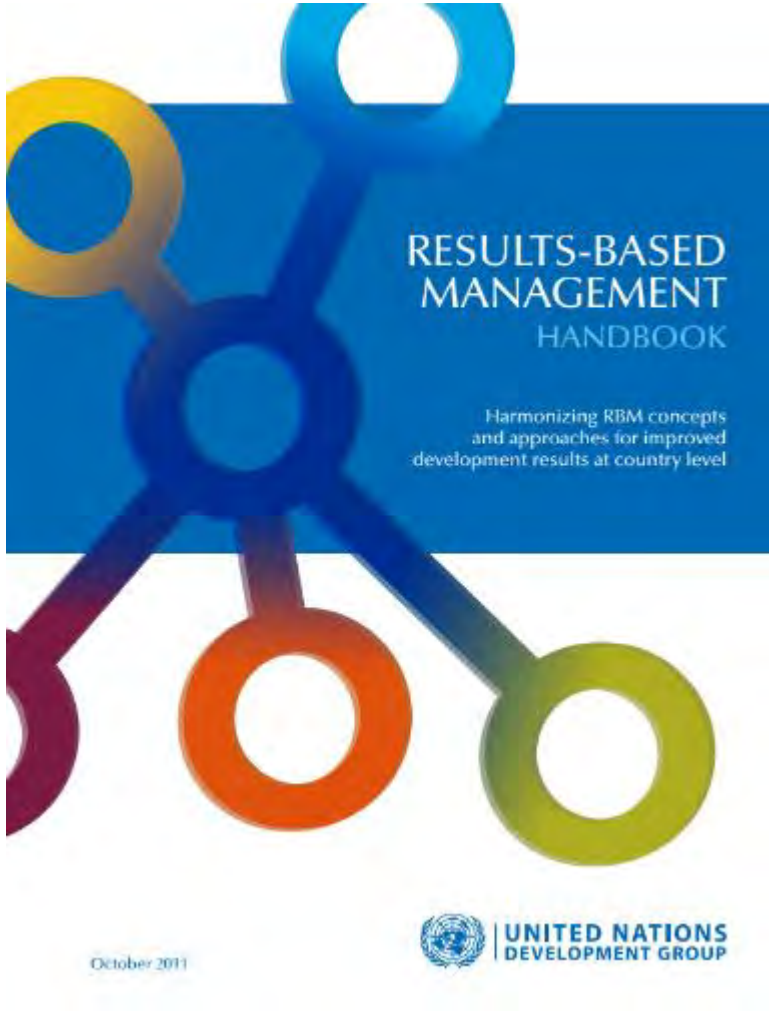
Session 3.
Performance Measurement

Results Based Management (RBM)

Basic Terminology



OECD Glossary of Key Terms in Evaluation and Results-Based Management



Results-Based Management Handbook, UNDG 2011

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SESSION I:
STRATEGIC PLANNING

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International Consultant in International Development and Public Policy

I. Strategic Planning

Identification and deconstruction of the problem ('Problem Tree')

What kind of problems can we have?

	SIMPLE	COMPLICATED	COMPLEX
EXAMPLE	**FOLLOWING A RECIPE** 	**SEND A ROCKET TO THE MOON** 	**RAISING A CHILD** 
FORMULA	• The recipe is essential. Recipes are tested to assure easy replication	• Formulae are critical and necessary	• Formulae has limited application
EXPERTISE	• No particular expertise is required. But cooking expertise increases success rate	• High level of expertise in a variety of fields are necessary for success	▪ Raising one child provides experience but no assurance of success with the next. Expertise can contribute nor sufficient to assure success
REPLICABILITY AND SUCCESS	• If you repeat each time, better results come out. The best recipes give good results every time	• By repeating, it ensures more probability of success. There is a high degree of certainty of ouctome	• Every child is unique. Once you have bred one, it gives you experience but does not assure you of raising it better, uncertainty of outcome remains

Type of complex problems

- The impact of urbanization
- COVID-19
- Migration crisis
- Climate emergency
- …

What type of leadership we need

Leadership for simple or complicated problems

- Based on authority
- With defined roles, follow task description
- Adopt best practice for decision making
- Telling others what to do

Leadership complex problems - ADAPTIVE

- Based on mobilizing solutions to problems from different positions or contexts
- With more open roles: Help and empower others to help solve their problems
- Continuous and collaborative learning (Implement, learn, discover and repeat)
- Needs collective and collaborative work, based on relationships

To solve complex problems with adaptive leadership we need…

- To identify and to deconstruct the problem
- To find out why and how the problem is caused so we can know how to address the problem
- We need to identify the immediate, underlying and structural causes of the deprivations we want to address

Example: Airport in Ciudad Real (Spain)

In the Boom years in Spain in the early 2000's, several Spanish regions built new airports

"Build an airport in Ciudad Real with a capacity for 40 landings and 40 take-offs per day with a cost of 1.1 billion€ to be completed before January 2009". Let us assume that the implementation successfully complied with project scope:

- Objective & Cost
- Technical requirements
- Milestones

Can we say that this project was a success??

Example: Airport in Ciudad Real (Spain)

NO! It was a failure. Why?

- Because the final objective of this initiative was not to build the airport. It was to promote economic growth in the region, create more businesses, more tourism, more trade, more economic activity.
- From this point of view… it was a complete failure!
- This problem has happened a number of times: Brasilia (Brazil capital), ….
- What could we do to reduce the risk of creating a "**White Elephant" -> A project that does not solve the problem it was supposed to.**

Results Based Management (RBM)

Strategic Planning

Implementation

Performance Measurement

IDENTIFICATION

PLANNING

Background (Gathering information)

Asessment (shortlist)

Analysis (Problem tree)

Stakeholder analysis

Results Based Management (RBM)

Strategic Planning

Implementation

Performance Measurement

IDENTIFICATION

PLANNING

Background (Gathering information)

Asessment (shortlist)

Analysis (Problem tree)

Stakeholder analysis
Partnerships

Strategic planning:
Background (gathering information)

- Conduct your research about the different problems affecting the area:
  - Political structure
  - Social structure
  - The economy
  - The environment
  - History
  - Geography
  - …

Results Based Management (RBM)

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Asessment (shortlist problems)

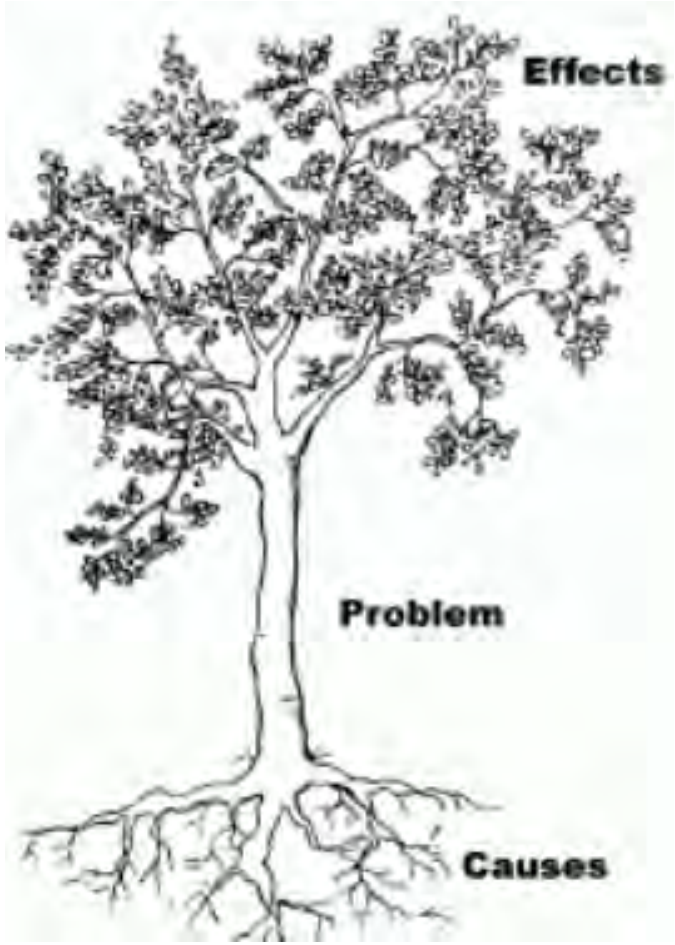
Analysis (Problem tree)

Stakeholder analysis

Strategic planning:
Problem analysis

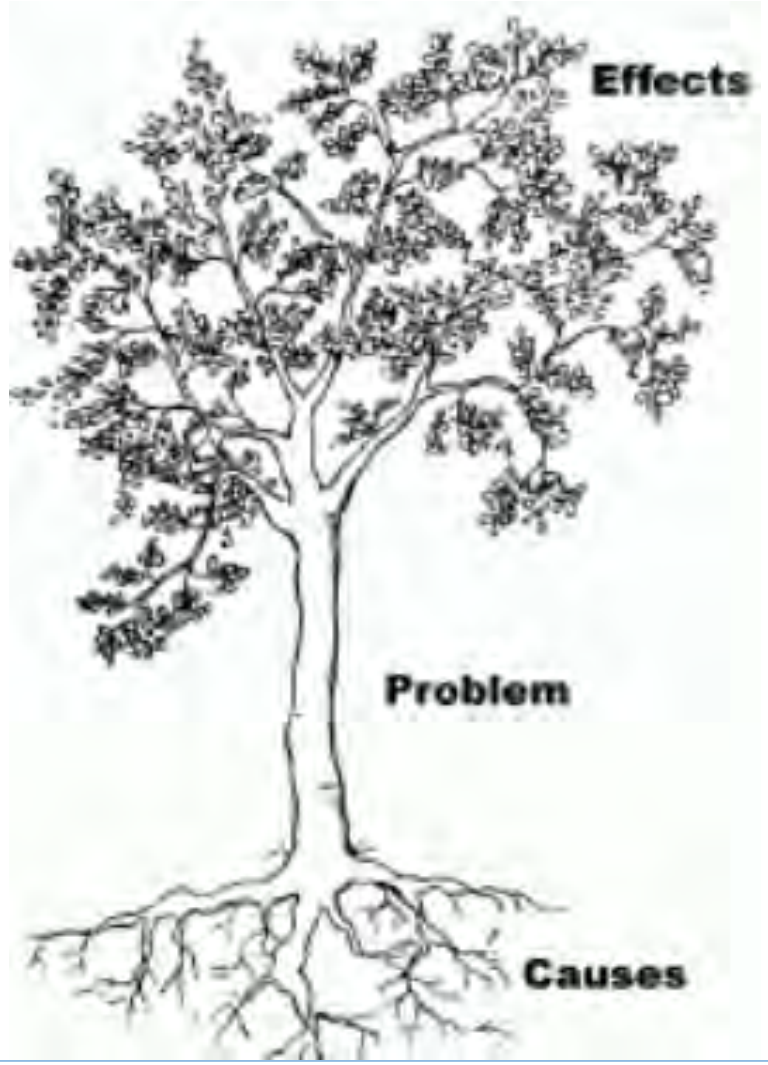
- **DIFFERENT WAYS TOP ANALYZE A PROBLEM**
  - Problem tree analysis
  - SWOT analysis
  - Ishikawa Diagram (Fishbone diagram)
  - Design thinking
  - …

Strategic planning:
Problem analysis: PROBLEM TREE



- Helps identify all the factors that influence or are influenced by the problem
- Participatory process (builds consensus)

Strategic planning:
Problem analysis: PROBLEM TREE



EFFECTS:
Consequences of the focal problem for the individual and the community. The effects provide arguments for decision-makers and other stakeholders for why the focal problem is so important to solve.

THE FOCAL PROBLEM:

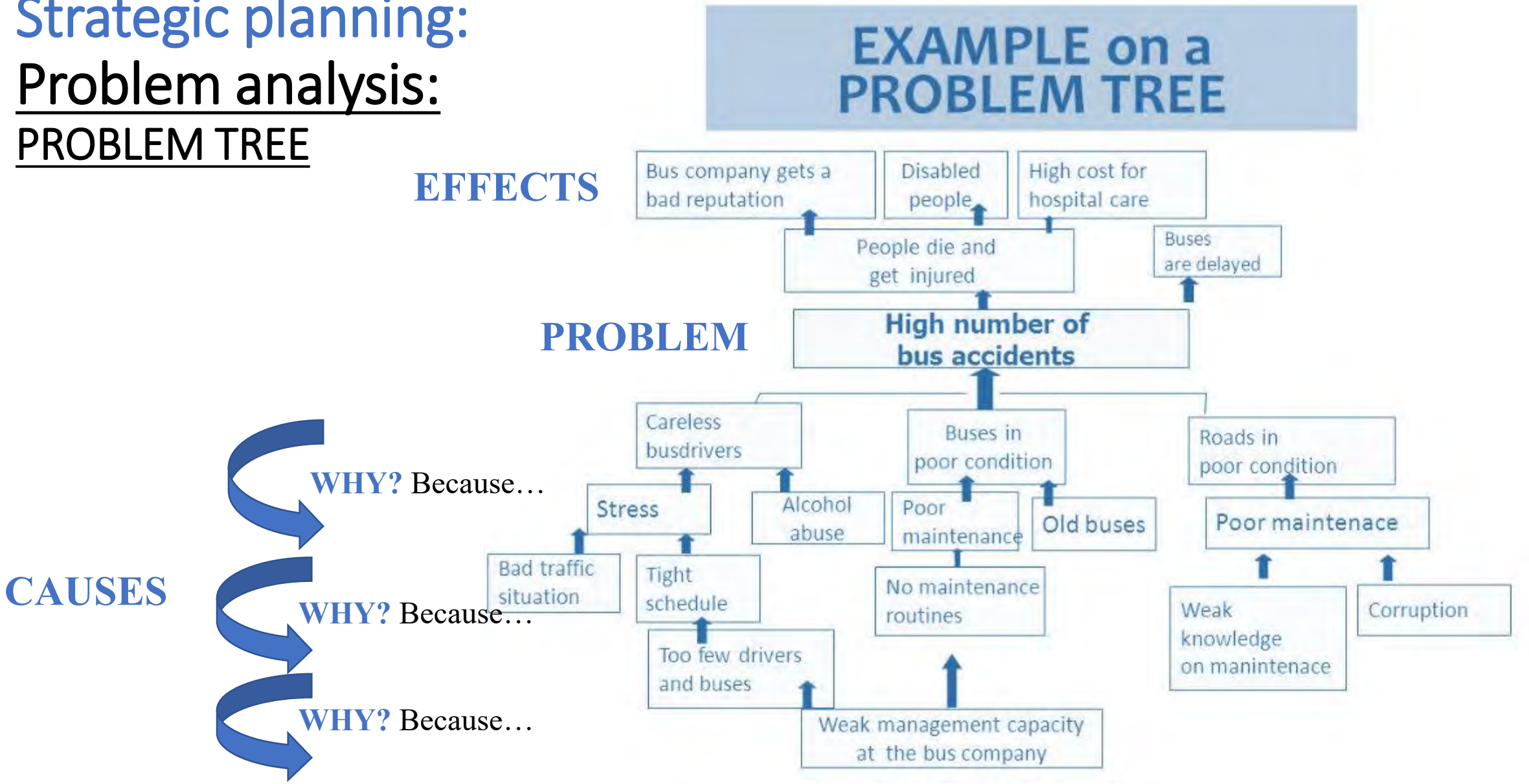
Problem that the project shall focus on (e.g. challenges in the situation of the beneficiaries) Realistic to solve this problem during the project period. The focal problem will later become the project outcome.

REASONS/CAUSES:
The underlying reasons behind the focal problem. They explain why the focal problem exists. All main problems have their individual reasons.

Strategic planning:

Problem analysis:

PROBLEM TREE



Strategic planning:
Problem analysis: PROBLEM TREE

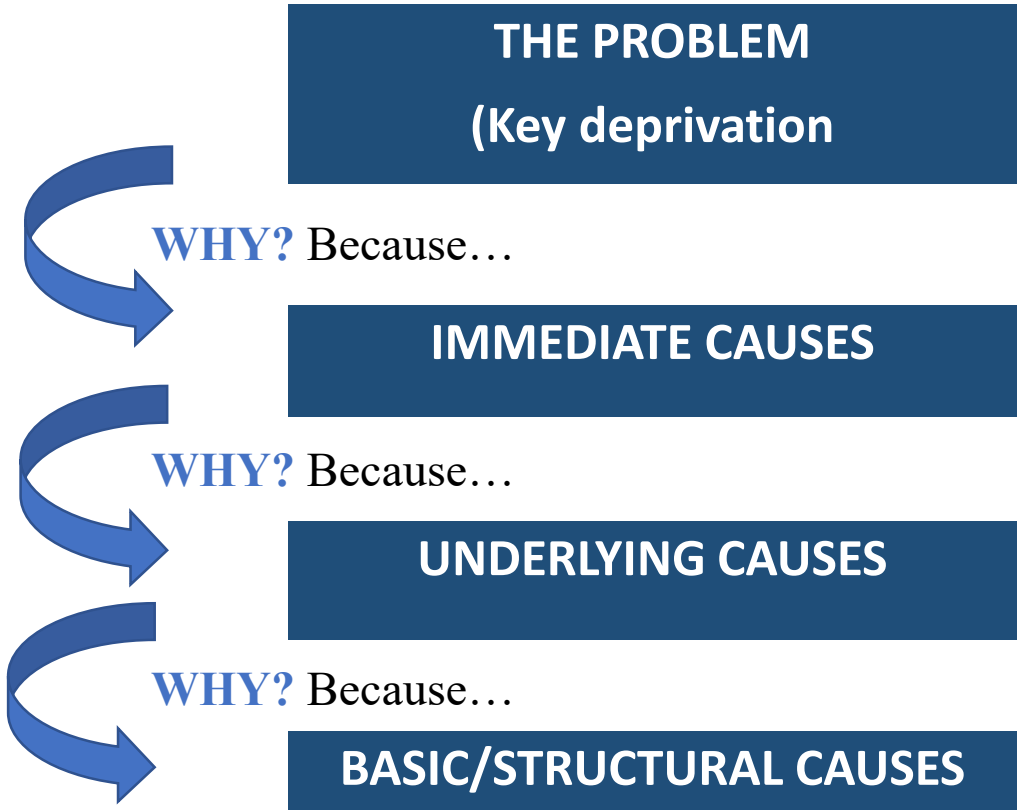
HOW TO PERFORM THE CAUSALITY ANALYSIS?

- Causality Analysis supports the identification of the immediate, underlying and structural causes

- Causality requires systematically asking **“why?”** through a hierarchy of issues and identifying the causes for deprivation at each level in the hierarchy

Strategic planning:
Problem analysis: PROBLEM TREE

HOW TO PERFORM THE CAUSALITY ANALYSIS?



Negative outcome/problem: a right not respected, protected or fulfilled

Visible situation: Proximate and nearest cause of the main problem, most obvious link, closest causal relation or most direct explanation

Choices made by society: Policies, laws and regulations; performance of institutions; shortfalls in social services, lack of access, harmful beliefs, practices

Root: Long-term constraints, history, embedded social, political & cultural systems; geography, climate and demography; attitudes and behaviours

Strategic planning

Problem analysis: PROBLEM TREE

THE PROBLEM (Key deprivation)

WHY?

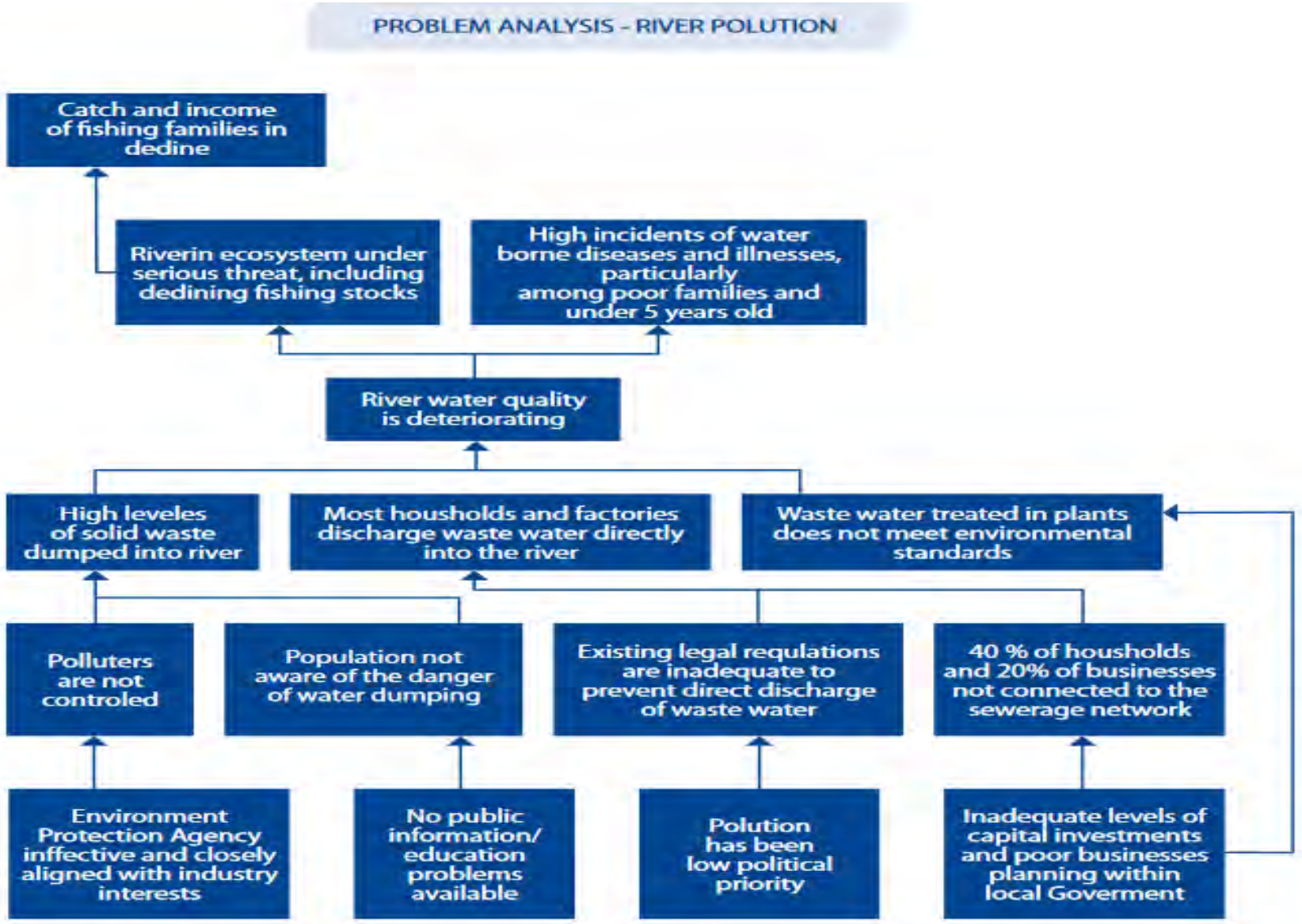
IMMEDIATE CAUSES

WHY?

UNDERLYING CAUSES

WHY?

BASIC/STRUCTURAL CAUSES



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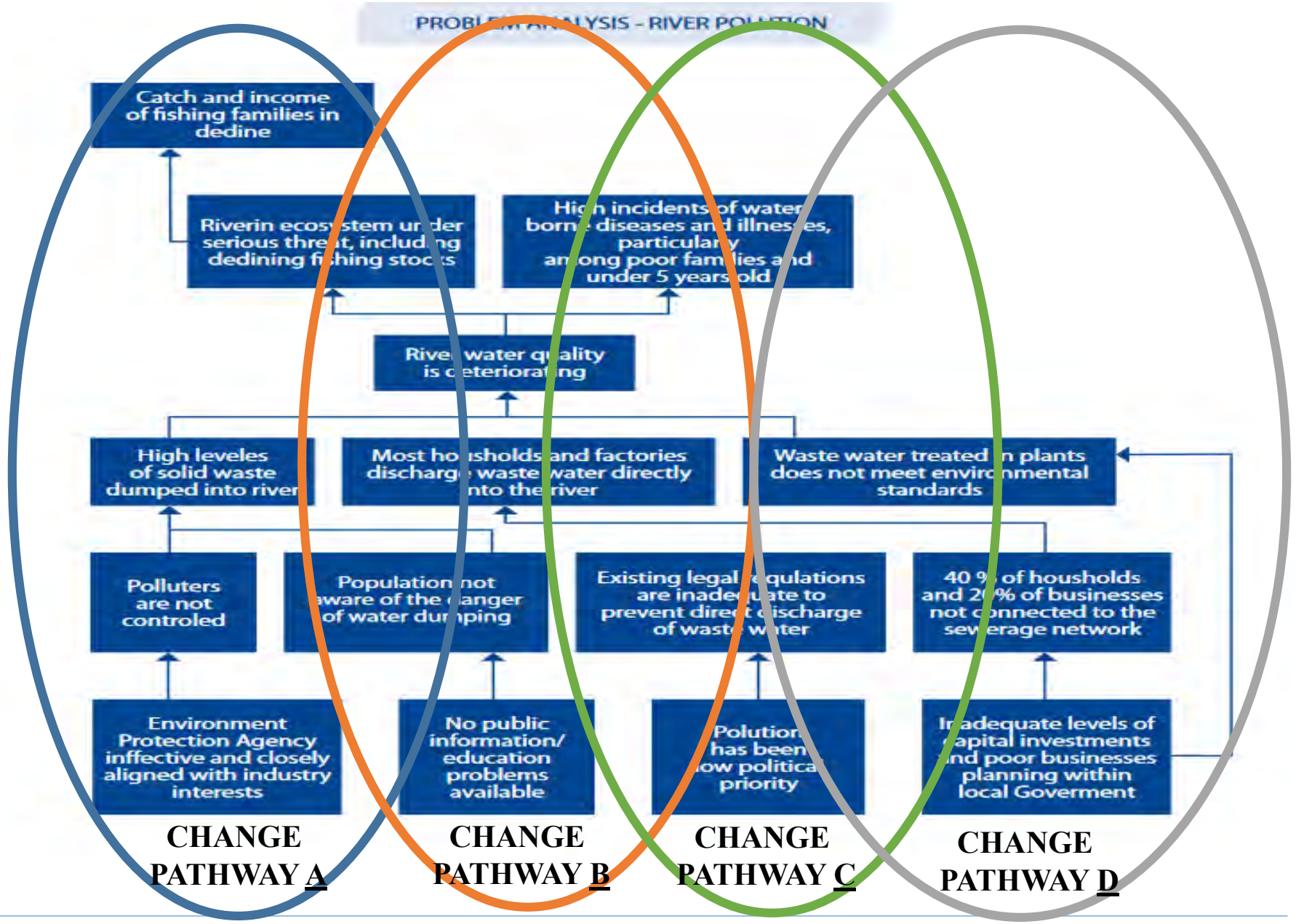
I. Strategic Planning

Prioritization of change pathways

The theory of change

Strategic planning:
Prioritization of change pathways

Prioritise of one the change pathways (easier to address?)



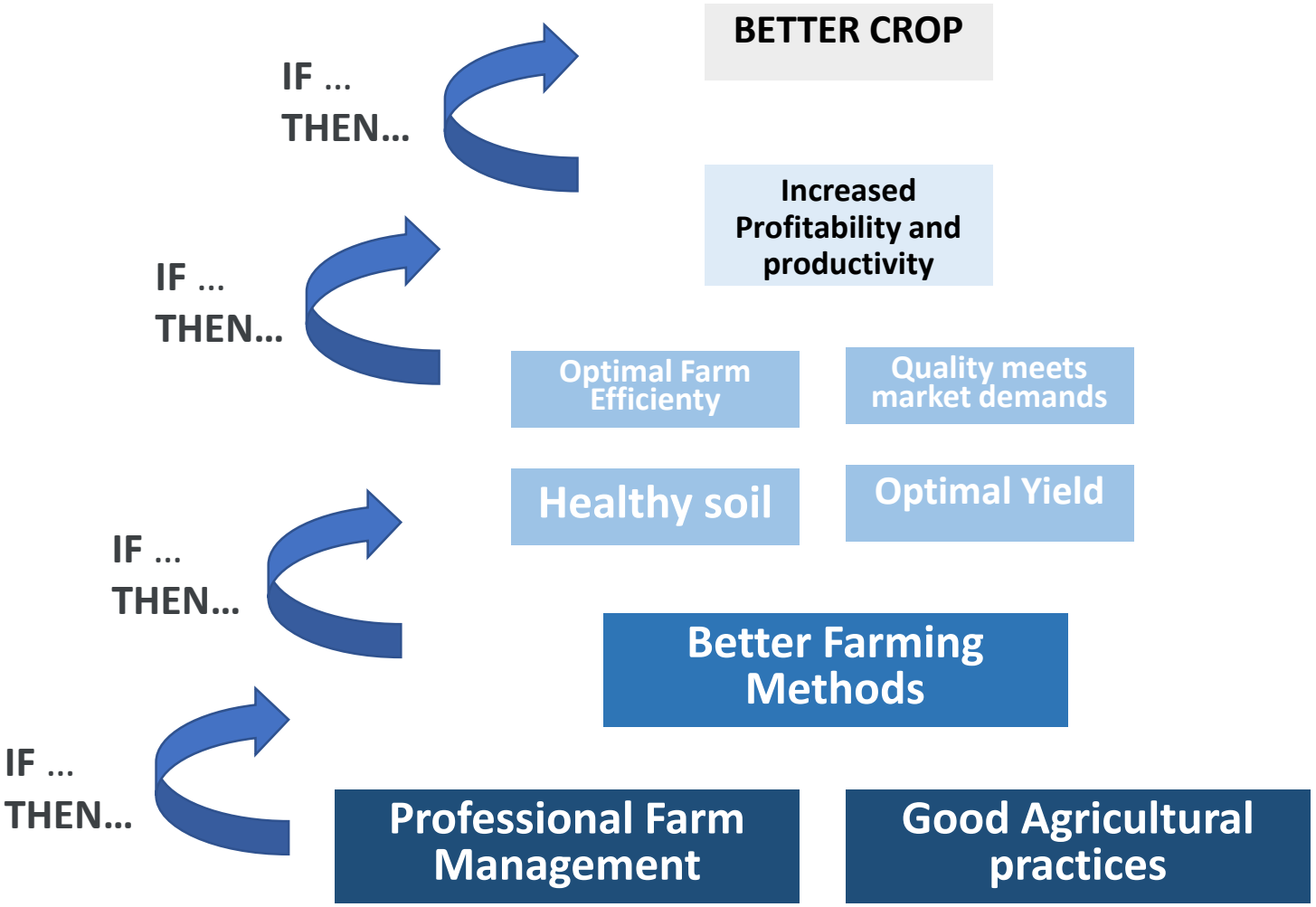
Strategic planning:
The theory of change

- A theory of change explains **why** and **how** we think certain actions (activities) will produce desired change (outcome) in a given context

- The description of a **sequence of events** that is expected to lead to a particular desired outcome

- Theories or hypotheses about **what needs to change** and how into a “causal or change pathway”

Strategic planning:
The theory of change



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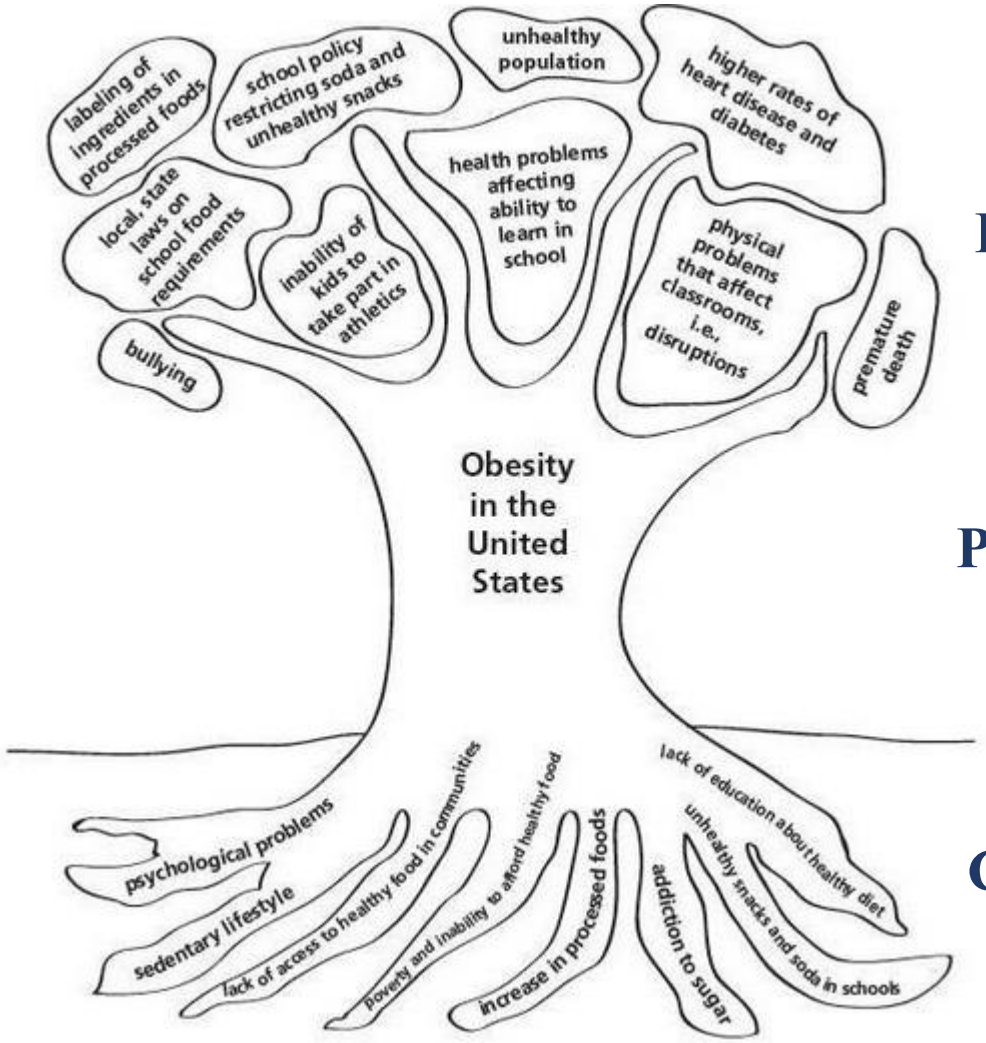
I. Strategic Planning

The Vertical logic / Results Chain 'LogFrame Matrix'

Strategic planning: The theory of change is represented in the vertical Logic/Results chain



EFFECTS → Will be the **IMPACT**

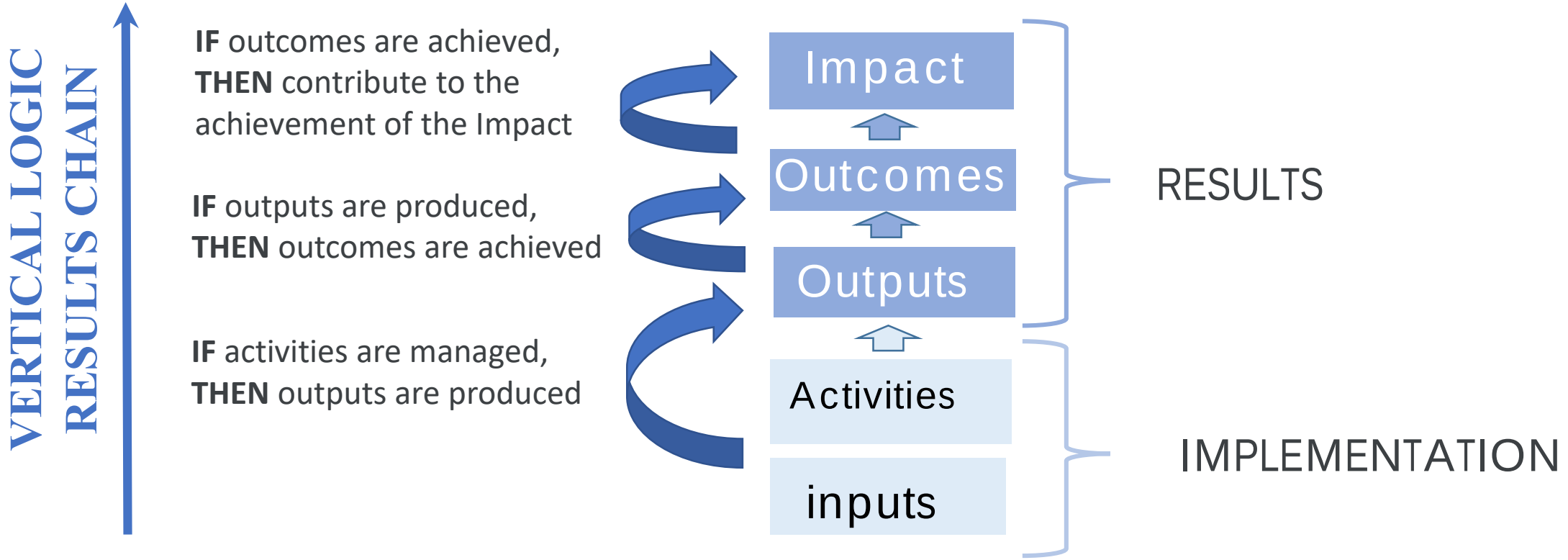
PROBLEM → Will be the **OUTCOME**

CAUSES → Will be the **OUTPUTS & ACTIVITIES**

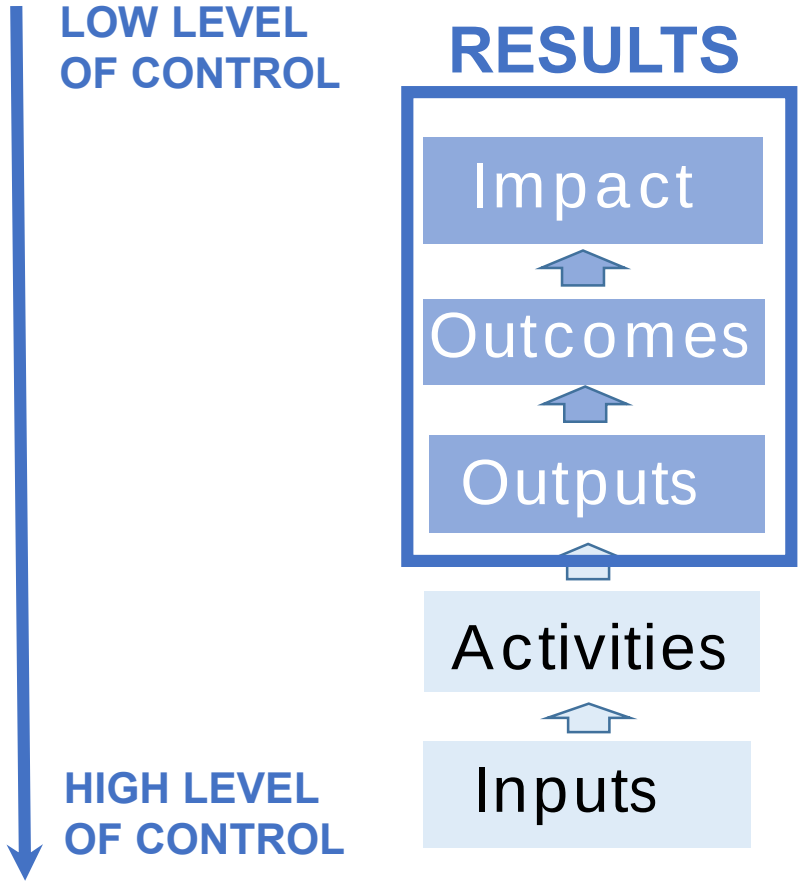
The Vertical logic

Strategic planning: The vertical logic / The results chain

A **VERTICAL LOGIC or RESULTS CHAIN** is the causal sequence for a development intervention that stipulates the necessary sequence to achieve desired results.



Strategic planning: The vertical logic / The results chain



- **long-term effects** of a programme; different projects can have the same goal; **broader** than the programme; programme only **contributes** to it; **timeframe**: typically 2- 5 years after programme ends
- **Main reason** for why the project is implemented; nstitutions or people do a) something differently (*behavioural change*) or b) something better (*change in performance);* **influence,** but largely beyond the control of the programme; **timeframe:** during or *up to* a few years after programme
- **WHAT** the project will deliver (products of services); a group of people or an organization **has improved capacities**, **abilities**, **skills**, **systems**, or if something is built, created or repaired as a direct result of UN support;are **under the control** of the organization and its partners; ***timeframe*:** during programme
- **actions** taken to transform inputs into outputs; Means to achieve the outputs; ***timeframe*:** during programme
- **resources** needed to carry out activities

Source: Based on UNSSC presentation

Food Loss Waste has been reduced in the Turkey by 5% in the last two years

IMPACT

OUTCOME

OUTPUT

ACTIVITY

None of the above

Target groups and stakeholders are inspired to act and empowered through acquisition of necessary knowledge and skills to prevent and reduce food waste

- IMPACT
- OUTCOME
- OUTPUT
- ACTIVITY
- None of the above

Reduction of the national contribution to climate change

IMPACT

OUTCOME

OUTPUT

ACTIVITY

None of the above

Hiring a media agency to support the development and implementation of a communication cam-paign

IMPACT

OUTCOME

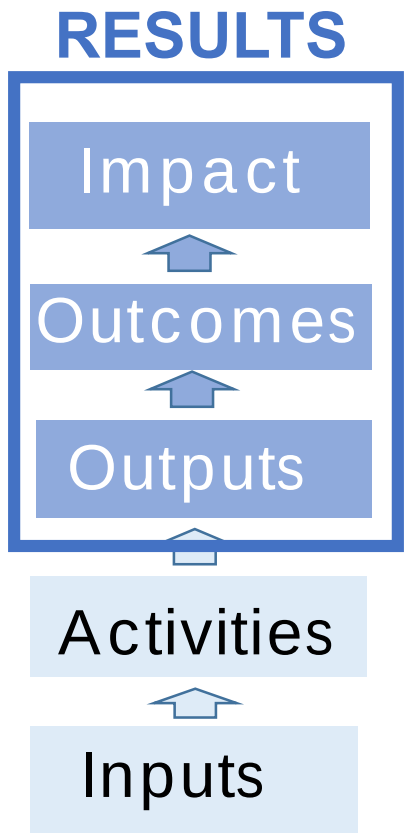
OUTPUT

ACTIVITY

None of the above

Strategic planning:
The vertical logic / The results chain

Example



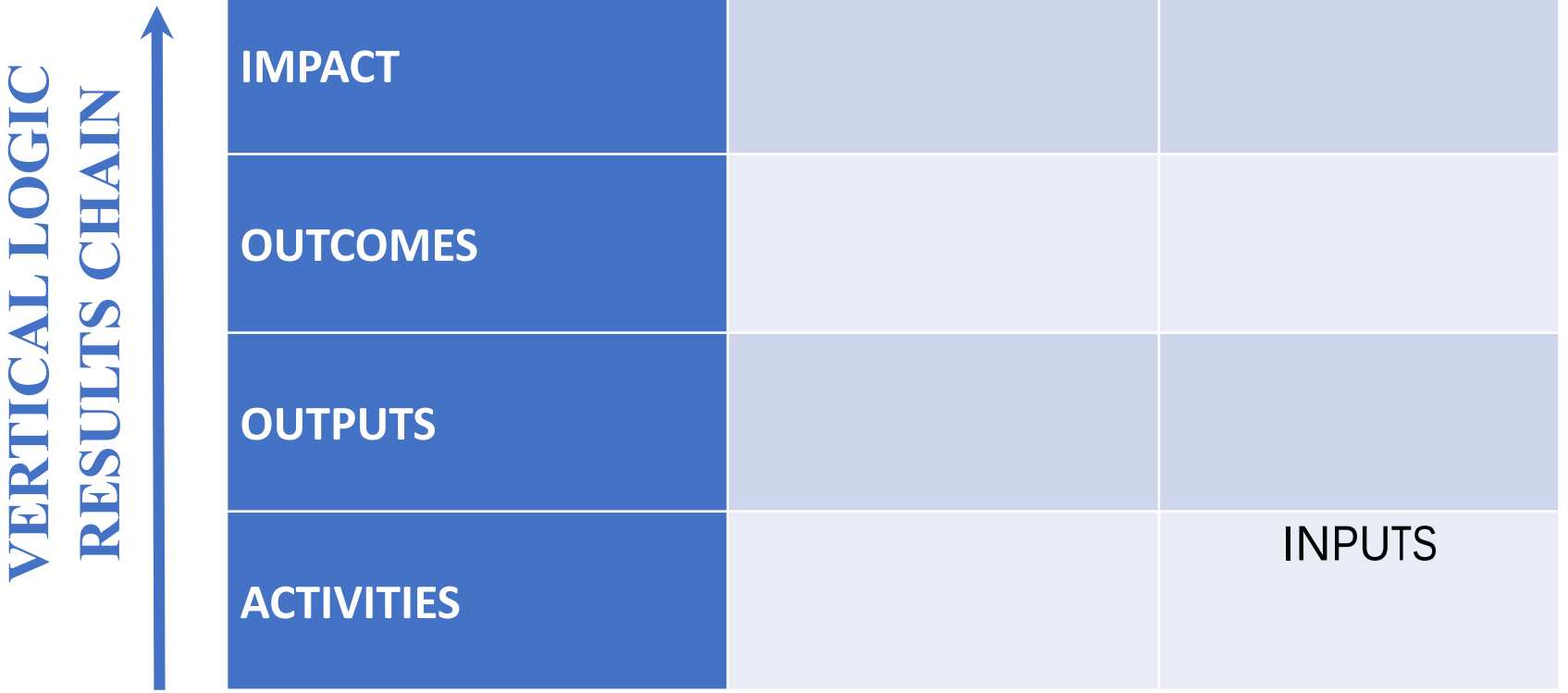
Improve education levels in Tanzania

X teachers have improved their teaching,
Y students can study in the school

Education levels of 1500 poor students will be improved and new schools will be constructed in Arusha, Tanzania by 2020.

workshop of teachers (workshops, …)
Construction of school building (materials,…)

Strategic planning: The logical framework



	Expected results	Indicators
IMPACT		
OUTCOMES		
OUTPUTS		
ACTIVITIES		INPUTS

Strategic planning: The logical framework

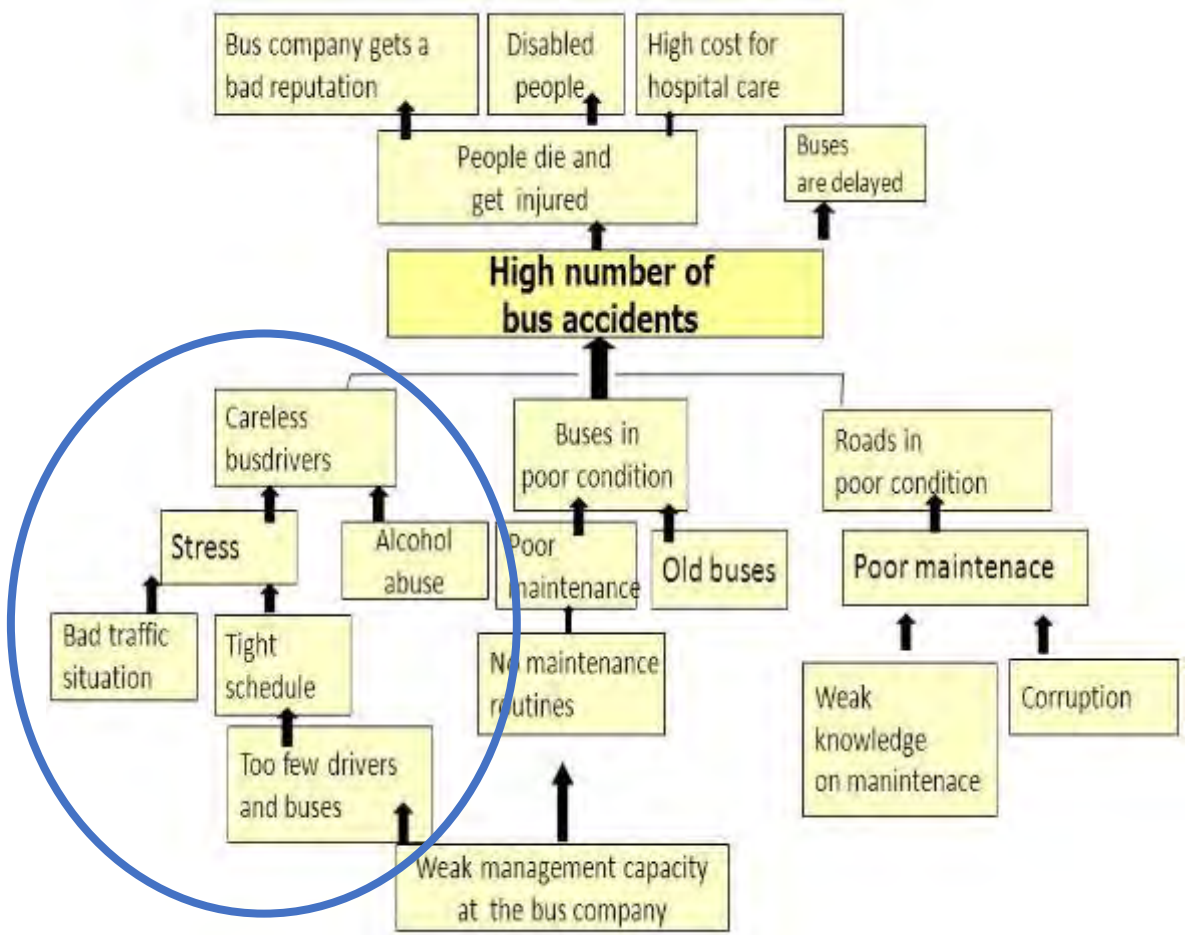
VERTICAL LOGIC
RESULTS CHAIN

	Expected results
Impact	*Which changes/effects can the project contribute to in the longer term?*
Outcomes	*Describes the situation that is expected to prevail directly after the project has been concluded with an improved situation for a target group (performance or behavioral change)*
Outputs	*Tangible products or services delivered by the project (capacities, abilities, skills, systems improved)*
Activities	*Tasks that have to be undertaken in order to deliver the outputs*

Strategic planning: The logical framework

VERTICAL LOGIC
RESULTS CHAIN

	Expected results
Impact	Better and safe transportation
Outcomes	Number of bus accidents reduced
Outputs	1.1. New drivers available in the team 1.2. Drivers have been trained 1.3. All drivers perform alcohol test regularly
Activities	1.1. Hire and train additional drivers 1.2. Implement alcohol tests to all drivers starting their shift **INPUTS:** Resources, budget, time, equipment, personnel, technical expertise



Strategic planning: The logical framework

VERTICAL LOGIC
RESULTS CHAIN

	Expected results
Impact	Better and safe transportation
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Focus

Long-term effect

Change (institutional/ behavioral)

Products
Abilities
Skills

Resources

Strategic planning: The logical framework

HOW TO FORMULATE GOOD RESULTS (Outcomes, Impact…)?

- Results are about change. It is important to use 'change language' rather than the customary 'action language'

ACTION LANGUAGE

Providers' perspective – and usually starts with "by doing this or that" (focused on completion)

CHANGE LANGUAGE

Describes changes in the conditions and/or quality of life of people; criteria for success (focus on results)

Strategic planning: The logical framework

HOW TO FORMULATE GOOD RESULTS (Outcomes, Impact…)?

- Results are about change. It is important to use 'change language' rather than the customary 'action language'

ACTION LANGUAGE

E.g: Distribute 20.000 insecticide treated bed nets

CHANGE LANGUAGE

E.g: At least 80% of people in endemic areas sleep under insecticide treated bed nets;

Strategic planning: The logical framework

HOW TO FORMULATE GOOD RESULTS (Outcomes, Impact…)?

CHANGE LANGUAGE

Describes changes in the conditions and/or quality of life of people; criteria for success (focus on results)

FORMULA

(Rights-holder Or Duty-bearer)	+	Verb	+	Change in skills, abilities, capacities, new products and services
10.000 farmers		have improved		Crop yield productivity by 20%

Strategic planning:
The logical framework

HOW TO FORMULATE GOOD RESULTS (Outcomes, Impact…)?

WITH CHANGE LANGUAGE

TABLE 1. Changes reflected in results at different levels

Changes in conditions		
IMPACT GOAL	• MDGs • Social • Economic • Environmental • Political	• Cultural • Civil Society
Results are primarily nationally owned		
Changes in capacity and performance of the primary duty-bearers		
OUTCOME	• Changes in Behaviours & Attitudes • Social Action • Viability • Institutional	• Policy Formulation • Decision-making • Norms, Knowledge • Efficiency • Competencies • Opinions • Standards
United Nations contributes at this level		
What all implementers produce		
OUTPUTS	• Goods & Services • Change in Skills & Capabilities • Systems • Evaluations	• New Products • Reports • Publications Produced
National actors, United Nations and donors		
What all implementers do		
ACTIVITIES	• Develop Curriculum • Train • Evaluate • Recruit	• Procure • Facilitate • Develop Action Plans • Work with Media, etc.
Primarily national, often supported by United Nations and other partners		
What all stakeholders invest in		
INPUTS	• Human or Financial Resources • Personnel • Equipment	• Technology • Time
Led by national actors		

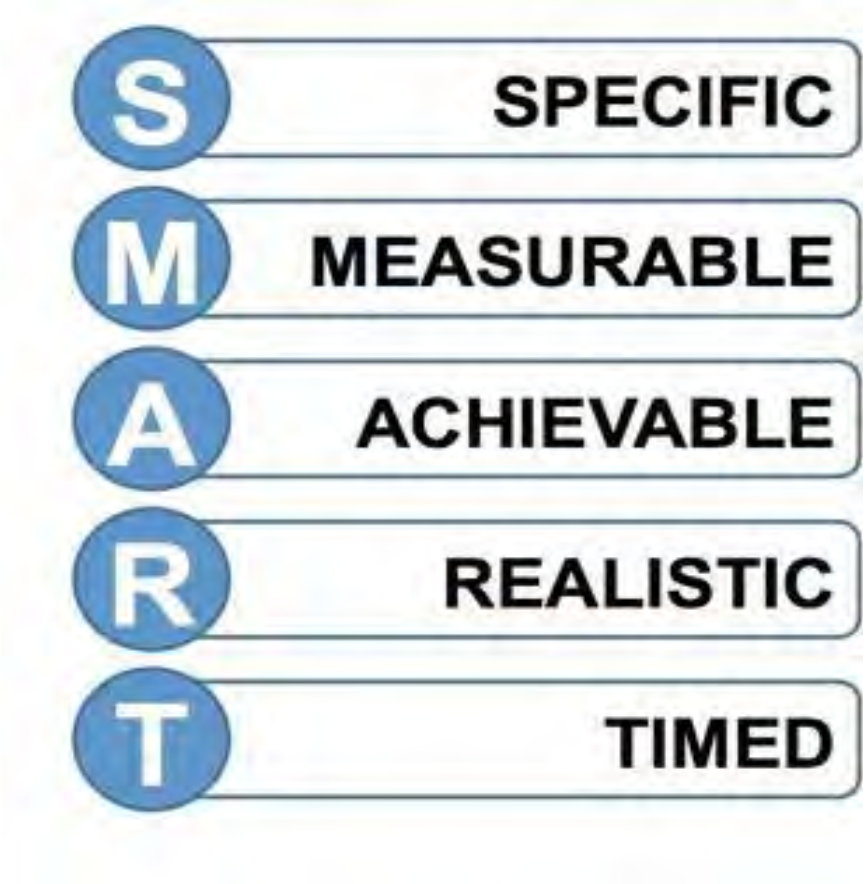
Source: RBM Handbook, UNDG, 2011

HOW TO FORMULATE GOOD OUPUTS AND OUTCOMES?

S.M.A.R.T. OUTCOMES/OUTPUTS

S.M.A.R.T. OUTCOMES/OUTPUTS

HOW TO FORMULATE GOOD OUPUTS AND OUTCOMES?



E.g. By 2025, 1.000 Farmers have adopted new agronomic practices for rice production in region XYZ

Food and Agriculture Organization of the United Nations

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Economic Cooperation Organization

REPUBLIC OF TURKEY MINISTRY OF AGRICULTURE AND FORESTRY

I. Strategic Planning

Indicators, Baselines, Targets, and Means of Verification

Strategic planning: The logical framework (with indicators, baselines, targets and means of verification)

Expected Results	Indicators	Baseline	Targets	Data Sources/means of verification
Impact				
Outcomes				
Outputs				
Activities				

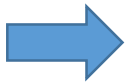
Strategic planning: INDICATORS

"Quantitative or qualitative variables that allow stakeholders to verify changes produced by a development intervention relative to what was planned"
(*RBM Handbook, UNDG 2011*)

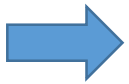
- An indicator should be **neutral and objectively verificable**.
- The indicators describe **how the Outputs/Outcomes have to be measured**
- Including **quantity, quality and time**.
- Indicators must always be **adapted according to each goals and project**
- **disaggregated** by sex and other necessary social categories (age, ethnicity, etc.) wherever possible

Strategic planning: INDICATORS

	Expected Results	Indicators
Impact		Measure the long-term consequences of the outcomes.
Outcomes		Measure how the situation has changed or improved for a target troup
Outputs		Measures the accomplishment of the delivery of products of services
Activities	INPUTS	No need



"Number of farmers adopting new agronomic practices for rice production by 2023"



"Number of researchers* and farmers* that have acquired skills in improved rice production by 2023"

Strategic planning: TYPE OF INDICATORS

QUANTITATIVE INDICATORS	QUALITATIVE INDICATORS
• measures of quantity • number • percentage • ratio	• perception • opinion • judgements
Examples: • # of women in decision-making positions • employment levels • wage rates • education levels • literacy rates	**Examples:** • women's perception of empowerment • satisfaction with employment or school • quality of life • degree of confidence in basic literacy

Source: RBM Handbook, UNDG, 2011

Strategic planning: BASELINE

"Status of the indicator at the beginning of a programme or project that acts as a reference point against which progress or achievements can be assessed"
(RBM Handbook, UNDG 2011)

- description (qualitative or quantitative) of the situation, **prior to an intervention**, against which progress can be assessed or comparison made
- **benchmark** for assessing progress on outcomes or impacts
- **first data collected** for an indicator (gathered before or shortly after programme implementation begins)

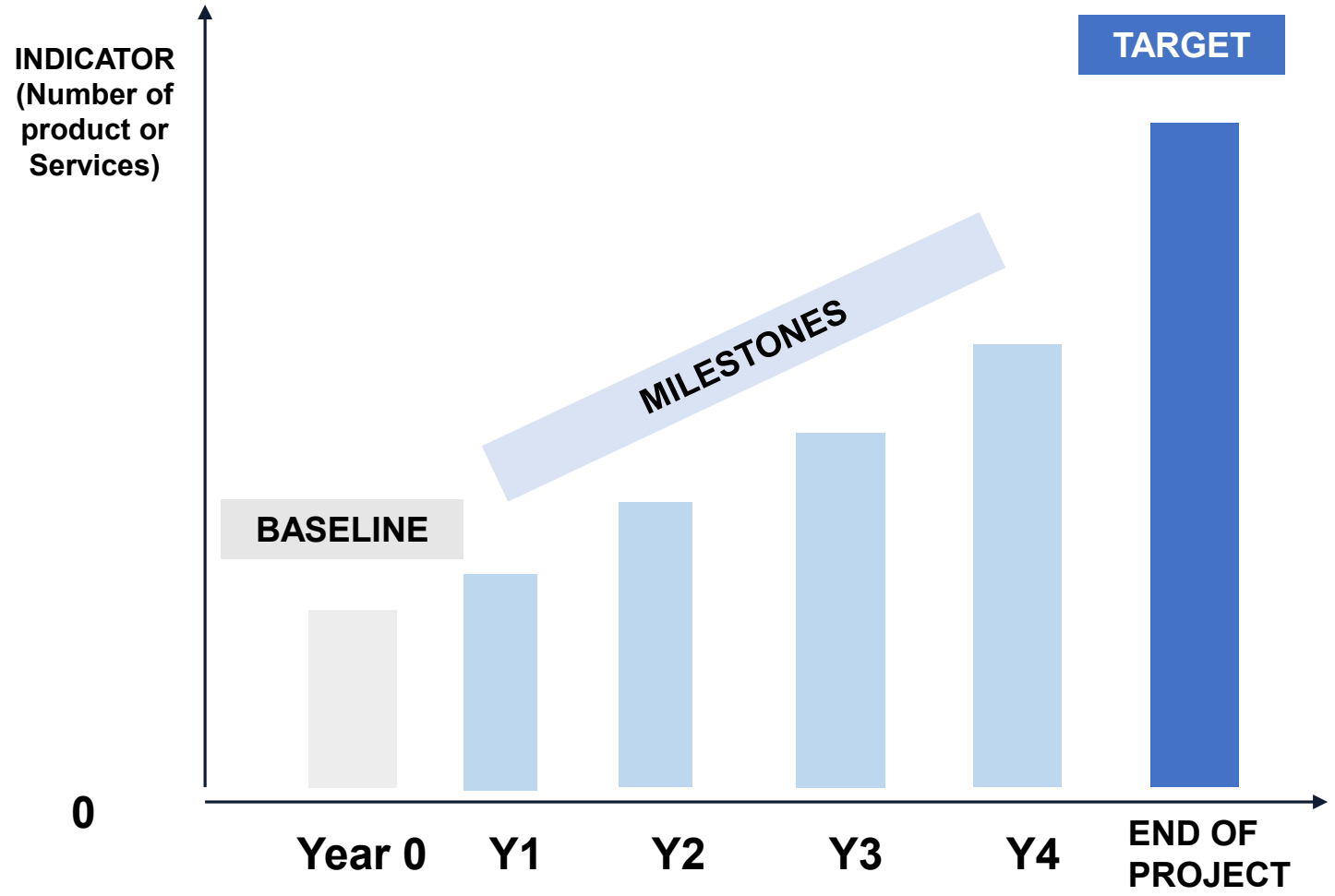
Strategic planning: TARGETS

"A target is what one hopes to achieve, and it normally depends on programme period and duration of the interventions and activities "
(RBM Handbook, UNDG 2011)

- the indicator should be neutral
  - no direction of change in the indicator
  - no increase or decrease in the indicator
- the target **signals how much change and in what direction**
- The baseline and target should use **same unit of measurement** as the indicator

Strategic planning: The logical framework (with indicator, baselines, targets and means of verification)

Expected Results	Indicators	Baseline	Targets
Impact			
Outcomes			
Outputs			
Activities			



Strategic planning: MEANS OF VERIFICATION

"The sources of information are the persons, beneficiaries or organizations from whom information will be gathered to inform initial baselines and measure results"

(RBM Handbook, UNDG 2011)

- **How** will the information/data be collected, **when, how often and by whom**?
- Indicates the **responsibility, who** will collect/analyze/report on data

Strategic planning: The logical framework (with indicator, baselines, targets and means of verification)

Make sure you involve EVERYONE in the planning process!

I. Strategic Planning

Time and Cost management. Results-based budgeting.

WHY TIME AND COST ARE IMPORTANT FOR A PROJECT?

If it is not delivered on time?

- Delays
- Waste of resources
- Impact on lives
- Gets more expensive
- Requires request extensions

Budget

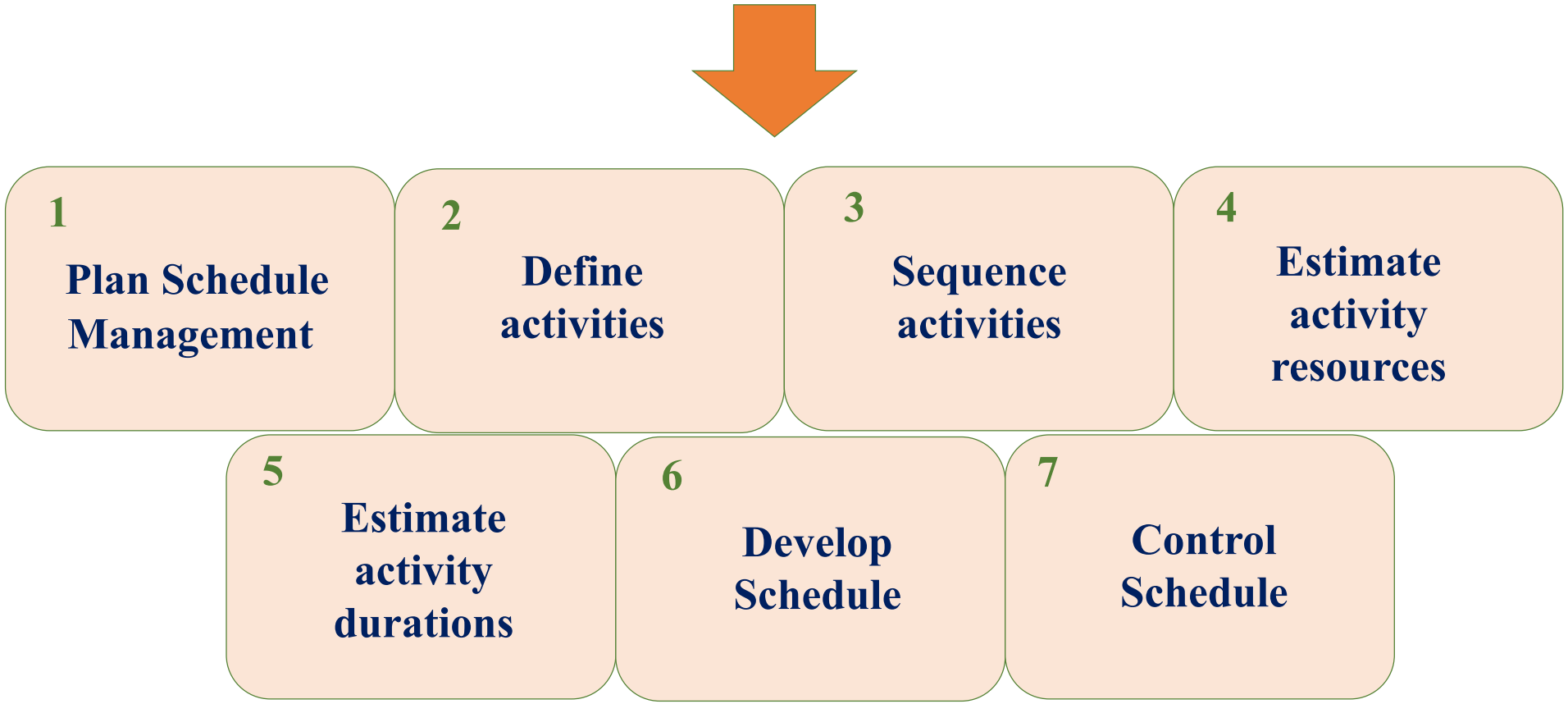
- If spends more:
  - No adequate estimation of resources
  - No control
  - Corruption
- If spends less:
  - Activities not accomplished
  - Donors might reduce funds in the future

Strategic planning:

Time & Cost Management
Results-based budgeting

PROJECT TIME MANAGEMENT

It includes the processes required to manage the **timely completion** of the project



Strategic planning:

Time & Cost Management
Results-based budgeting

PROJECT TIME MANAGEMENT

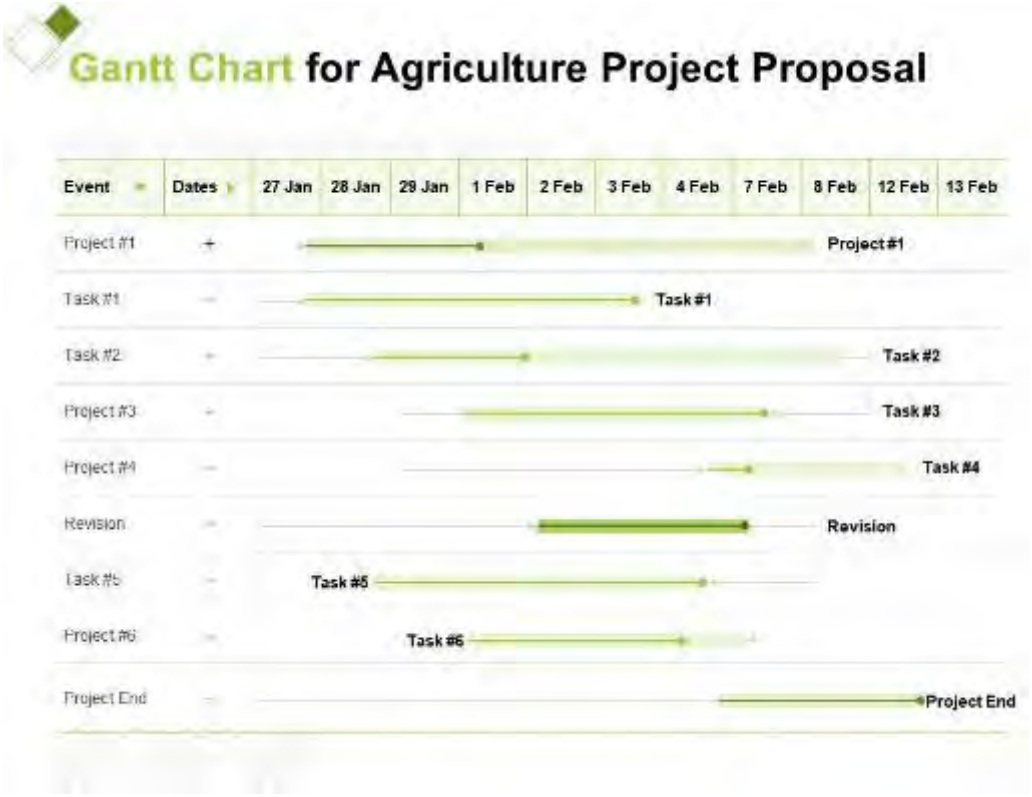
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Responsible
Administrative activities							
Get permission from local government							Program manager
Approval of plan by government engineer							Project manager
Registration of water organization							Project manager
Elaboration of rules and regulations	permanent						Program manager
Infrastructure activities							
Building of the water tank							Engineer
Laying of pipes							Engineer
Installation of personal tabs							Engineer

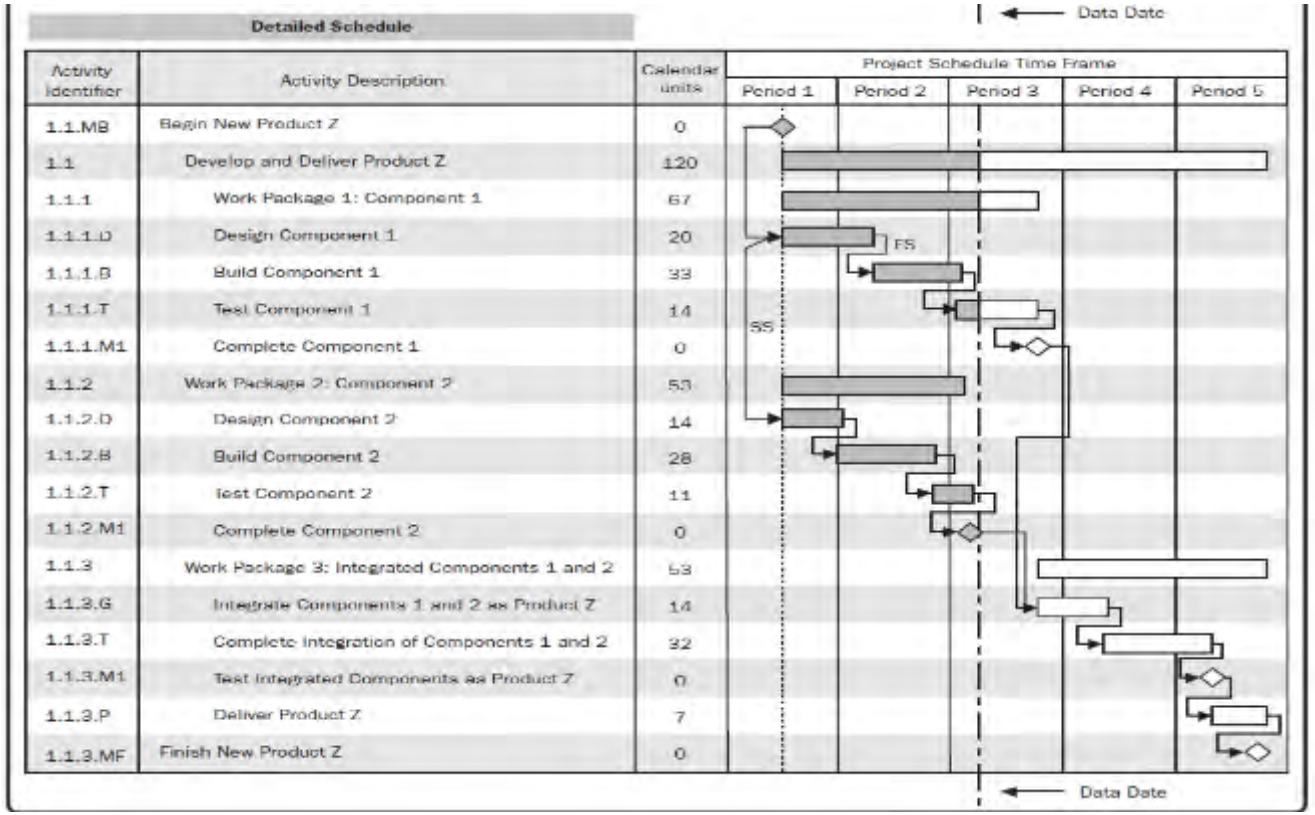
Strategic planning:

Time & Cost Management

Results-based budgeting

PROJECT TIME MANAGEMENT





PROJECT TIME MANAGEMENT

CRITICAL PATH

- **The critical path** is the sequence of activities with the longest duration. A delay in any of these activities will result in a delay for the whole project.
- Help you **identify the activities that must be completed on time** in order to complete the whole project on time.
- Show you **which tasks can be delayed** and for how long without impacting the overall project schedule.

PROJECT COST MANAGEMENT (RESULTS-BASED BUDGETING)

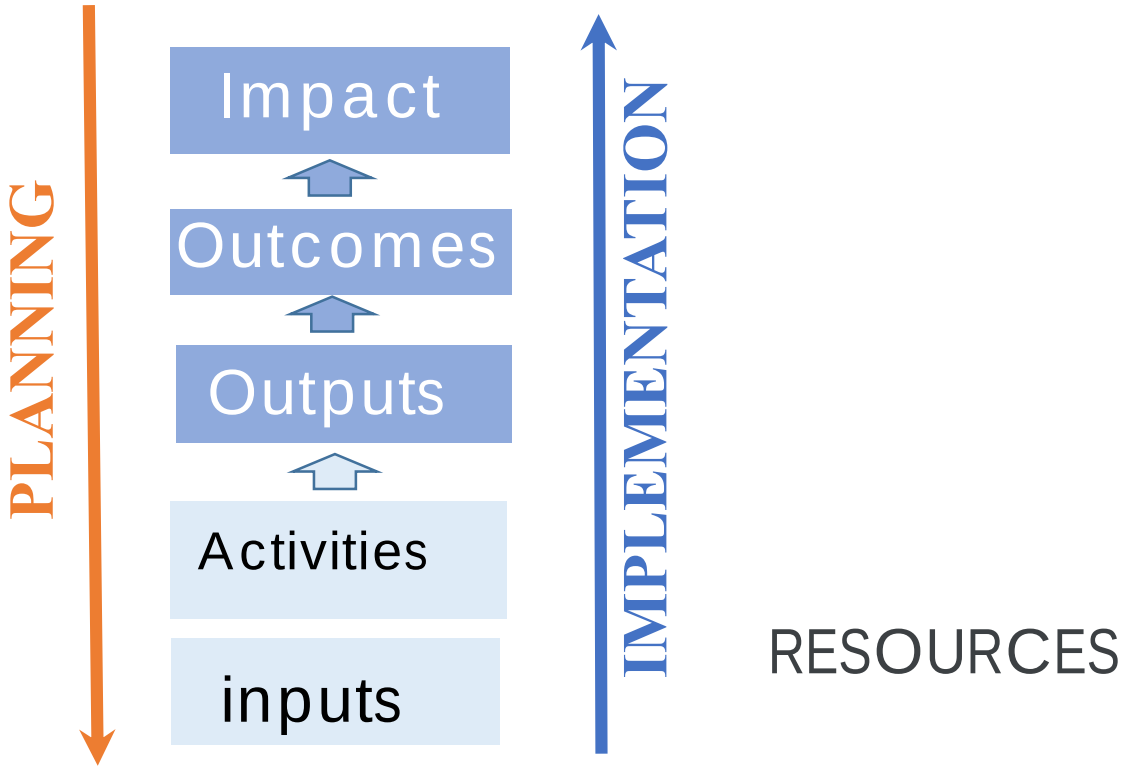
- **Results-based budgeting (RBB)** is a subset of RBM that focuses on aligning resources with results. It requires a system of budgeting that links budget allocations to a specific change in expected outputs and outcomes.

- The main characteristics are:
  - A **shift in accountability from inputs and activities to outputs and outcomes**, thereby making **managers accountable for performance**;
  - Managers with the; **authority to reallocate budget allocations for better performance;**
  - Incentives to **reward managers that meet or exceed expected targets**

Strategic planning:

Time & Cost Management
Results-based budgeting

PROJECT COST MANAGEMENT (RESULTS-BASED BUDGETING)



Strategic planning:

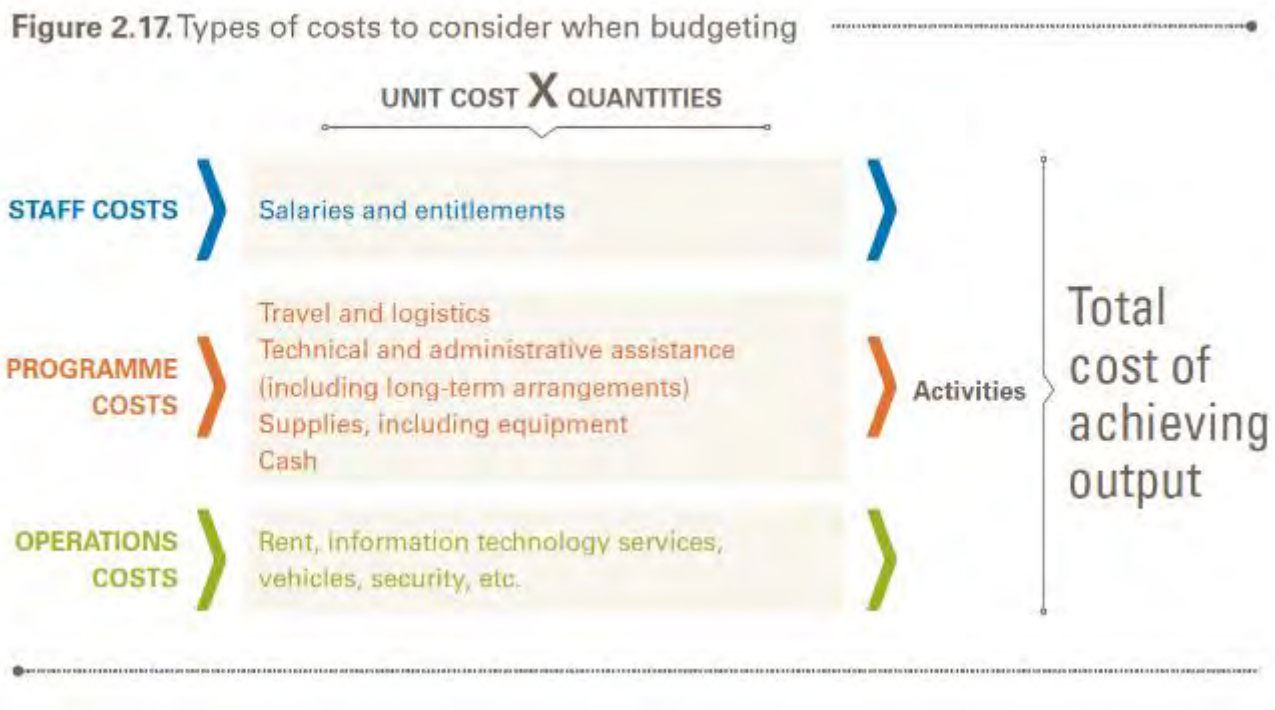
Time & Cost Management
Results-based budgeting

PROJECT COST MANAGEMENT

1) **Estimate Costs:** Aproximation of resources/inputs needed
2) **Determine Budget**: Aggregate and establish a cost baseline
3) **Control costs:** Monitoring and update

PROJECT COST MANAGEMENT

TYPES OF COSTS

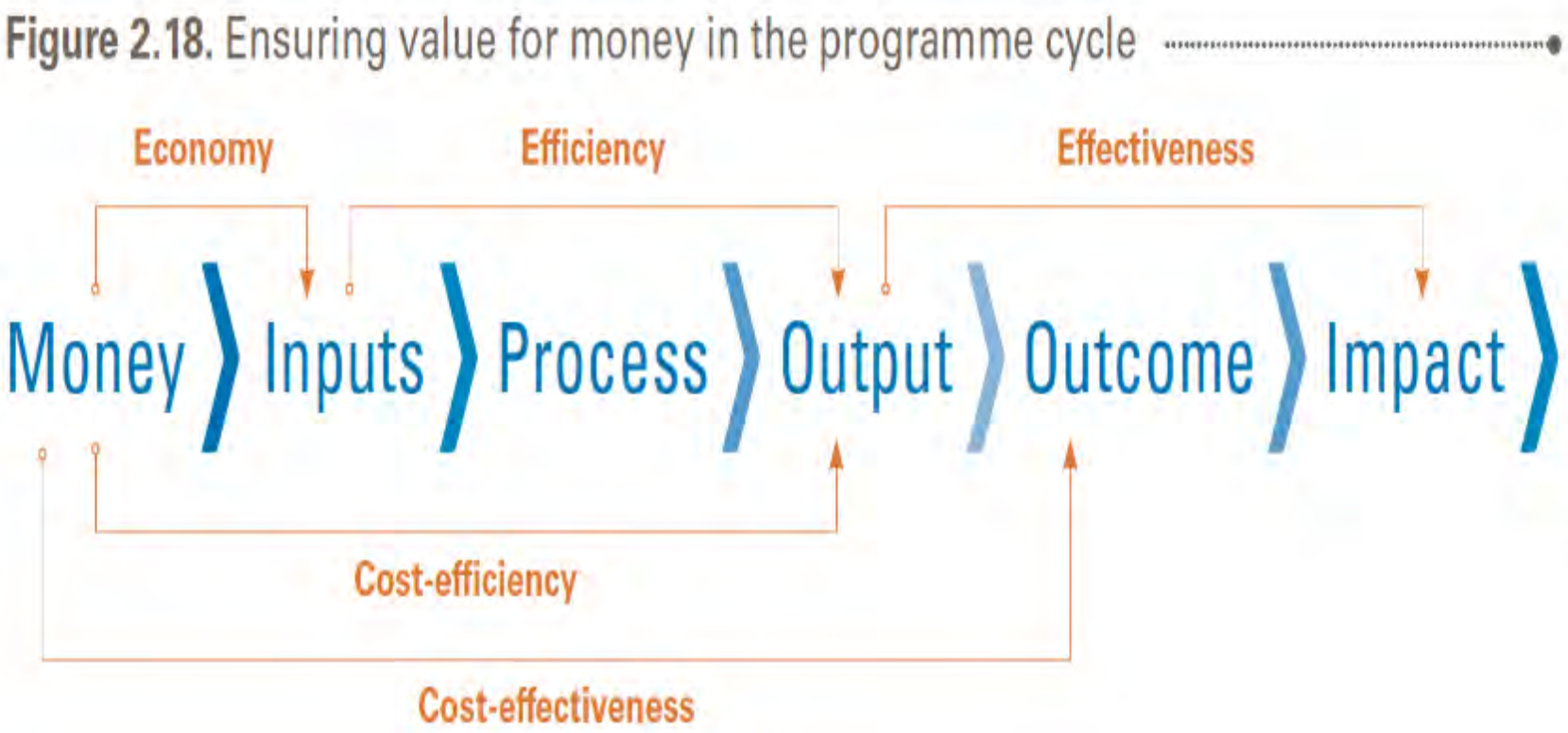


Source: RBM Handbook, UNDG, 2011

Strategic planning:

Time & Cost Management
Results-based budgeting

PROJECT COST MANAGEMENT (RESULTS-BASED BUDGETING)



Source: RBM Handbook, UNDG, 2011

Strategic planning:

Time & Cost Management

Results-based budgeting

PROJECT COST MANAGEMENT (RESULTS-BASED BUDGETING)

Outcome:											
Expected Outputs	**Planned Activities**	**Time-frame**				**Responsible Party**	**Budget**			**Monitoring Framework**	
		Q1	Q2	Q3	Q4		Funding source	Budget description	Amount	Expenditures	Progress towards outputs
Output 1											*Status of progress to target contribution to country programme outcome*
Targets:											
Output 2											
Targets:											
Output 3											
Targets:											
Total											

Notes:

1. The above is only illustrative. It may be adapted for practical use as appropriate.
2. The format is based on the UNDG AWP format and its related monitoring tool (currently used as two separate formats).
3. Outputs in column 1 should also give baselines, associated indicators and annual targets as applicable
4. All activities including monitoring and evaluation activities to be undertaken during the year towards the stated outputs must be included in the Activities column
5. Actual expenditures against activities completed should be given in the Expenditures column.
6. The last column should be completed using data on annual indicator targets to state progress towards achieving the outputs. Where relevant, comment on factors that facilitated or constrained achievement of results including: whether risks and assumptions as identified in the country programme M&E framework materialized or whether new risks emerged; and internal factors such as timing of inputs and activities, quality of products and services, coordination and other management issues.

Source: RBM Handbook, UNDG, 2011

Food and Agriculture Organization of the United Nations

Economic Cooperation Organization Regional Coordination Centre for Food Security

Economic Cooperation Organization

REPUBLIC OF TURKEY MINISTRY OF AGRICULTURE AND FORESTRY

I. Strategic Planning

Partnerships

Strategic planning: Stakeholders engagement

"To be successful, a focus on *outcomes* requires deeper and more detailed discussions with stakeholders"
(RBM Handbook, UNDG 2011)

- Typical stakeholders to work with for planning and managing a programme include:
  - people with decision making authority related to a programme
  - organizations that will implement similar or potentially conflicting interventions
  - people who may experience negative consequences
  - people who are expected to benefit
  - *AND MOST IMPORTANTLY:* people who are expected to change their behaviour or to improve their performance *(expected beneficiaries or target population)*

Strategic planning: Stakeholders engagement

The *real* experts: stakeholders and target population

Strategic planning: Partnerships

Definition of Partnerships

*"**Partnerships are voluntary and collaborative relationships** between various parties, both public and non-public, in which all participants agree to work together to achieve a **common purpose or undertake a specific task** and, as mutually agreed, to share risks and responsibilities, resources and benefits."*

Sources: Resolution adopted by the General Assembly on 22 December 2015 [on the report of the Second Committee (A/70/479)]

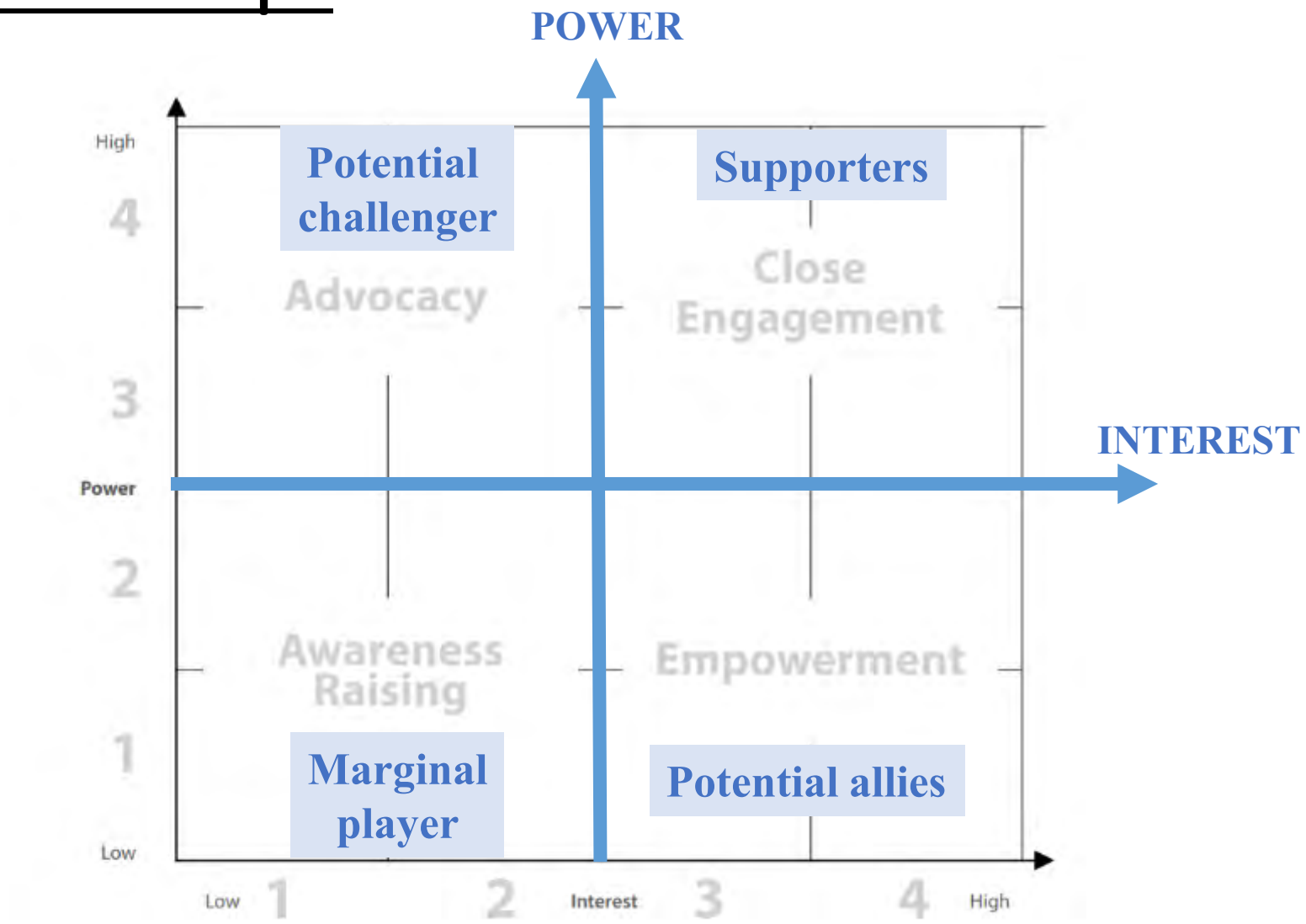
Strategic planning: Partnerships

How to engage with different types of stakeholders and foster coalitions for change?

1. **Identify stakeholders**
2. **Map-out their influence and dependency**
3. **Assess their power relations, capacity and needs**

Strategic planning: Partnerships

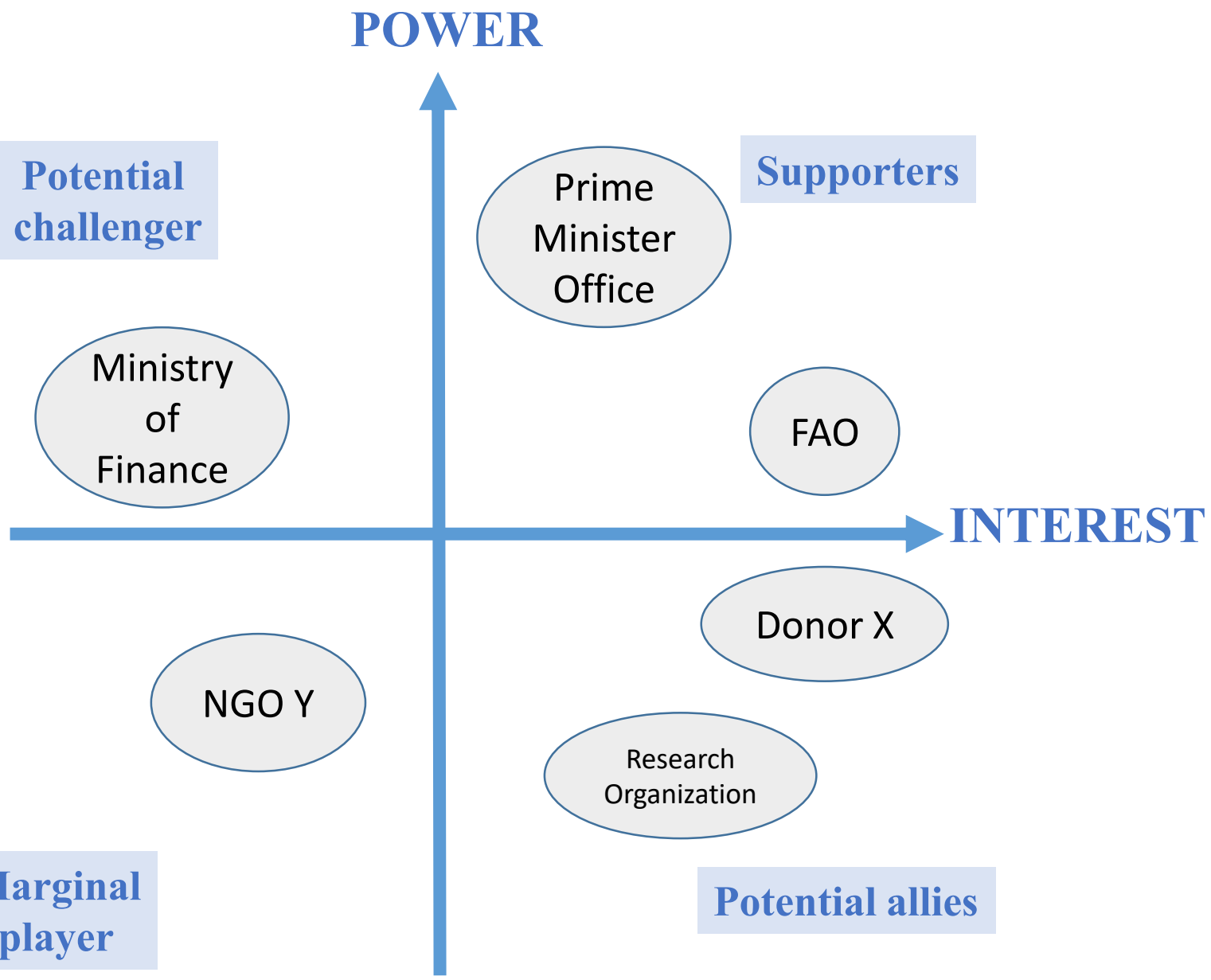
Map-out influence and power relations, capacity and needs



Source: UNDP 2012, IECA Guidance Note

Strategic planning:
Partnerships

Example:
Project of the Ministry of Agriculture



Strategic planning: Partnerships

What can partnerships bring to the table?

- Resources and funding
- Influence
- Policy and advocacy
- Capacity and expertise
- Networks
- Innovation

Source: UNDP 2012, IECA Guidance Note

Strategic planning: Partnerships

DONOR GRID

Assess opportunities for funding

Donor Category	Underlying Interests/Priorities	Funding Range (Estimated)			Flexibility		LOE Required (to win)			LOE Required (to manage)		
		H	M	L	Y	N	H	M	L	H	M	L
Governments USAID												
DFID												
EU												
JICA												
AUSAID												
GTZ												
Belgium Government												

Source: UNSSC

Food and Agriculture Organization of the United Nations

Economic Cooperation Organization Regional Coordination Centre for Food Security

Economic Cooperation Organization

REPUBLIC OF TURKEY MINISTRY OF AGRICULTURE AND FORESTRY

I. Strategic Planning

Risk and assumptions

Strategic planning: RISKS

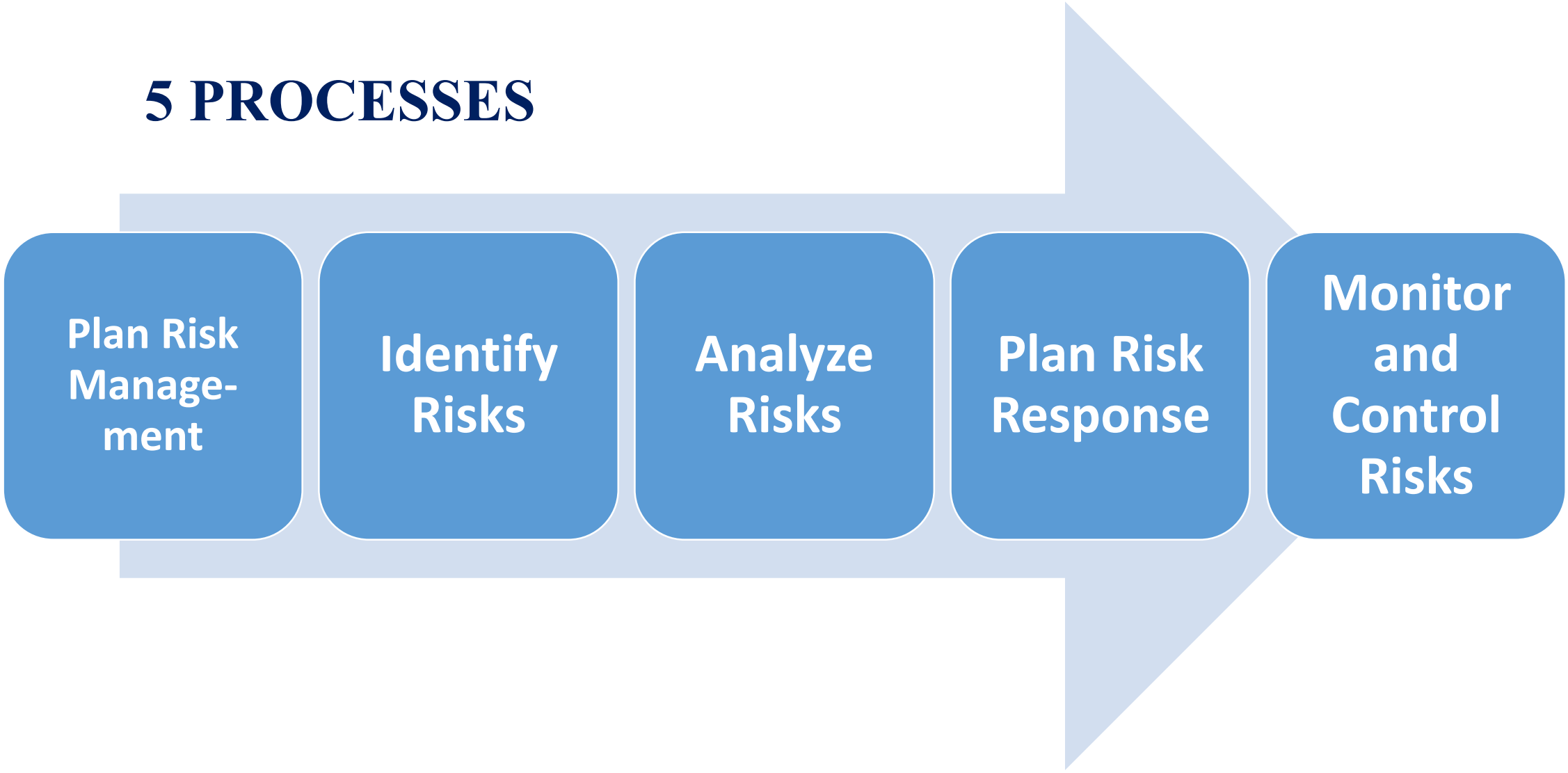
Risk: "An uncertain future event or condition which, if happens, it may affect the mission objective. It could have a positive or negative effect"

The **objectives** of Project Risk Management are:

- To increase the likelihood and impact of **positive events.**
- To decrease the likelihood and impact of **negative events** in the project.

Strategic planning: RISKS

5 PROCESSES



Strategic planning: RISKS

10 Golden Rules of Project Risk Management

Rule 1: Make Risk Management Part of Your Project
Rule 2: Identify Risks Early in Your Project
Rule 3: Communicate About Risks
Rule 4: Consider Both Threats and Opportunities
Rule 5: Clarify Ownership Issues
Rule 6: Prioritize Risks
Rule 7: Analyze Risks
Rule 8: Plan and Implement Risk Responses
Rule 9: Register Project Risks
Rule 10: Track Risks and Associated Tasks

Strategic planning: RISKS

SAFEGUARDS

- A measure taken to protect someone or something or to prevent an undesirable impact -

In development projects, they are used by international organizations to prevent negative **social and environmental aspects.**

Strategic planning: RISKS

What are the World Bank Safeguards?

Strategic planning: RISKS

Environmental and Social Safeguard Policies
The World Bank

Strategic planning: RISKS

EXAMPLE RISK ASSESSMENT

Risk Description	Potential impact (high, mid or low)	Probability (high, mid or low)	Rank	Ownership	Risk Response actions

Strategic planning: ASSUMPTIONS

"Assumptions are the variables or factors that need to be in place for results to be achieved. Assumptions can be internal or external to the particular programme or organization."

(RBM Handbook, UNDG 2011)

Food and Agriculture Organization of the United Nations

Economic Cooperation Organization Regional Coordination Centre for Food Security

Economic Cooperation Organization

REPUBLIC OF TURKEY MINISTRY OF AGRICULTURE AND FORESTRY

I. Strategic Planning

Open discussions

Things to remember

- Project management vs Results-Based Management
- Identify and deconstruct the problem
- The theory of change and the vertical logic
- Logical Framework Approach
- Action language vs Change language
- SMART Outcomes
- Indicators, Baselines and Targets
- Time and cost management
- Partnerships

Economic Cooperation Organization
Regional Coordination Centre
for Food Security

Food and Agriculture
Organization of the
United Nations

Economic Cooperation Organization

REPUBLIC OF TURKEY
MINISTRY OF AGRICULTURE
AND FORESTRY

SESSION II:
IMPLEMENTATION

Borja Santos Porras

Professor of Practice at IE University, Madrid

International Consultant in International Development and Public Policy

AGENDA

Session 1. Strategic Planning

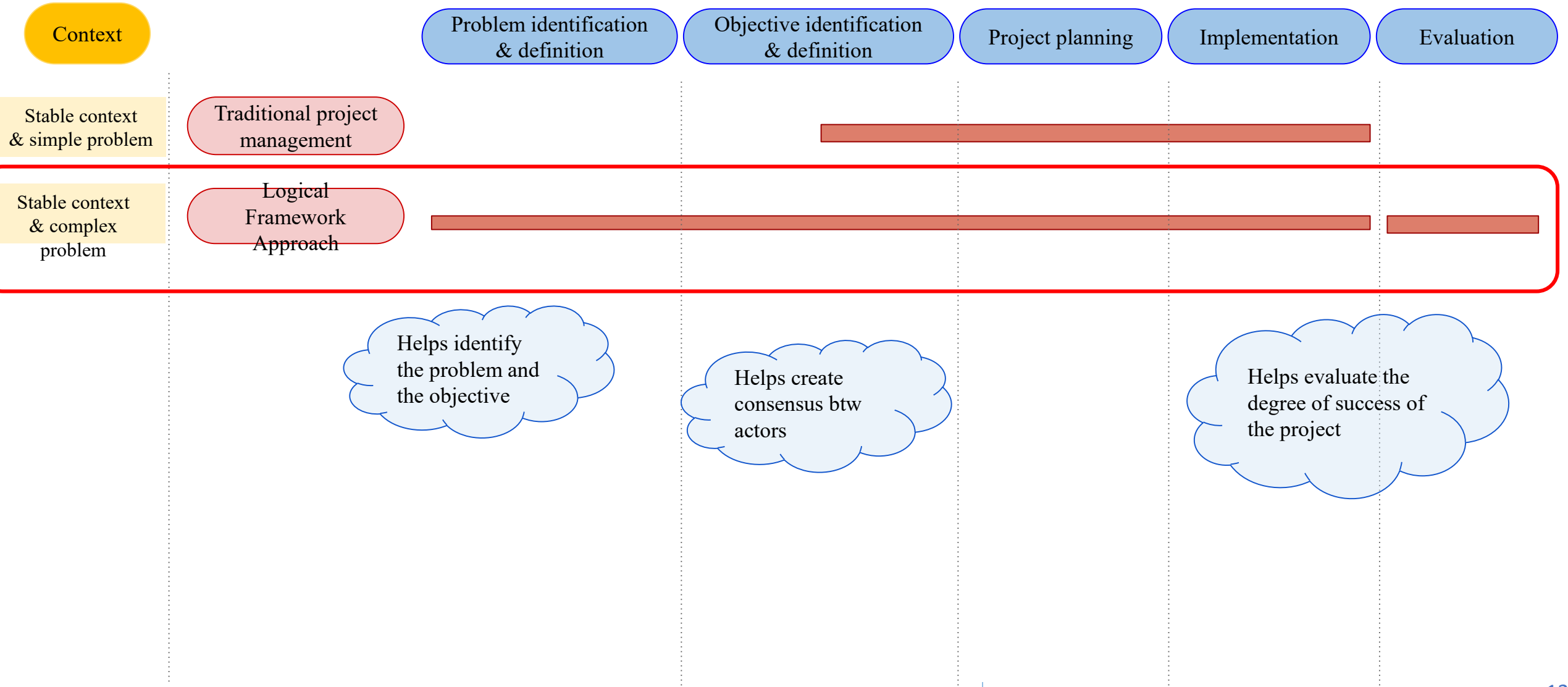
Session 2. Implementation

Session 3. Performance Measurement

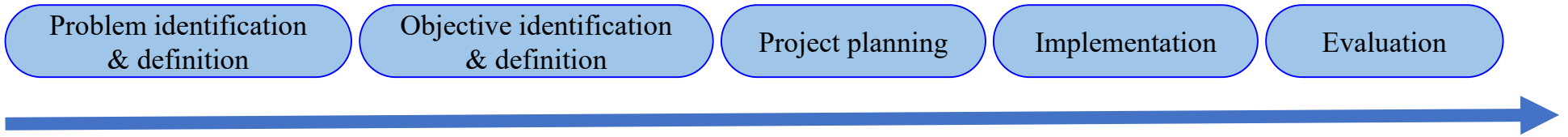
II. Implementation

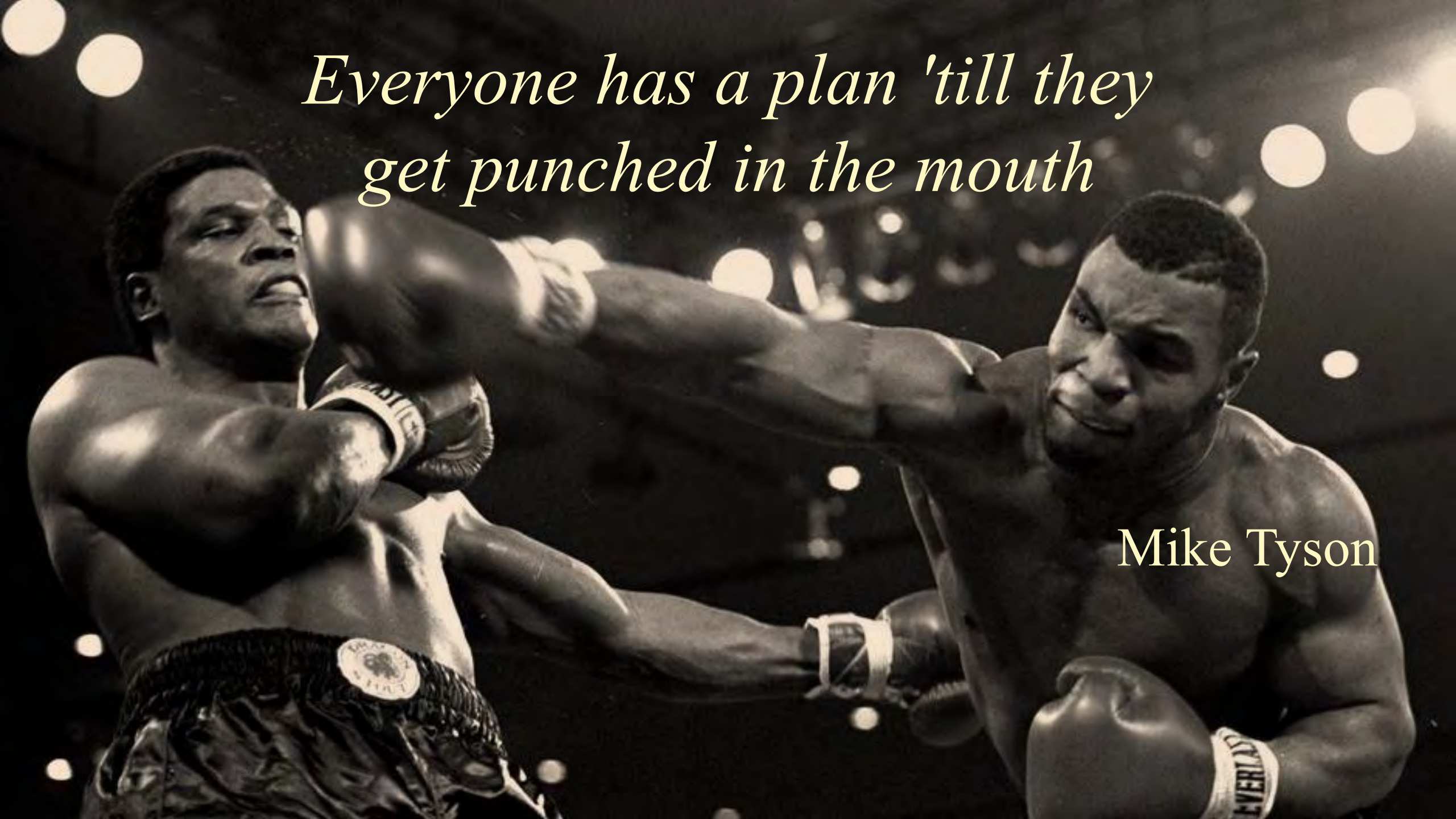
Innovative iterative methods for project/program management

Summary of project management methodologies

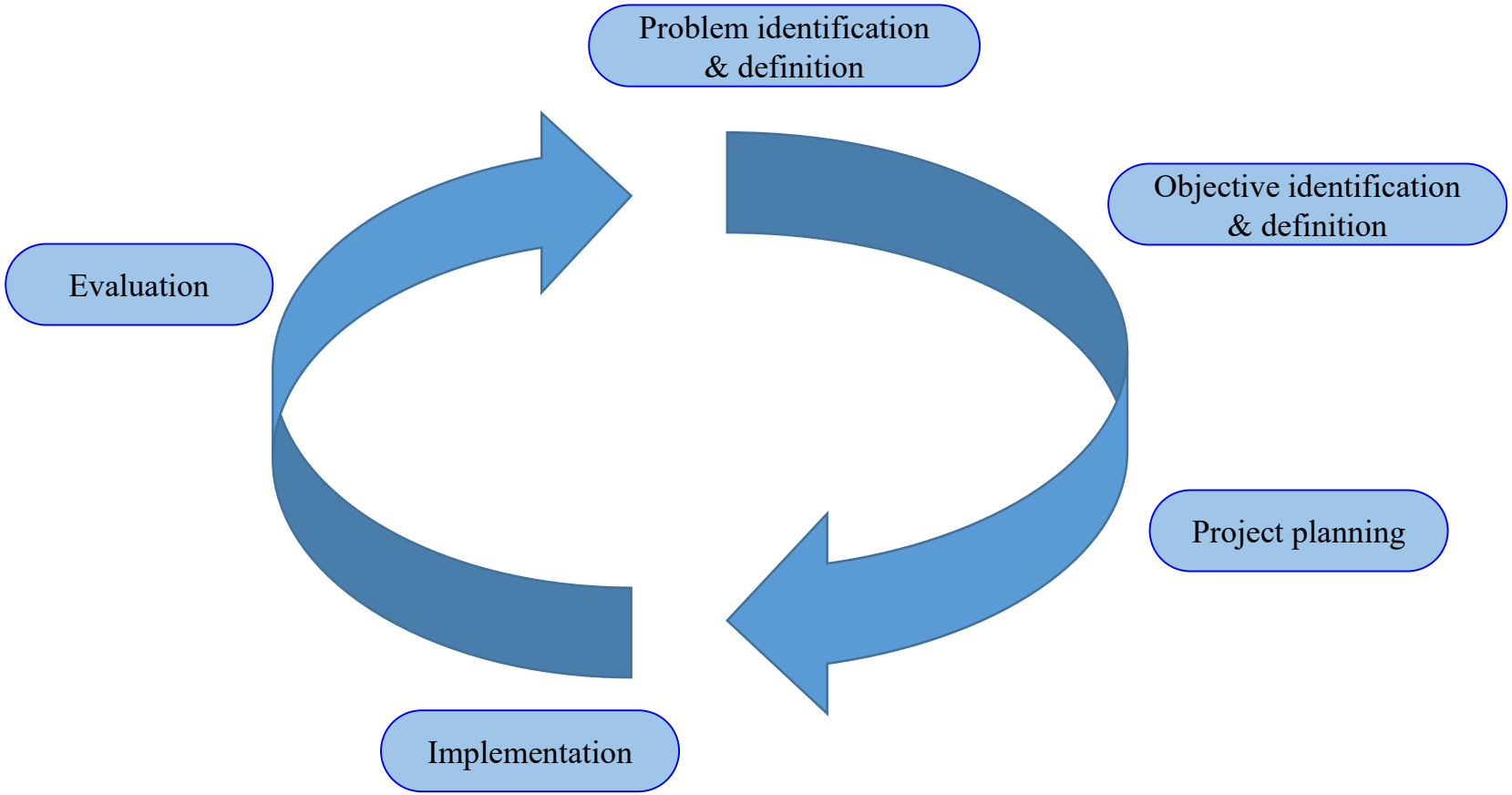


Linear system

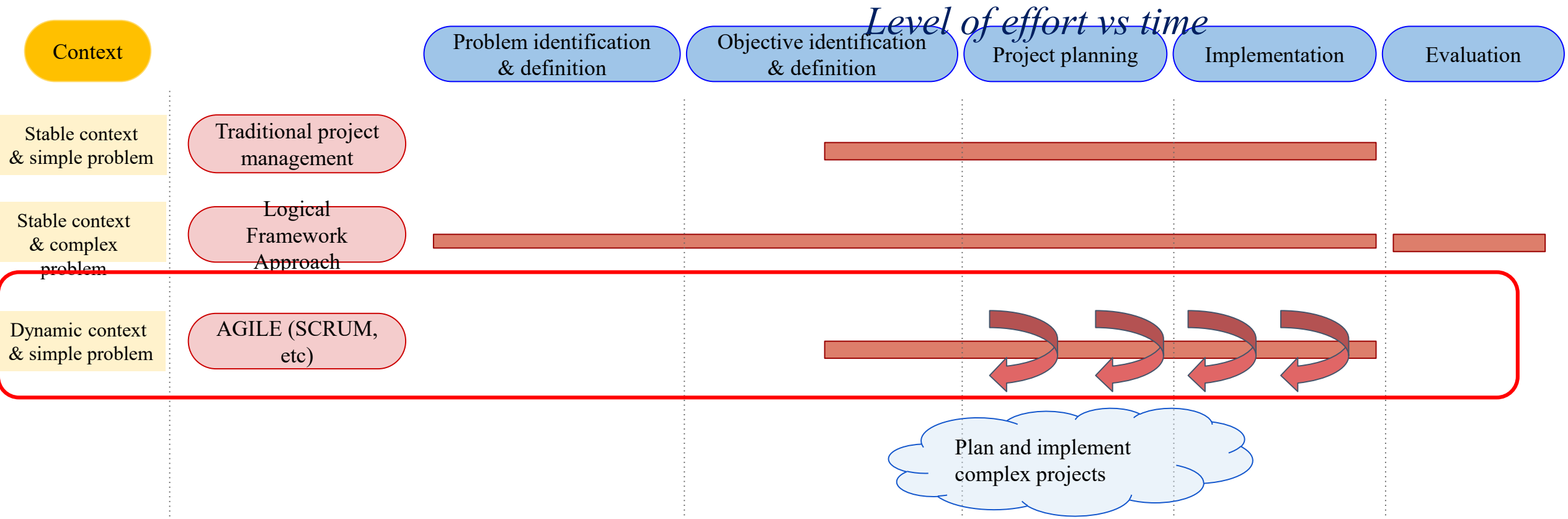



Everyone has a plan 'till they get punched in the mouth
Mike Tyson

Iterative system (learning & improving)



Summary of project management methodologies



II. Implementation

'Agile methodology'

Agile Iterative Approach

February 11-13, 2001, at The Lodge at Snowbird ski resort in the Wasatch mountains of Utah - Agile 'Software Development' Manifesto.

Agile Iterative Approach

Myths about developing software

- Customers know what they want
- Developers know how to build it
- Nothing changes along the way

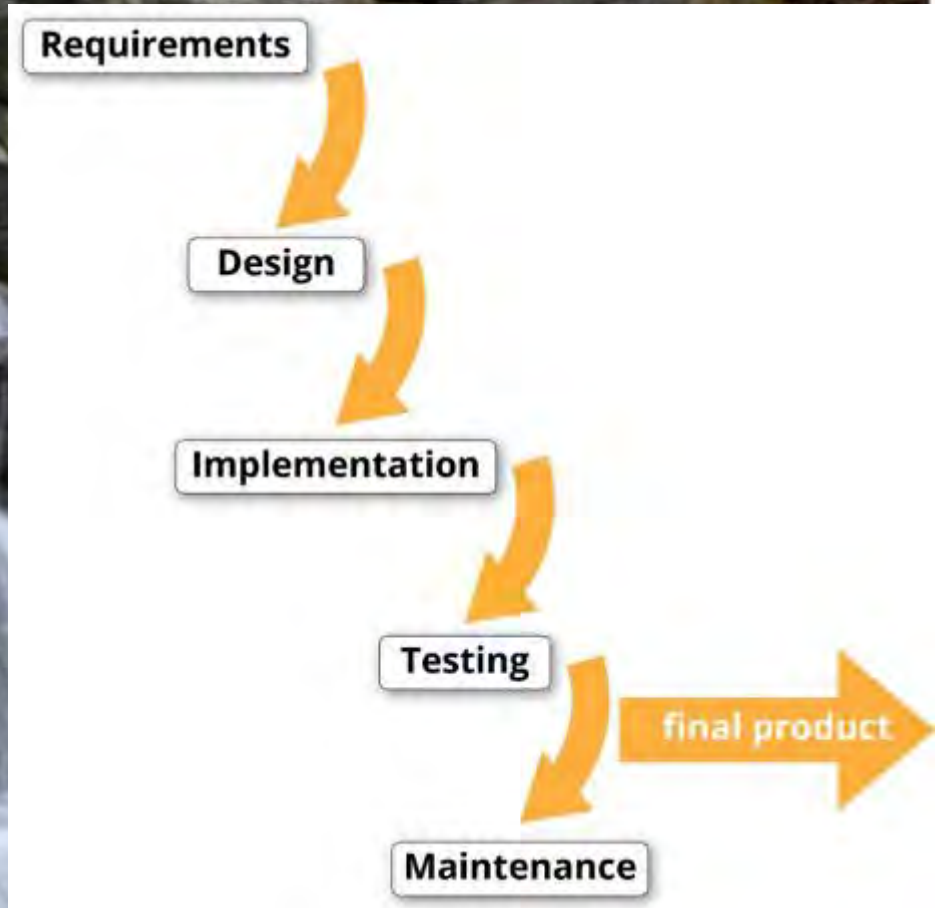
But in reality new products fail:

- 64% of features are rarely or never used
- 50-70% of IT projects fail
- 90% of new products are flop

Source: https://www.alexandercowan.com/software-design-class/#fn3

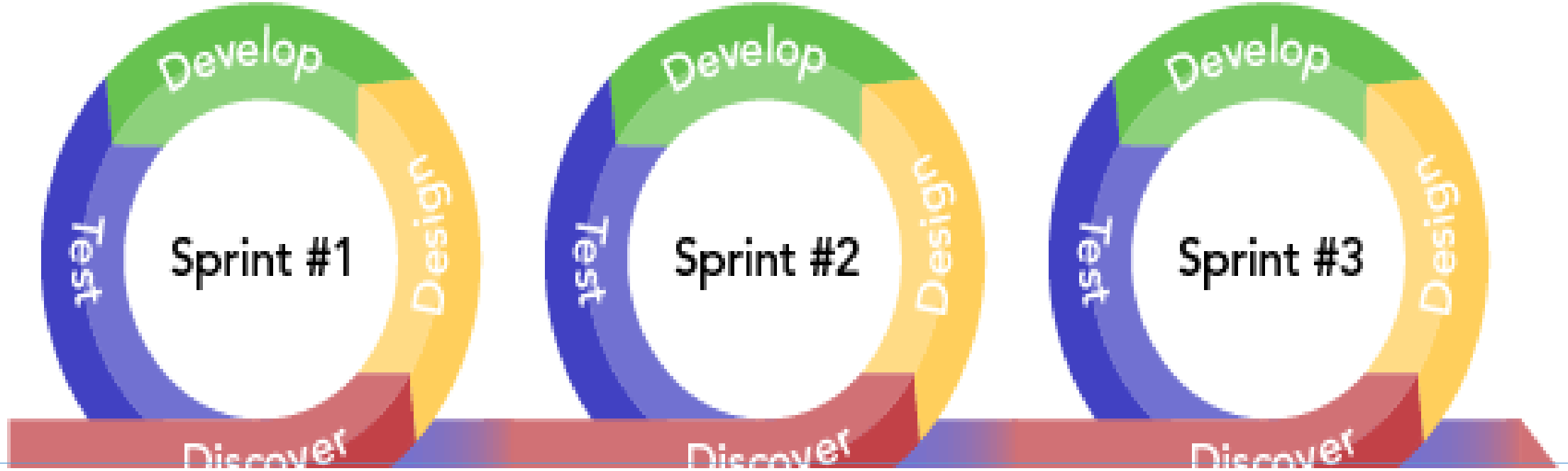
Agile Iterative Approach

Usual approach:
Waterfall methodology



Agile Iterative Approach

Iterative, incremental and evolutionary



Manifesto for Agile Software Development

We are uncovering better ways of developing
software by doing it and helping others do it.
Through this work we have come to value:

Individuals and interactions over processes and tools
Working software over comprehensive documentation
Customer collaboration over contract negotiation
Responding to change over following a plan

That is, while there is value in the items on
the right, we value the items on the left more.

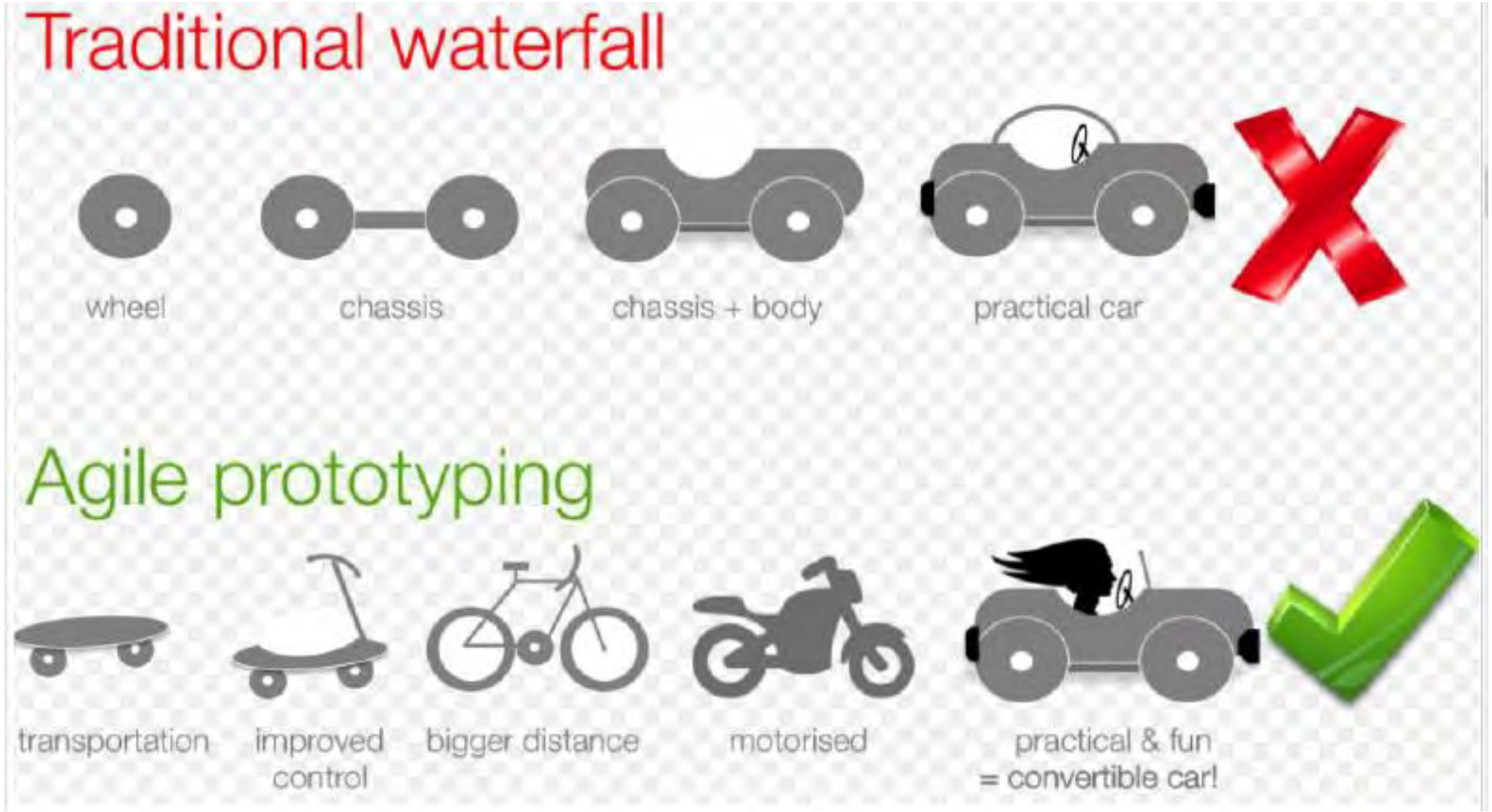
Kent Beck
Mike Beedle
Arie van Bennekum
Alistair Cockburn
Ward Cunningham
Martin Fowler
James Grenning
Jim Highsmith
Andrew Hunt
Ron Jeffries
Jon Kern
Brian Marick
Robert C. Martin
Steve Mellor
Ken Schwaber
Jeff Sutherland
Dave Thomas

Agile values

Agile principles

1. highest priority: **satisfy the customer**
2. even **late change of requirements** is welcomed
3. Frequent **delivery of** working **software**
4. daily **work together**
5. motivated individuals is given environment and support they need, and trust them to get the job done
6. conveying information: **face-to-face conversation**
7. primary measure of progress: working software
8. agile processes promote **sustainable development**, stakeholders should be able to maintain a constant pace **indefinitely**
9. continuous attention to technical excellence and good design enhances agility.
10. simplicity - the art of maximising the amount of work not done - is essential
11. **self-organising teams** → best architectures, requirements, and designs
12. team regularly reflects on how to become more effective

Agile Iterative Approach




What is
Agile
Methodology?
by Mark Shead
0:03 / 4:38

Agile Iterative Approach

ADVANTAGES:

- **Customer Involvement**
  - Encourages user contribution. After each iterative cycle, customer feedback is obtained, and the product is then subjected to necessary changes based on that feedback. Brings adaptability into the project's framework. Allows for greater collaboration.

- **Favors Evolution**
  - Instead of an extensive planning, continuous feat, allows space for evolving ideas. Best suited for projects or businesses that are part of an ever-evolving scope.

- **Risk Assessment**
  - Allows risk identification and mitigation early on in the development to avoid speed bumps later. Helps to minimize the cost and resources needed each time an unforeseen change occurs.

- **Rapid Delivery**

Agile Iterative Approach

CONS:

- **Not suitable methods for all projects**
  - A single delivery can't be built over time (for example, the delivery outcome 'running a marathon' cannot be done in separate sprints. You sign up, train, then run it. An Agile approach would be useless in this instance – you cannot gradually run bits of the marathon over twelve weeks!)

- **Requires all human resources at the same time**
  - The working environment must contain all persons on the project (project lead, governance, software architects, testers, accountants, etc.) to enable collaboration.
  - These resources can only be dedicated to one project or sprint. If resources are split between multiple projects (as they can be on Waterfall) then the sprint may fail to meet its delivery.

- **New methodology of project management**
  - The team members may require additional support and/or training.

Agile Iterative Approach

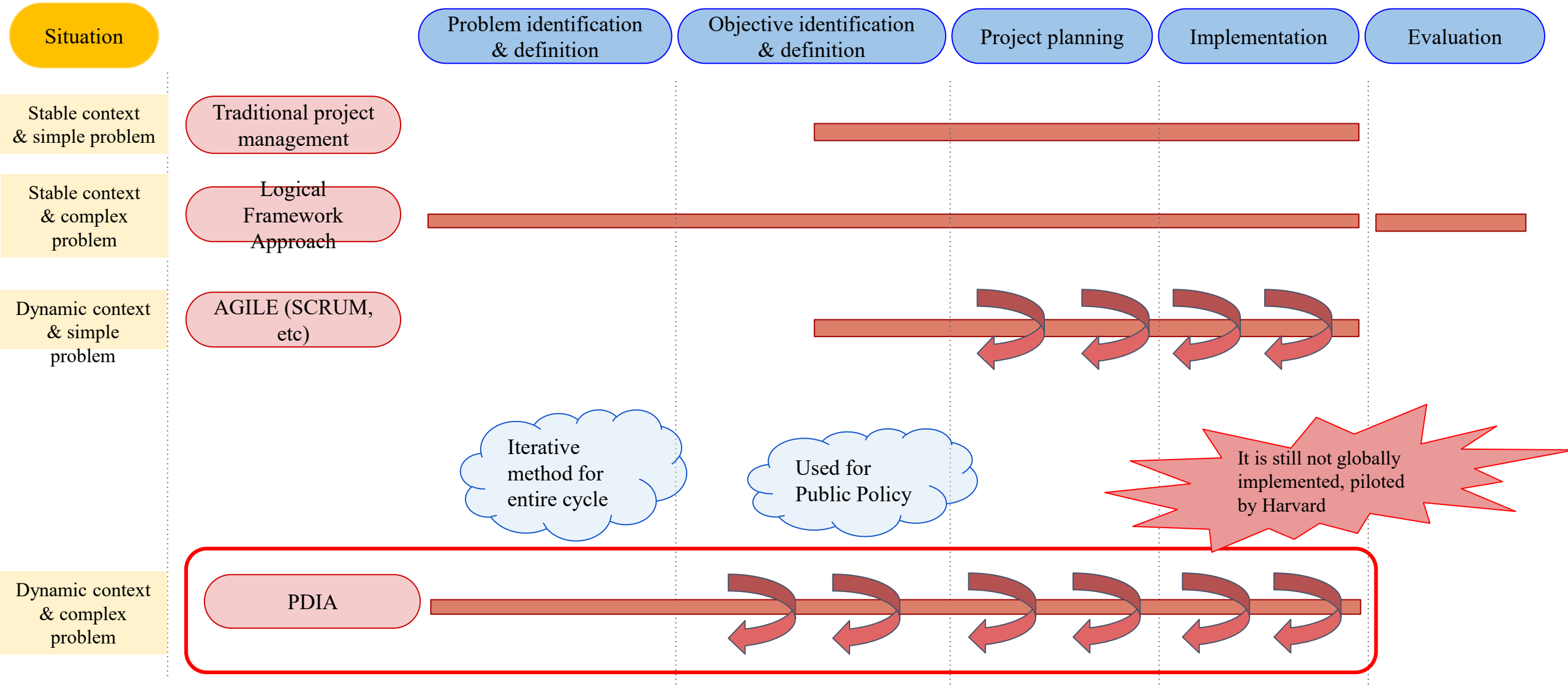
Agile is a good mindset to to develop a software

Is it good to implement your public policy or a project?

II. Implementation

‘Problem-Driven Iterative Adaptation (PDIA)’

Summary of project management methodologies



version 1.0

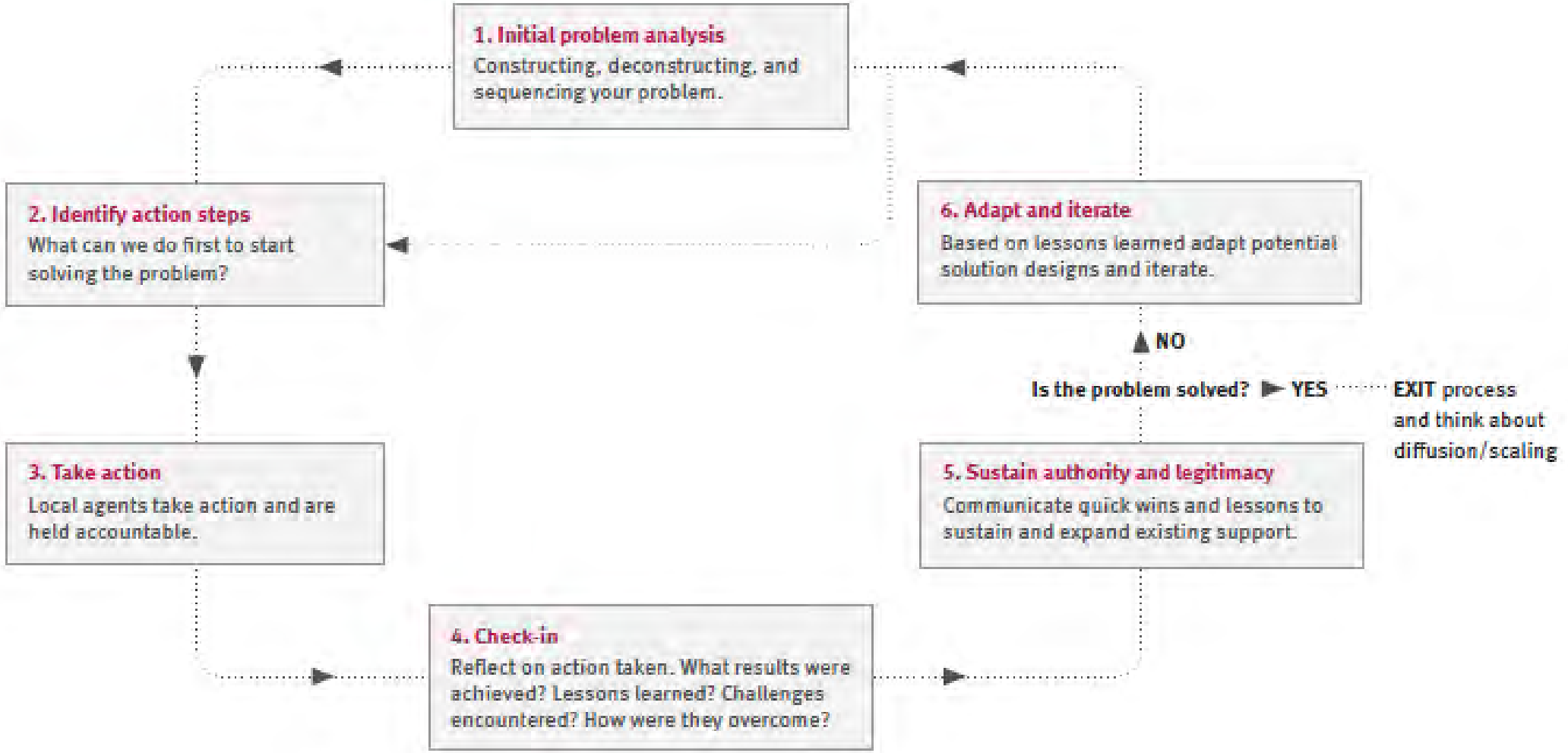
PDIA *toolkit*

A DIY Approach to Solving Complex Problems

BUILDING STATE CAPABILITY
Center for International Development
at Harvard University

PDIA - Problem Driven Iterative Adaptation

THE ITERATIVE PROCESS OF PDIA



Source: Building State Capability (BSC) at the Center for International Development (CID) at Harvard University

PDIA - Problem Driven Iterative Adaptation

Same problem tree, **how do I choose the best solution path?**

PROBLEM

Money is lost in service delivery (measured by X) leading to service delivery failure (measured by Y, Z)

CAUSES

- Cause 1: Funds improperly disbursed (evidenced by A)
  - Sub Cause 1.1: Insufficient skills to improve systems
  - Sub Cause 1.2: System design was faulty, and never imposed
  - Sub Cause 1.3: Loopholes exist in disbursement
- Causes 2: Inflated procurement costs (evidenced by B)
  - Sub Cause 2.1: Budget and procurements decisions are delayed
  - Sub Cause 2.2 Systems lack key controls
  - Sub Cause 2.3 : Procurement processes are poorly implemented and rushed
- C3: Local officials divert resources to personal purposes (evidenced by C)
  - Sub Cause 3.1: Officials feel obliged to redistribute public money
  - Sub Cause 3.2: Local norms make it appropriate to 'share' in this way
  - Sub Cause 3.3: Local communities are poor and depend on this redistribution

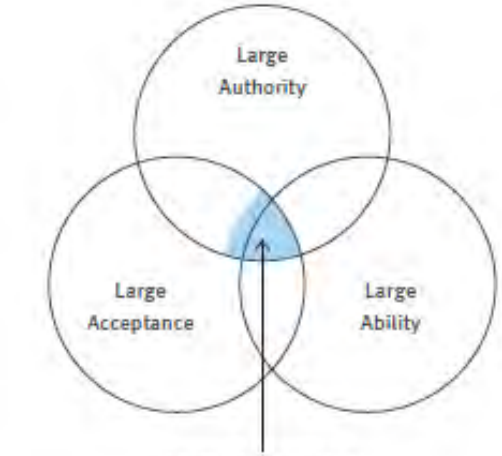
PDIA - Problem Driven Iterative Adaptation

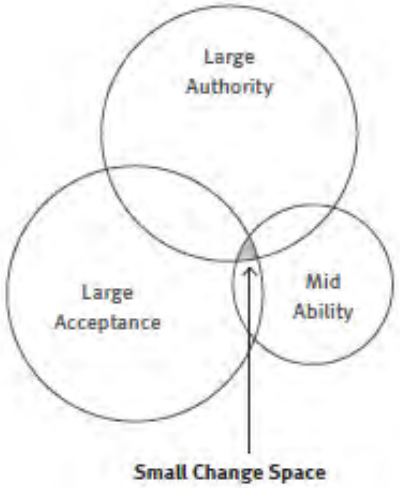
FIND AND ASSESS THE SPACE CHANGE – TRIPLE-A

- **Authority:** refers to the support needed for reform or policy change or to build state capability. It could be political, legal, organizational, or personal.

- **Acceptance:** relates to the extent to which those who will be affected by reform or policy change accept the need for change and the implications of change.

- **Ability:** focuses on the practical side





PDIA - Problem Driven Iterative Adaptation

Go cause by cause of the problem analysis and ask yourselves what is the change space:

- how much **Authority** do you think you have to engage?
- how much **Acceptance** do you think you have to engage?
- how much **Ability** do you think you have to engage?

PDIA - Problem Driven Iterative Adaptation

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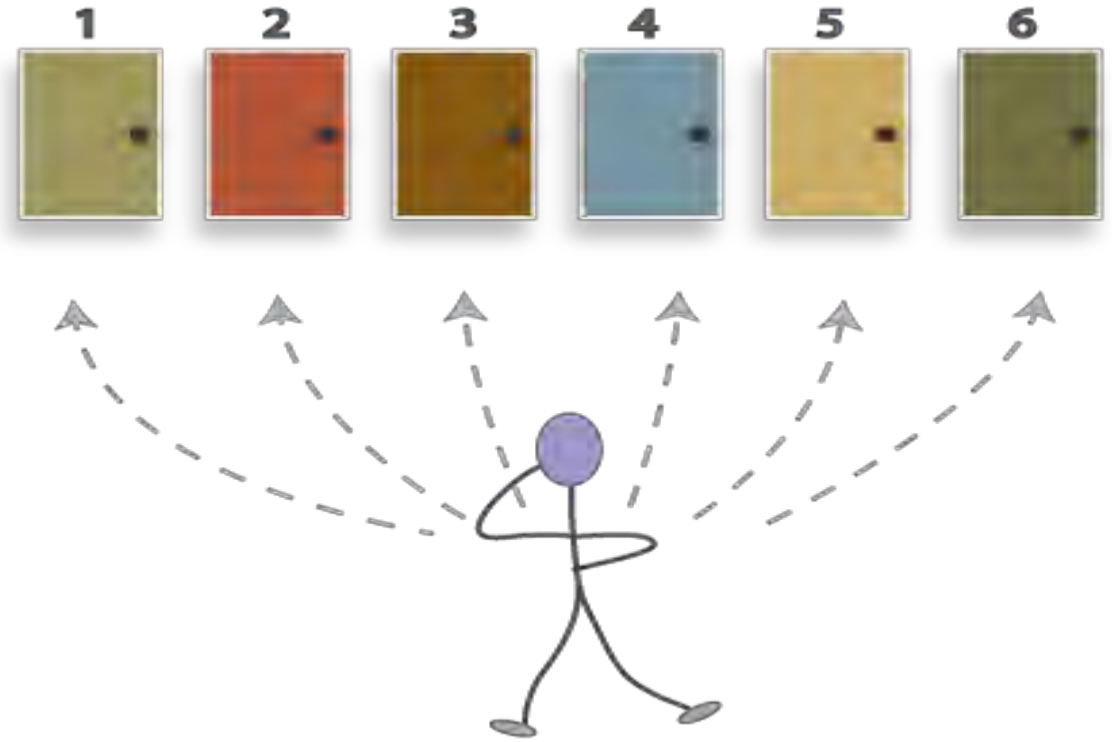
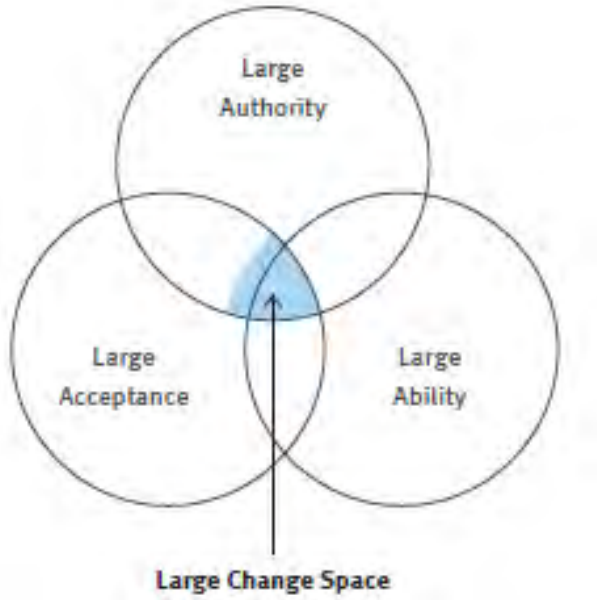
START BY THE STRATEGIES (INPUTS AND OUTPUTS) WHERE THE CHANGE SPACE IS BIGGER





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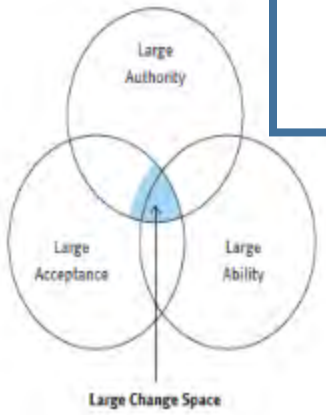
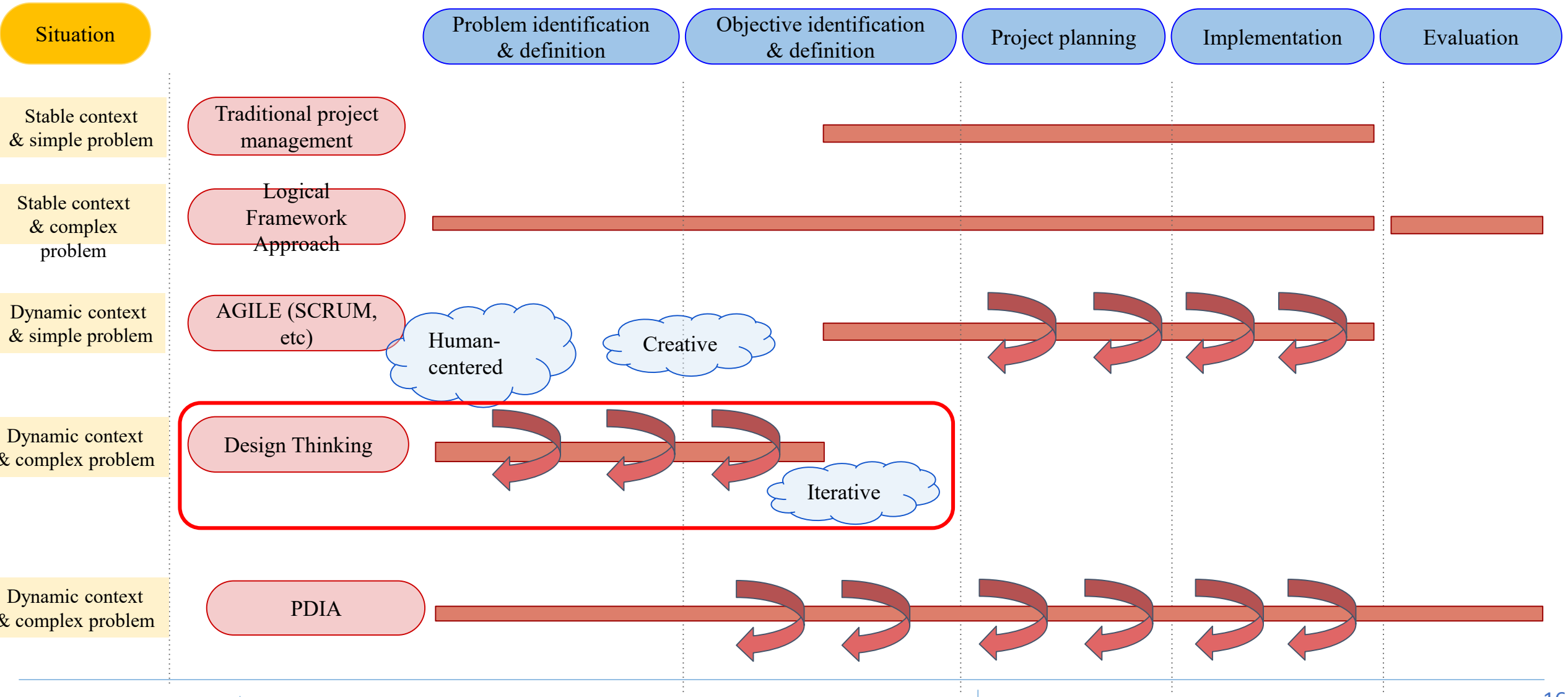
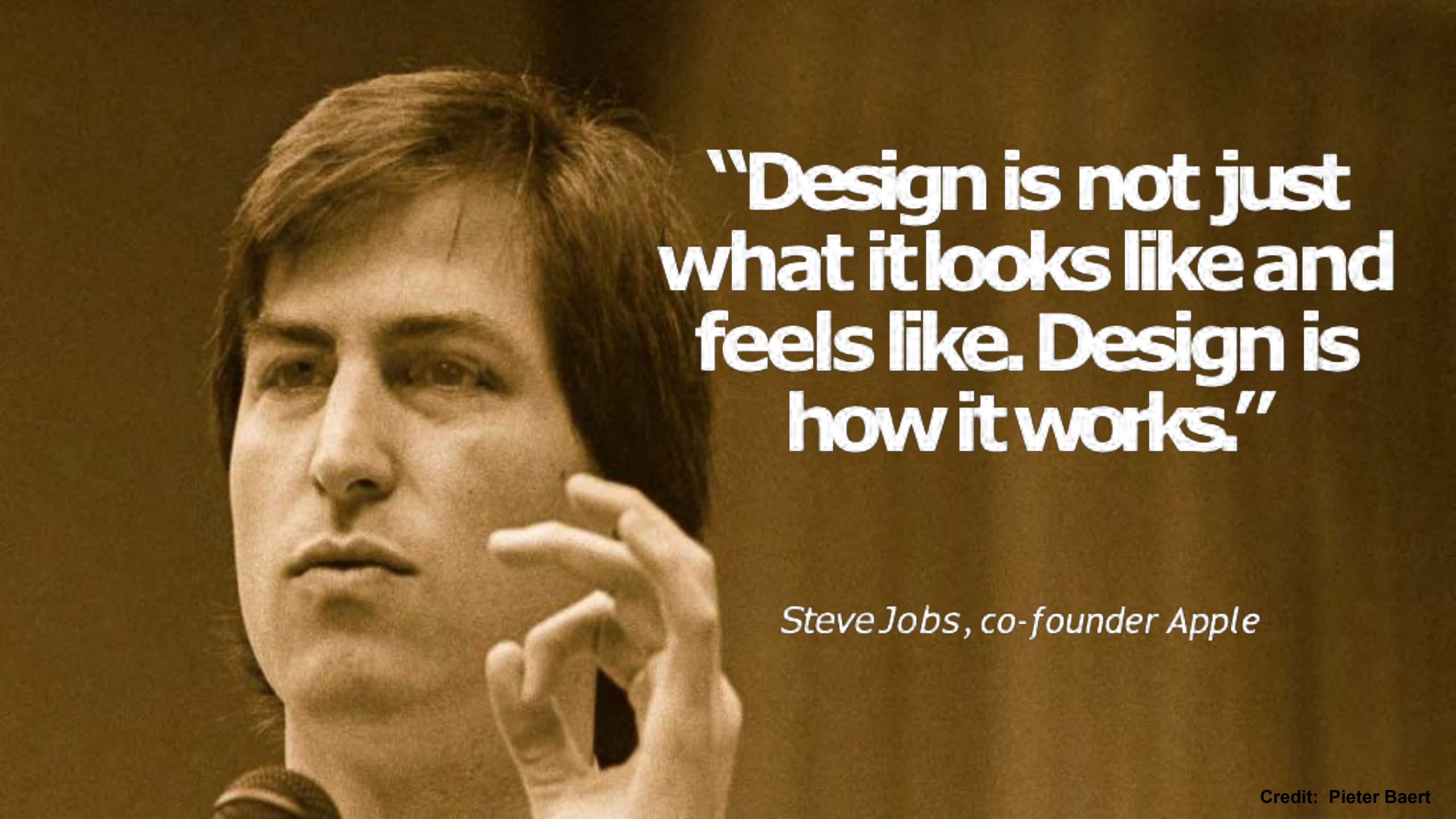


II. Implementation

'Design thinking'

Summary of project management methodologies





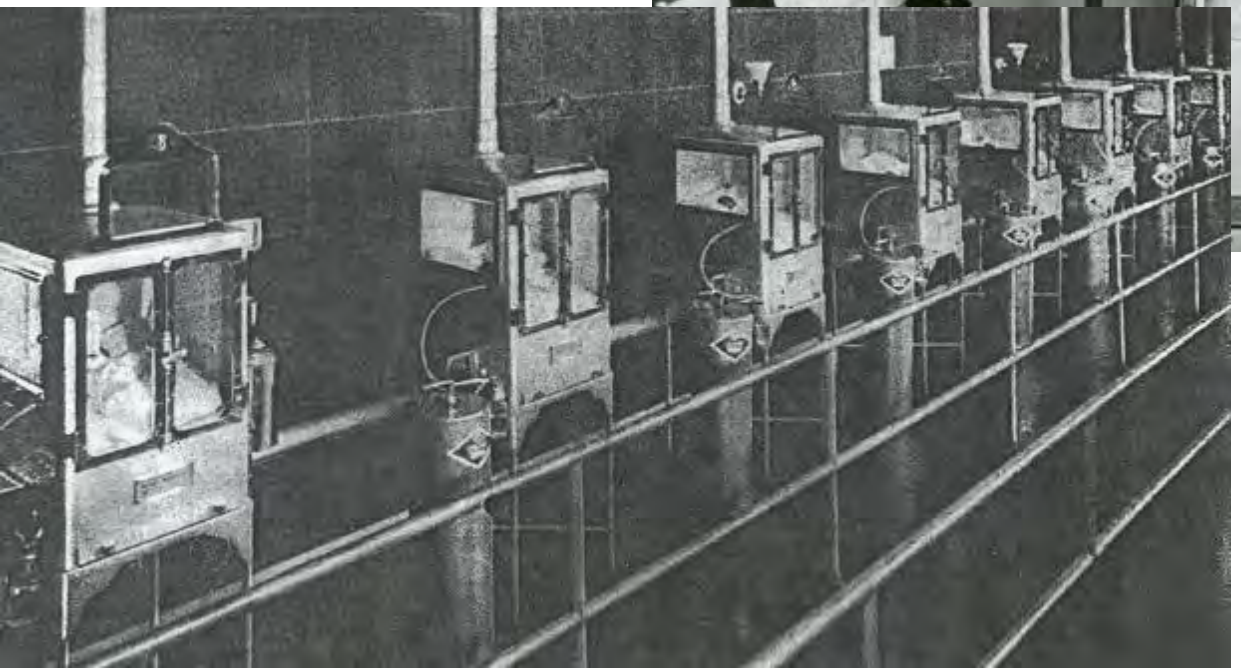
Credit: Pieter Baert

Design thinking is a user-centered approach to problem solving

Key elements

1. People-centered
2. Highly creative
3. Hands-on
4. Iterative


The
Incubator
Babies of
Coney
Island



20 Million Babies are Born Premature Every Year

Every hour 450 premature babies die around the world.

1 year = 8,760 hours

8,760 X 450 = 3,942,000 deaths

3.9 M deaths a year

Four Students & Design Thinking at Stanford

Challenge: ***design a better incubator for the developing world.***

1. The cost of incubators can cost up to $20,000 USD
2. Rural areas do not have access to resources or stable electricity
3. More than 3.9 million premature babies die per year

Insights

1. Most premature babies are born in rural areas & never make it to the hospital alive
2. Most important factor = keep babies warm
3. Solution had to be:
   a. Portable
   b. Not require electricity
   c. Culturally appropriate

Insights ---> Redefining the Problem

Challenge:

Design a better incubator for the developing world.

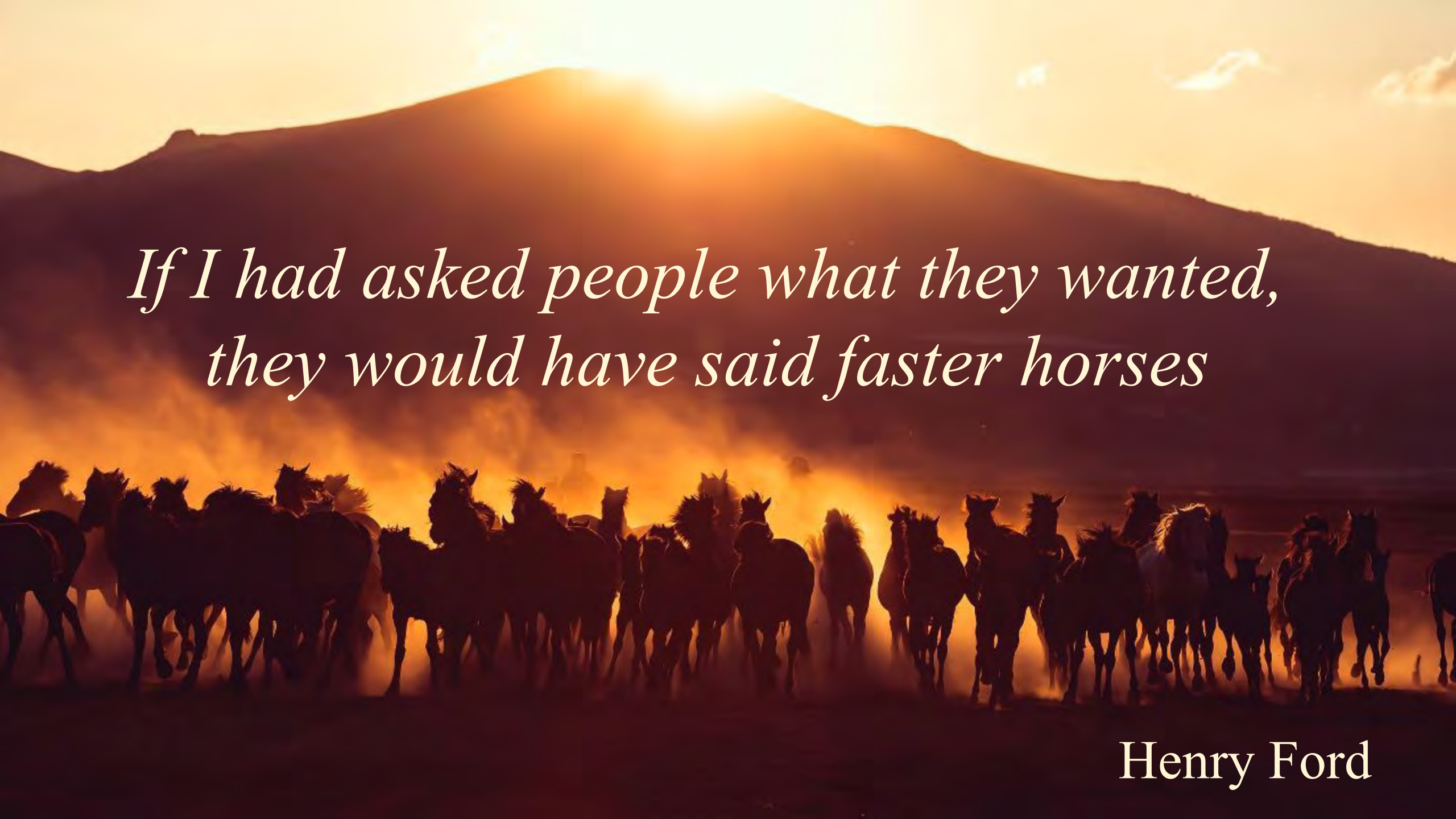
Redefined Problem:

How might we create *a portable and affordable device to keep babies warm that does not rely on electricity?*

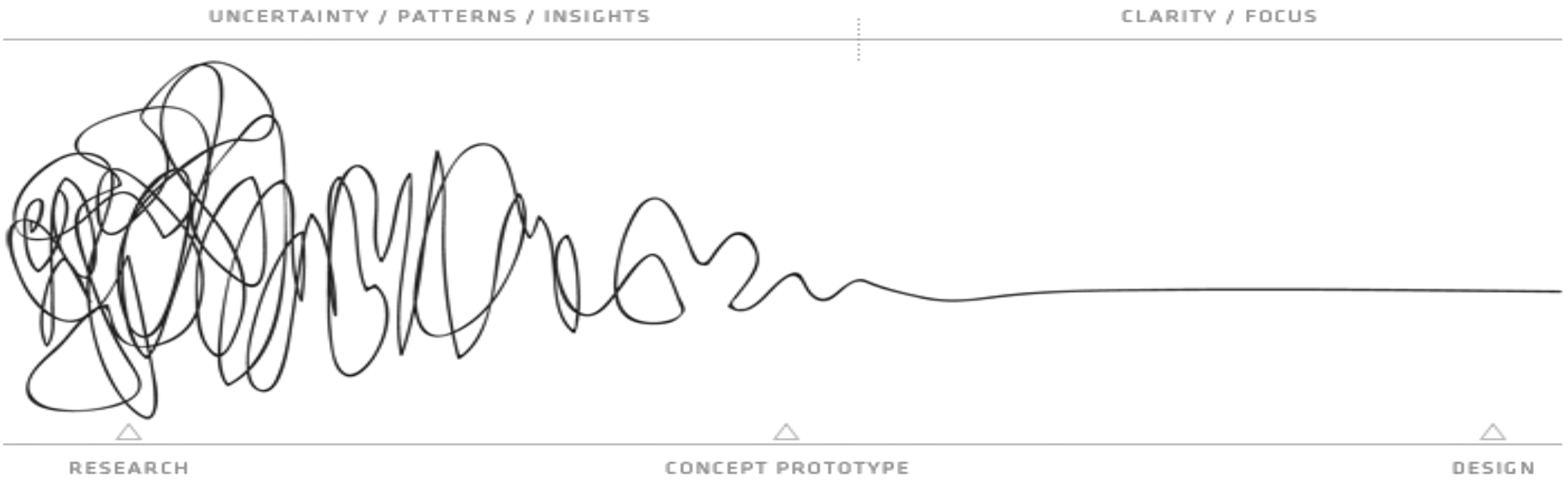
Using Design Thinking

Sustainable Design = *EMBRACE*

Price: $25 USD


If I had asked people what they wanted,
they would have said faster horses
Henry Ford

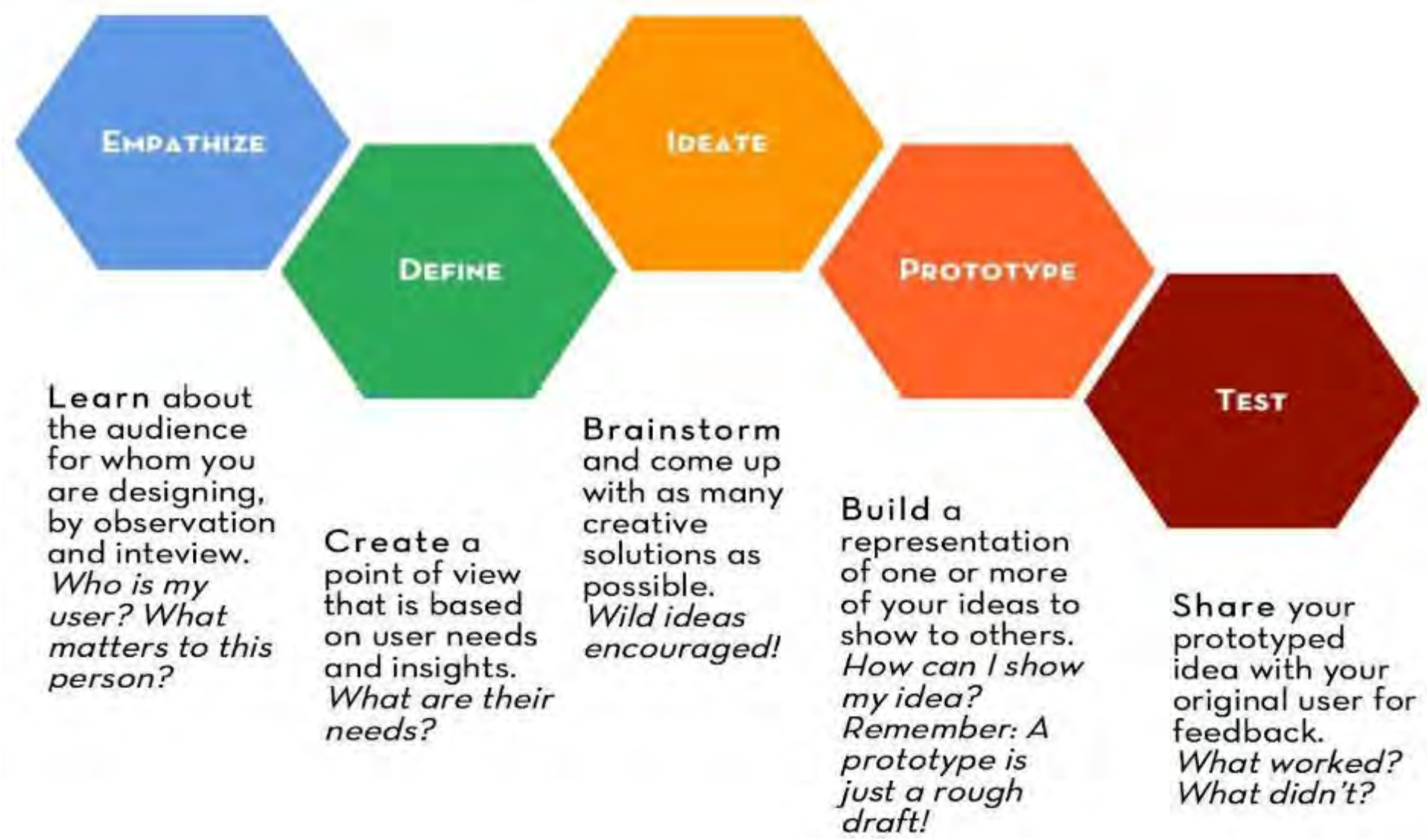
Design Thinking



"The Process of Design Squiggle" by Damien Newman, Central Office of Design

Design Thinking

Steps



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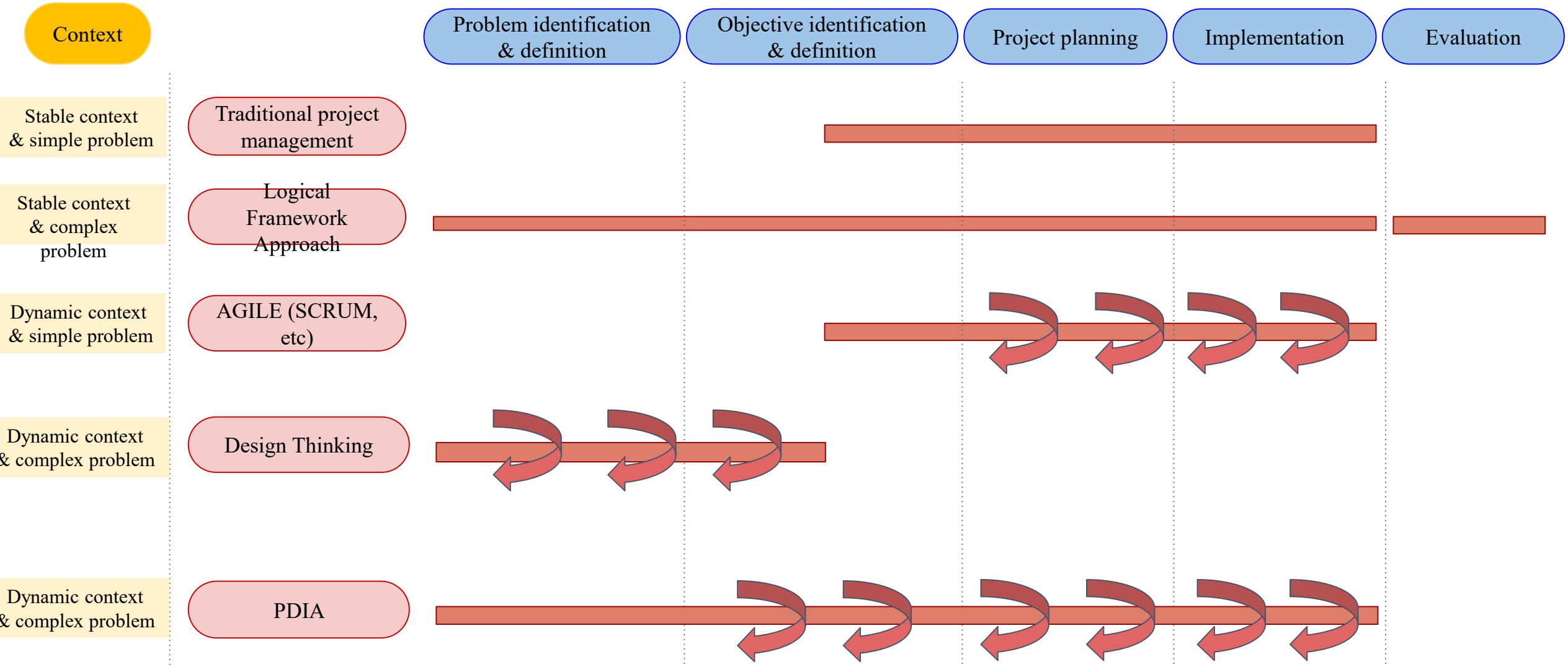


II. Implementation

Human resources and conflict management

Project Human Resource Management

Human Resources

- Assess staffing needs (costs) and required skills
- Define project roles and responsibilities

Project Human Resource Management

The 4 Project HR management processes are:

- **Develop Human Resource Plan:** Identification and documenting of project roles and responsibilities, required skills, organizational relationships, and creating a staffing plan.
- **Get the Project Team:** Looking for the availability of the required human resources and assembling the necessary team.
- **Develop Project Team:** Improving team dynamics and its competency to perform better as part of the overall project team.
- **Manage Project Team:** Evaluating individual team member performance, providing feedback, managing and resolving conflicts, and managing changes to optimize the team's performance.

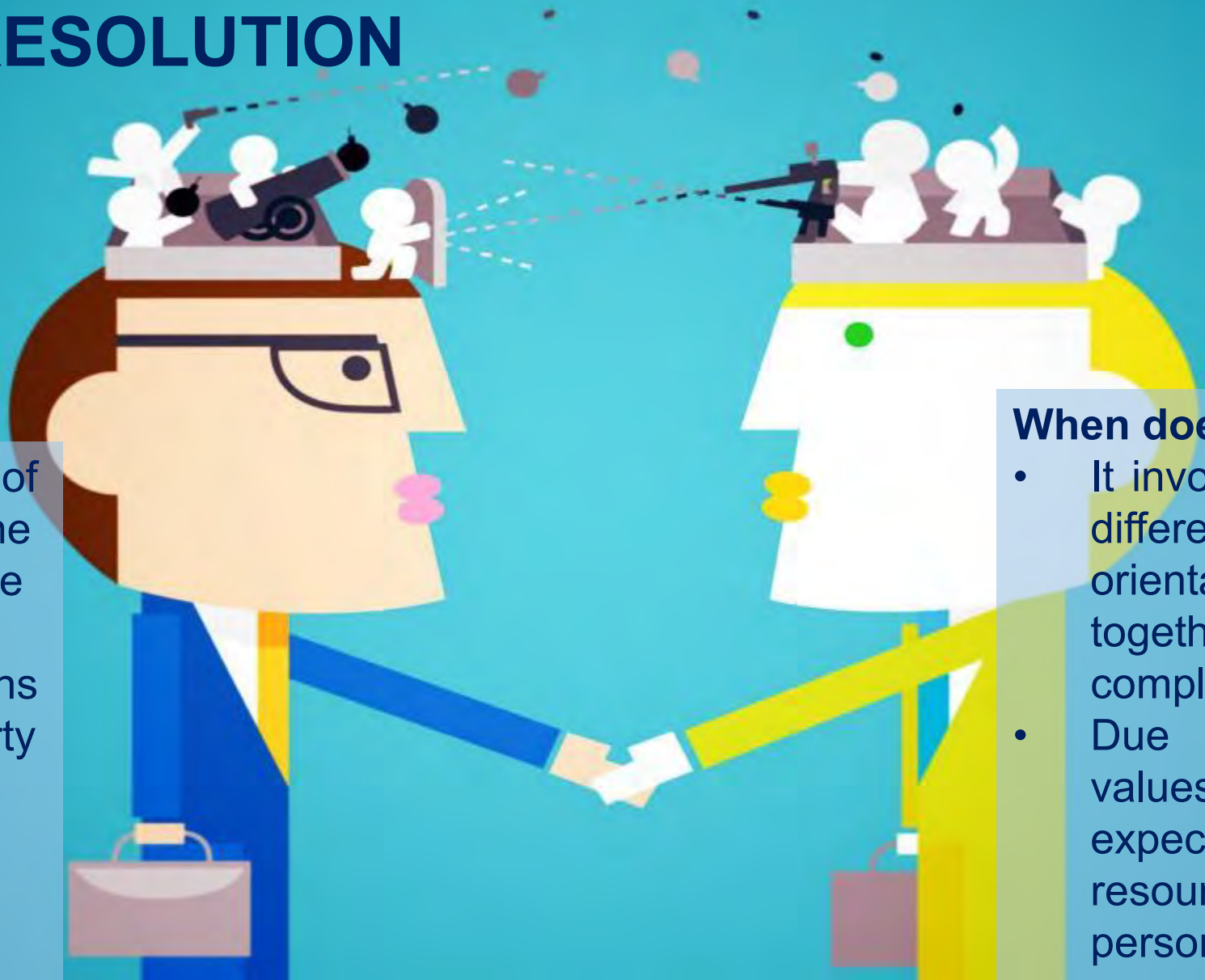
Project Human Resource Management

It is the essential the **Project Manager's ability** to:

- Lead and bring individuals from different backgrounds together to build a team that is cohesive and productive.
- Negotiate for skilled resources on the team as required.
- Obtain funds, sufficient workspace and other resources for the team.
- Be aware of the strengths and weaknesses of each team member.
- Establish trust and confidence with the team.
- Review team performance from time to time and provide feedback to members.
- Acknowledge and reward good performers.
- Nurture the team through strong leadership and guidance, mentoring, education and training.

Conflict management – Project Management Skills

CONFLICT RESOLUTION



Definition: a situation of competition in which the parties are aware of the incompatibility of potential future positions and, in which each party wishes to occupy a position which is incompatible with the wishes of the other.

When does conflict arise?

- It involves individuals from different backgrounds and orientations working together to complete a complex task.
- Due to differences in values, attitudes, needs, expectations, perceptions, resources, and personalities

CONFLICT RESOLUTION - APPROACHES

1. **Confrontation**

   Directly facing a conflict with focus on a win-win problem-solving approach. Most effective method.

2. **Compromise**

   Give-and-take approach to bring some degree of satisfaction to all the parties.

3. **Smoothing**

   De-emphasizing areas of differences.

4. **Forcing**

   Win-lose approach.

5. **Withdrawal**

   To withdraw from an actual or potential disagreement. Least desirable method.

Economic Cooperation Organization
Regional Coordination Centre
for Food Security

Food and Agriculture
Organization of the
United Nations

Economic Cooperation
Organization

REPUBLIC OF TURKEY
MINISTRY OF AGRICULTURE
AND FORESTRY

SESSION III:
PERFORMANCE MANAGEMENT

Borja Santos Porras

Professor of Practice at IE University, Madrid

International Consultant in International Development and Public Policy

III. Performance Management

Monitoring and evaluation

What does evaluation mean for you?


MAKE POVERTY HISTORY
MAKE POVERTY HISTORY
Socialist Worker
LEFT TO DIE BY G8 DEBT CON

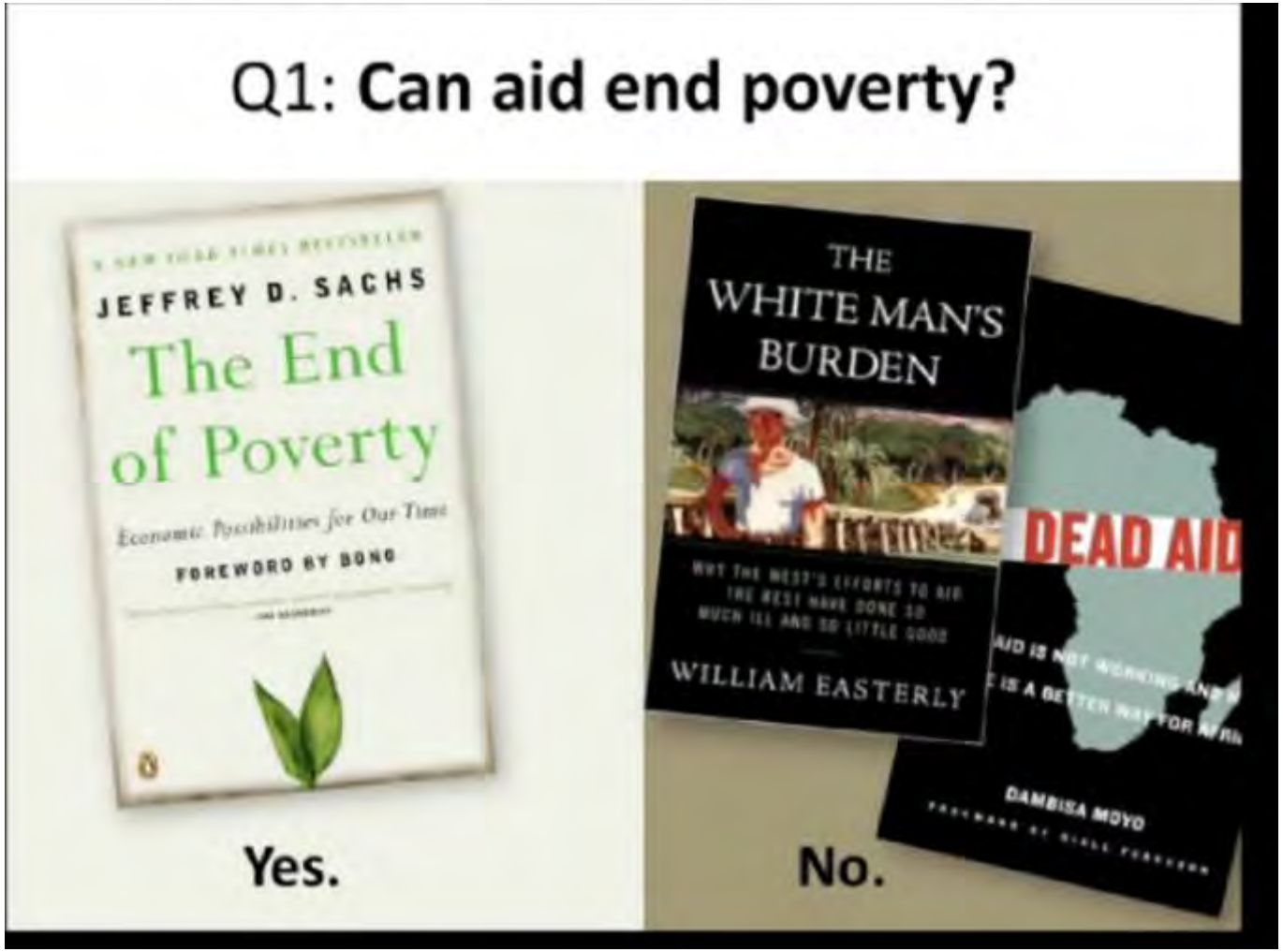
As a system, foreign aid is a fraud and does nothing for inequality

Kenan Malik

Donor nations use crippling loans as weapons to promote their own interests

▲ In Britain's interests? Theresa May breaks into dance during a meeting with scouts in Nairobi last week. Photograph: Stefan Rousseau/PA

Q1: **Can aid end poverty?**



Nobel Prize 201

CORRELATION IS NOT CAUSATION

What is evaluation?

Evaluation ≠

- Opinion
- Research
- Auditing
- Follow up
- Systematization of lessons learnt

Why evaluate?

- More broadly, evaluation helps answer key questions from management, implementers and stakeholders:

➢ ***how is our program or policy doing?***

➢ ***What are the impacts of the intervention?***

➢ ***Is the intervention working as planned?***

➢ ***Are there differences across sites in how the intervention is performing?***

➢ ***Who is benefiting from this intervention?***

Monitoring vs Evaluation

Development programs and policies are typically designed to change outcomes:

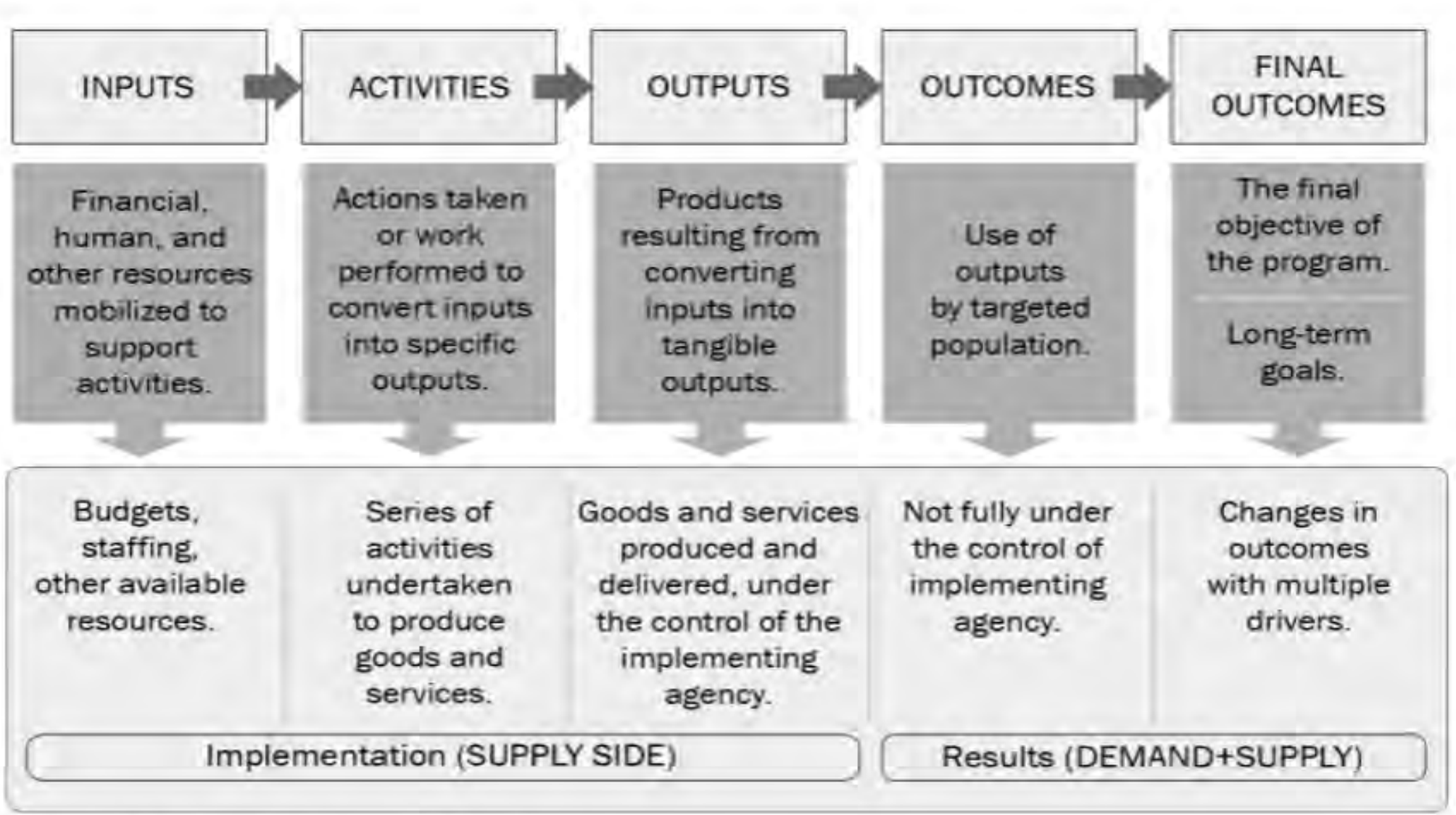
- i.e. To raise incomes, to improve learning, or to reduce illness, to reduce insecurity, to reduce pollution

Monitoring vs Evaluation

But commonly, program managers and policy makers focus on:

- **controlling and measuring the inputs and immediate outputs of a program**—how much money is spent, how many textbooks are distributed—
- rather than on assessing whether **programs have achieved their intended goals** of improving well-being

The Results Chain / Vertical logic



Source: Authors, drawing from multiple sources.

EVIDENCE-BASED POLICY MAKING

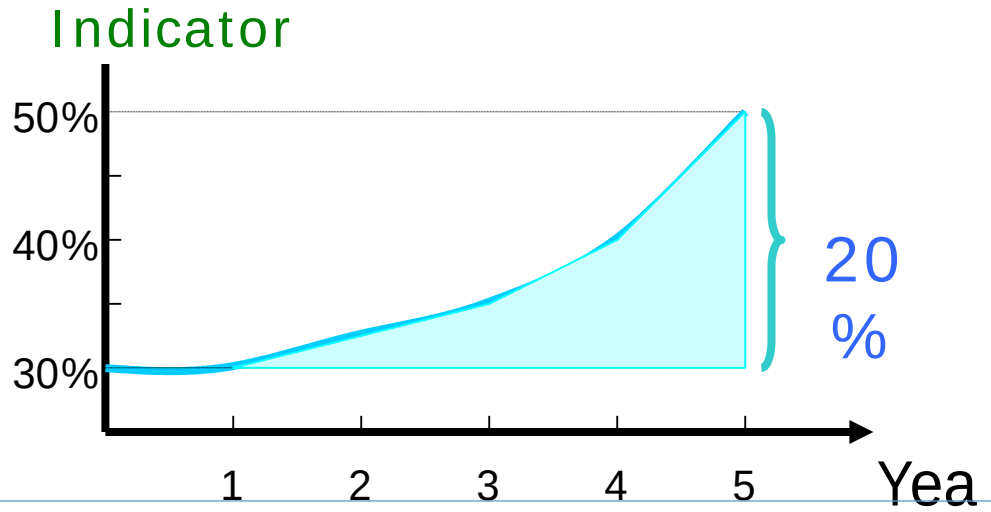
Use core set of tools that stakeholders can use to verify and improve the **quality, efficiency, and effectiveness of interventions** at various stages of implementation, or in other words, to focus on results.

Monitoring vs Evaluation

WHAT IS MONITORING?

- Periodically collect data on the indicators and compare actual results with targets (continuous process)
- To identify bottle-necks and red flags (time-lags, fund flows)
- Point to what should be further investigated

Regular collection and reporting of information to track whether actual results are being achieved as planned



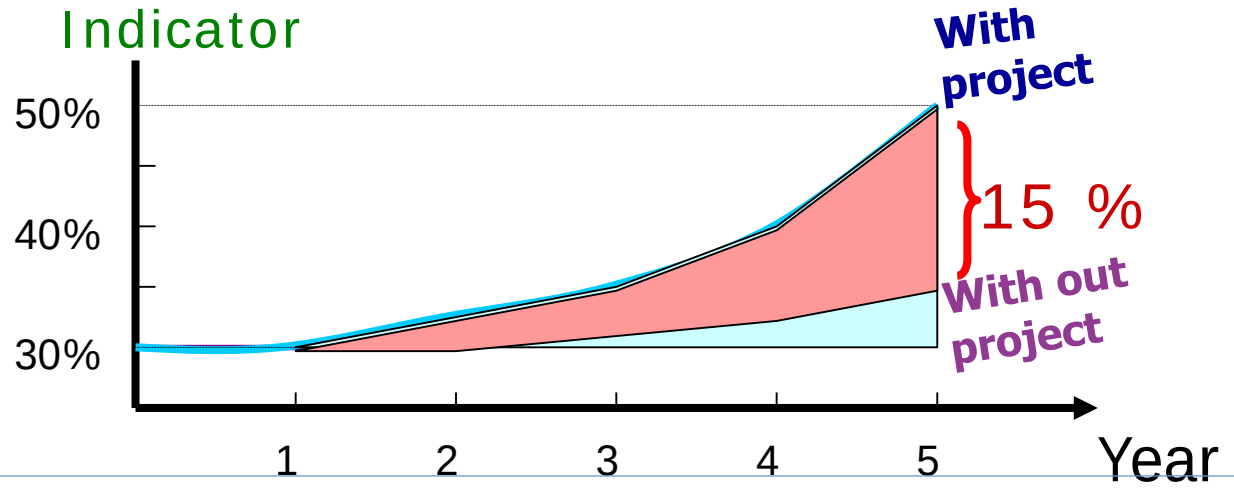
Monitoring vs Evaluation

WHAT IS EVALUATION?

- Analyses why intended results were or were not achieved
- Explores unintended results
- Provides lessons learned and recommendations for improvement
- Evaluation is about learning and accountability

Analytical efforts to answer specific questions about performance of program activities.

Oriented to answering WHY? And HOW?



Monitoring vs Evaluation

COMPLEMENTARY ROLES

Monitoring

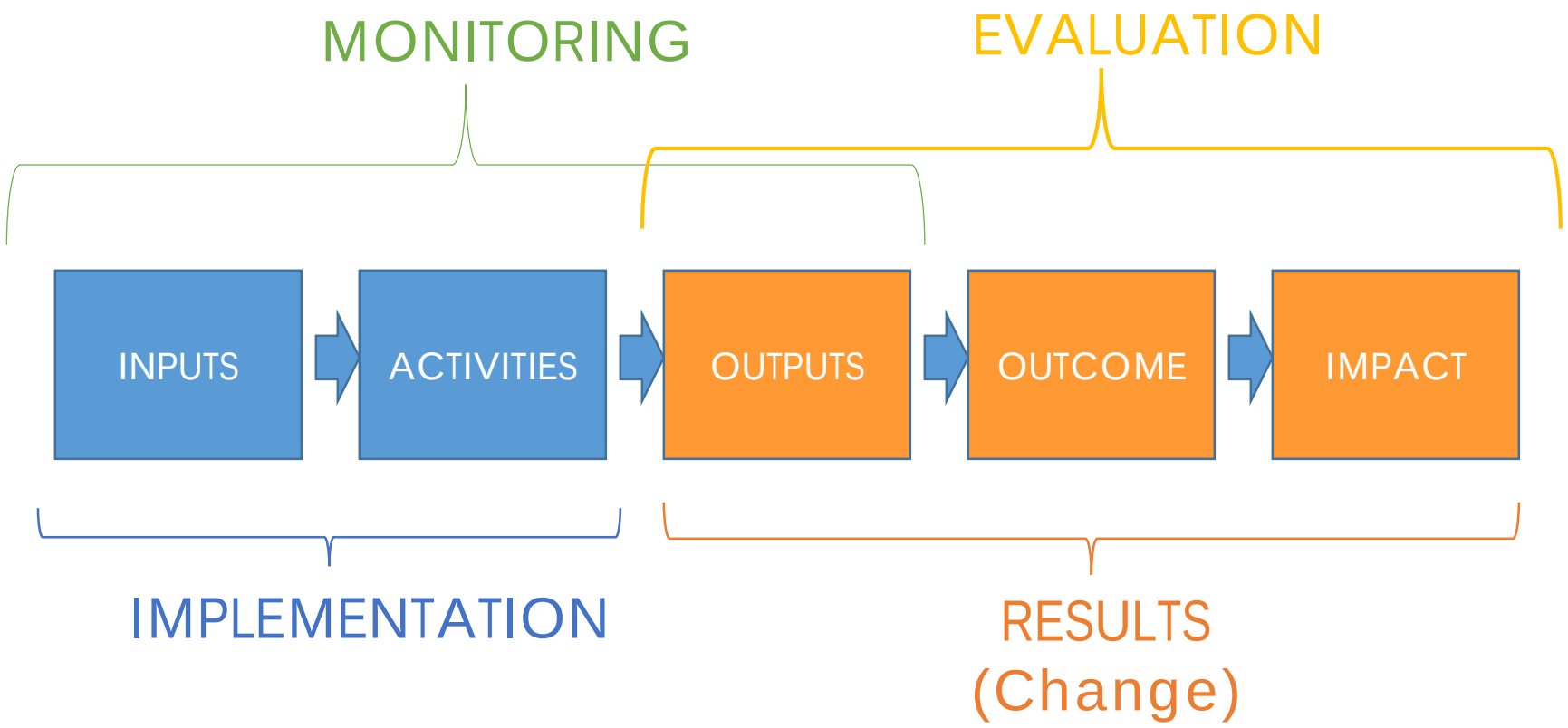
- Routine collection of information
- Tracking implementation progress
- Measuring efficiency
- Usually ran internally

"Is the project doing things right ?"

Evaluation

- Ex-post assessment of effectiveness and impact
- Confirming (or not) project expectations
- Measuring impacts
- Usually ran by external

Is the project doing the right things?"


MONITORING
EVALUATION
INPUTS
ACTIVITIES
OUTPUTS
OUTCOME
IMPACT
IMPLEMENTATION
RESULTS
(Change)

Different type of Evaluation goals

Depending on:

- the timing
- the approach
- the scope
- who evaluates or request the evaluation
- the criteria

Different type of Evaluation goals

Depending on:

- **the timing**
- the approach
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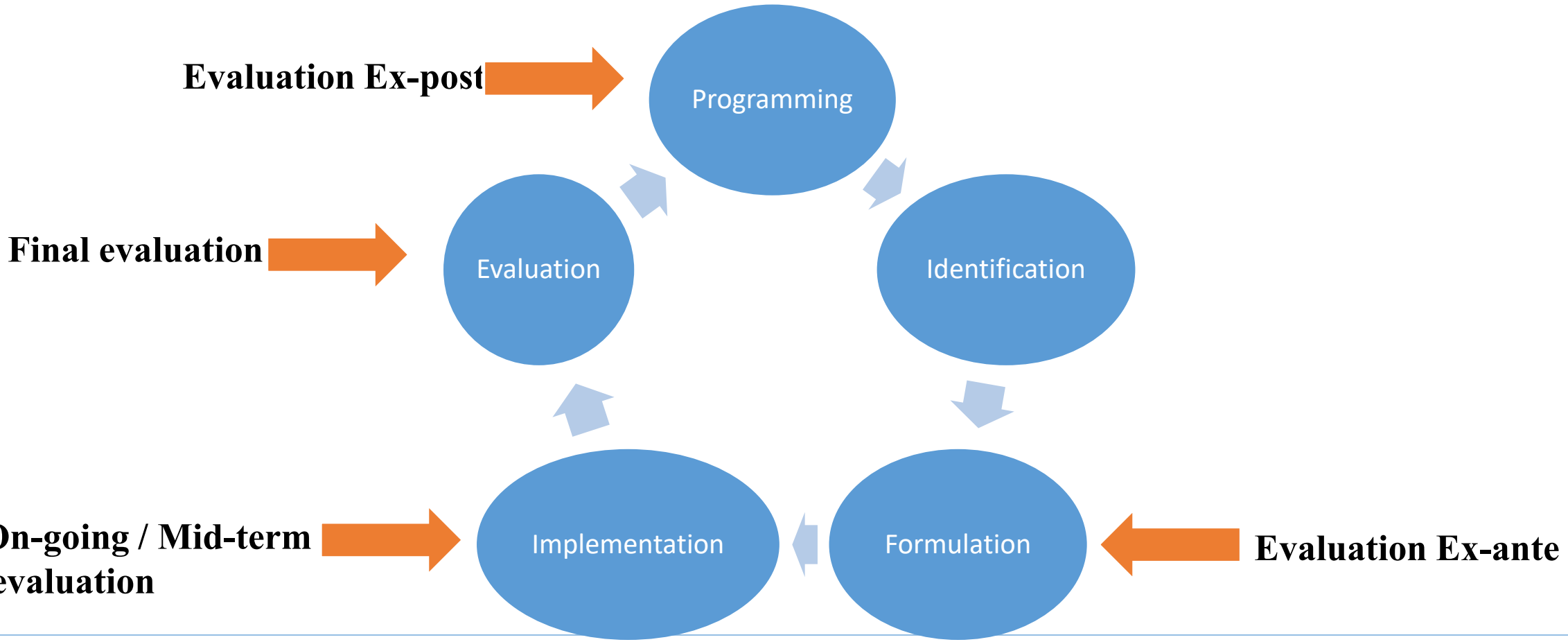
Different type of Evaluation goals

Depending on the timing



Different type of Evaluation goals

Depending on:

- the timing
- **the approach**
- the scope
- who evaluates or request the evaluation
- the criteria

Different type of Evaluation goals

Depending on the approach

- Evaluation of the design
- Evaluation of the processes
- Evaluation of the impact

Different type of Evaluation goals

Depending on:

- the timing
- the approach
- **the scope**
- who evaluates or request the evaluation
- the criteria

Different type of Evaluation goals

Depending on the scope

- ❑Sectorial
- ❑Project
- ❑Program
- ❑Public policy
- ❑Meta evaluation

Criteria	Type	Characteristics
Scope	**PROJECT**	Single intervention
	PROGRAM	Set of projects within a given geographic area and/or sector
	POLICY	Standards, guidelines, or rules established by an organization to regulate development decisions
	ORGANIZATION	Multiple intervention programs delivered by an organization
	SECTOR	Interventions across a specific policy area, such as education or health
	COUNTRY STRATEGY	Whole intervention of a development partner in a given country
	THEMATIC	Cross-cutting countries and sectors, single topic. E.g. gender equity.

Different type of Evaluation goals

Depending on:

- the timing
- the approach
- the scope
- **who evaluates or request the evaluation (responsibility)**
- the criteria

Different type of Evaluation goals

Depending on who evaluates or request the evaluation

- ❑ Internal
- ❑ External
- ❑ Mixed
- ❑ Participatory
- ❑ Multy-agency or joint

Criteria for Internal vs External Evaluations

1. Goal (e.g. learning & decision-making vs fundraising).
   - Does it need to look impartial?
2. What's at stake (for management, the staff, the evaluator, the evaluator's line manager)
3. Budget
4. Knowledge on the subject
5. Skills (e.g. RCTs)

Different type of Evaluation goals

Depending on:

- the timing
- the approach
- the scope
- who evaluates or request the evaluation
- **the criteria**

Criteria for a Evaluation - DAC

Depending on the criteria

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability
- Coherence

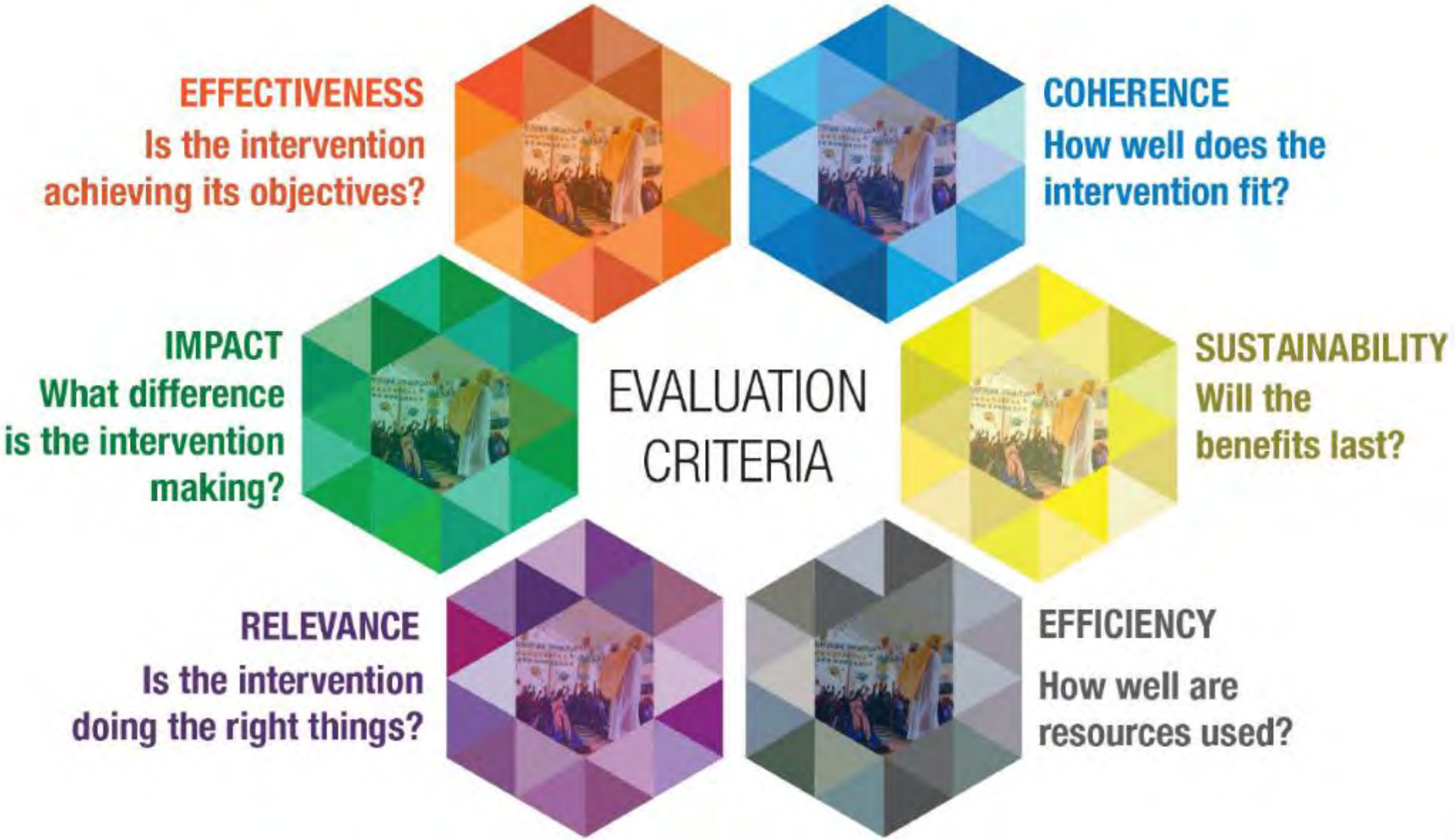
- Others (Coordination, coverage, connectivity, gender, environment, etc)

Criteria for a Evaluation - DAC

Depending on the criteria

- **Relevance**:
  - The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies.
- **Effectiveness**:
  - The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.
- **Efficiency:**
  - A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
- **Impact**:
  - Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.
- **Sustainability**:
  - The continuation of benefits from a development intervention after major development assistance has been completed.
- **Coherence:**
  - Impact and processes according the values and the mandate of the organization
- **Others (…)**

Criteria for a Evaluation - DAC



Were the levels of malnutrition one year after the project?

Relevance

Effectiveness

Efficiency

Impact

Sustainability

Until which point was the food distribution reducing malnutrition?

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability

Were the blanket distributions important for the community?

Relevance

Effectiveness

Efficiency

Impact

Sustainability

Would it have been profitable to work with partners rather than hiring private firms for the food distribution?

Relevance

Effectiveness

Efficiency

Impact

Sustainability

what were the consequences of distributing the food only to women?

Relevance

Effectiveness

Efficiency

Impact

Sustainability

Evaluation criteria

GROUP EXERCISE

Which criteria do you think are more important for your projects? Why?

- Relevance
- Effectiveness
- Efficiency
- Impact
- Sustainability
- Coherence

Others (Coordination, coverage, connectivity, gender, environment, etc)

III. Performance Management

Planning to design and conduct an evaluation

Terms of reference of an evaluation

Who does the evaluation?

Terms of reference

A. Why do we need the evaluation?

1. Evaluation topic
2. Background and rationale
3. Evaluation objective
4. Users of the evaluation

B. What are we evaluating?

5. Criteria
6. Evaluation questions (criteria)
7. Target group(s)

C. How are we evaluating?

8. Evaluation design
9. Data sources and procedures
10. Data analysis procedures

D. How will the evaluation be managed?

11. Evaluation activities and schedule
12. Evaluation team members and level of effort
13. Administrative and logistical support
14. Budget

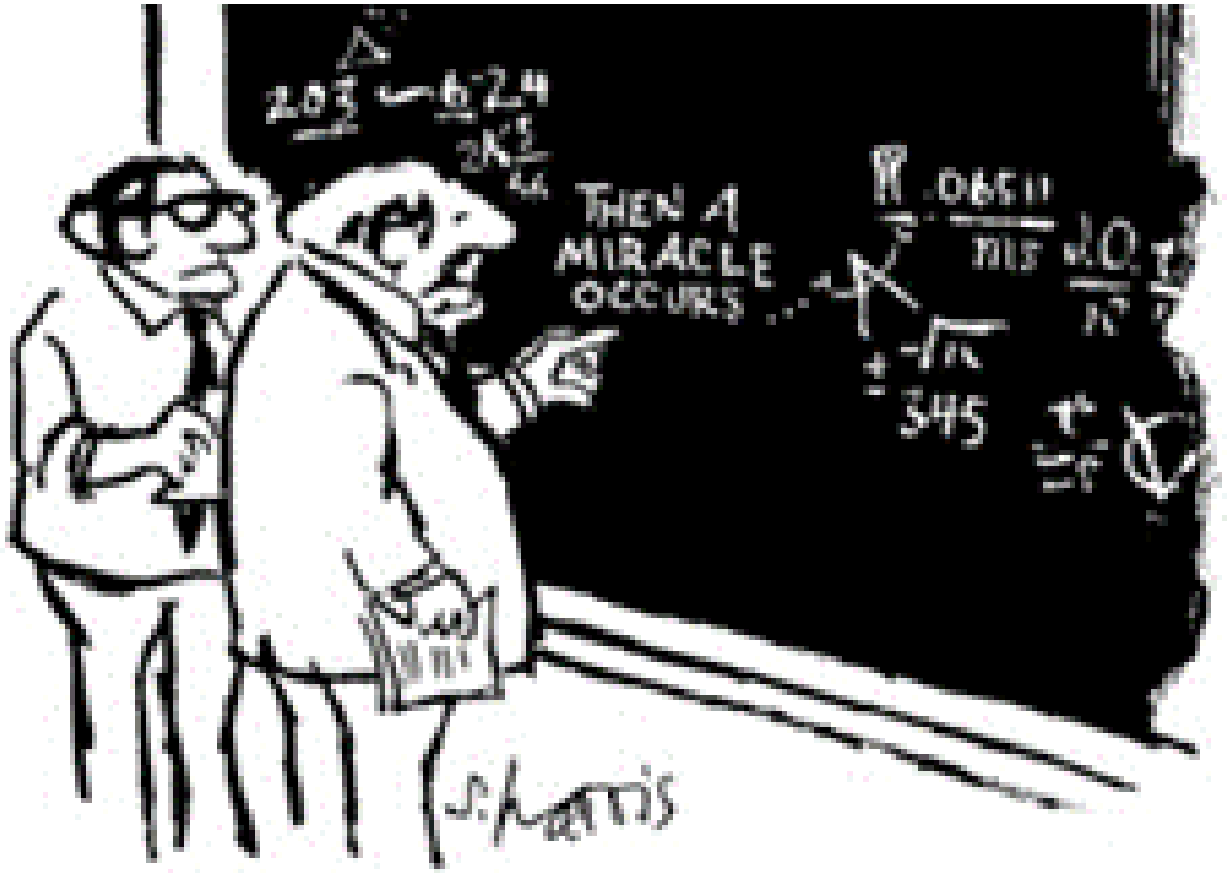
III. Performance Management

Quantitative and qualitative methods for evaluation

Qualitative methods

Impact evaluation

Theory of change

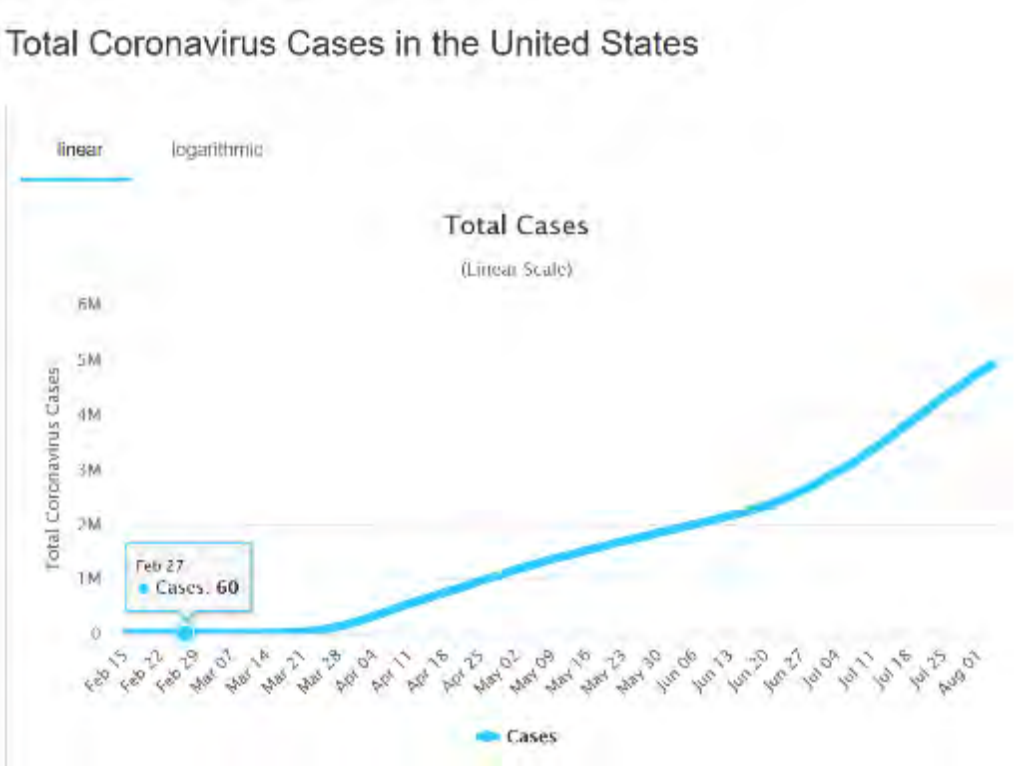


"I think you should be more explicit here in step two."

- A theory of change is a **description of how an intervention is supposed to deliver** the desired results.
- Describes the **causal logic of how and why** a particular program will reach its intended outcomes.

Theory of change

Trump´s ToC on COVID19



Theory of change

- depicts a **sequence of events** leading to outcomes;
- explores the **conditions and assumptions needed** for the change to take place,
- makes **explicit the causal logic** behind the program, and
- **maps** the program **interventions** along **logical causal pathways**.

In other words, **ToC is the framework** by which one believes that the program is achieving or influencing the outcome.

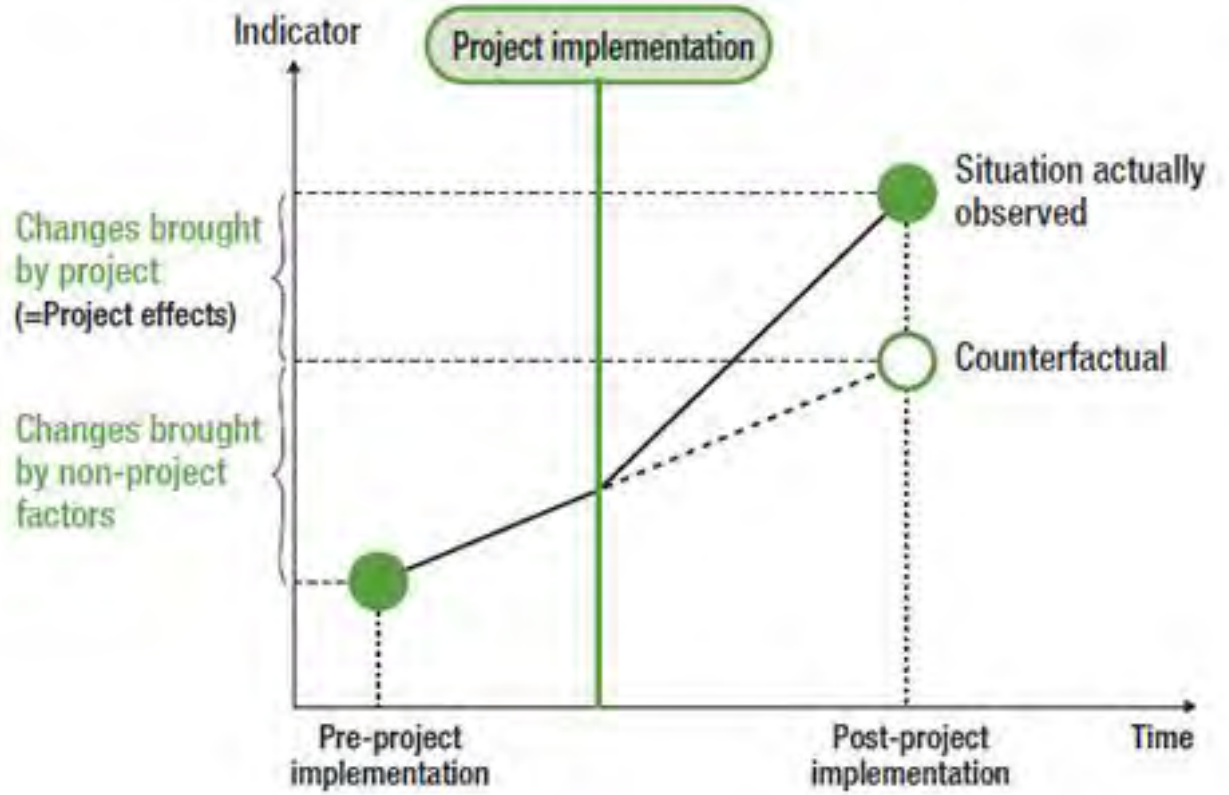
What is an Impact evaluation?

What is the impact or causal effect of a program on an outcome of interest?

Is the theory of change correct?

What is an Impact evaluation?

Conceptual Diagram of the Impact Evaluation: Comparison of situation actually observed and counterfactual situation



QUANTITATIVE METHODS: Regression

- The main purpose of a **regression equation** is to layout a proposed **causal relationship** between one (or more) 'explanatory variables' or independent variables, and a dependent variable. The core idea is that some sort of change occurs in a specific dependent variable, when one or more other variables change

- The general form of each type of regression is:

Linear regression: $Y = a + bX + u$
Multiple regression: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + ... + b_tX_t + u$

Where:
Y = the variable that you are trying to predict (dependent variable).
X = the variable that you are using to predict Y (independent variable).
a = the intercept.
b = the slope.
u = the regression residual.

What is an Impact evaluation?

PROSPERA

PROGRAMA
DE INCLUSIÓN SOCIAL

What is an Impact evaluation?

PROSPERA
PROGRAMA
DE INCLUSIÓN SOCIAL

- Schultz (2004) found that the program significantly improved school enrollment, by an average of 0.7 additional years of school
- Gertler (2004) found that the incidence of illness in children decreased by 23 percent, while adults reported a 19 percent reduction in the number of sick or disability days.
- Behrman and Hoddinott (2001) found that the program reduced the probability of stunting by about 1 centimeter per year for children in the critical age range of 12 to 36 months.

Impact evaluation - Contrafactual

To do this, we typically use **comparison groups** (sometimes called **"control groups"**).

In practice, a key goal of an impact evaluation is **to identify:**

- a group of program participants (the treatment group)
- a group of nonparticipants (the comparison group) that are statistically identical in the absence of the program

Impact evaluation - Contrafactual

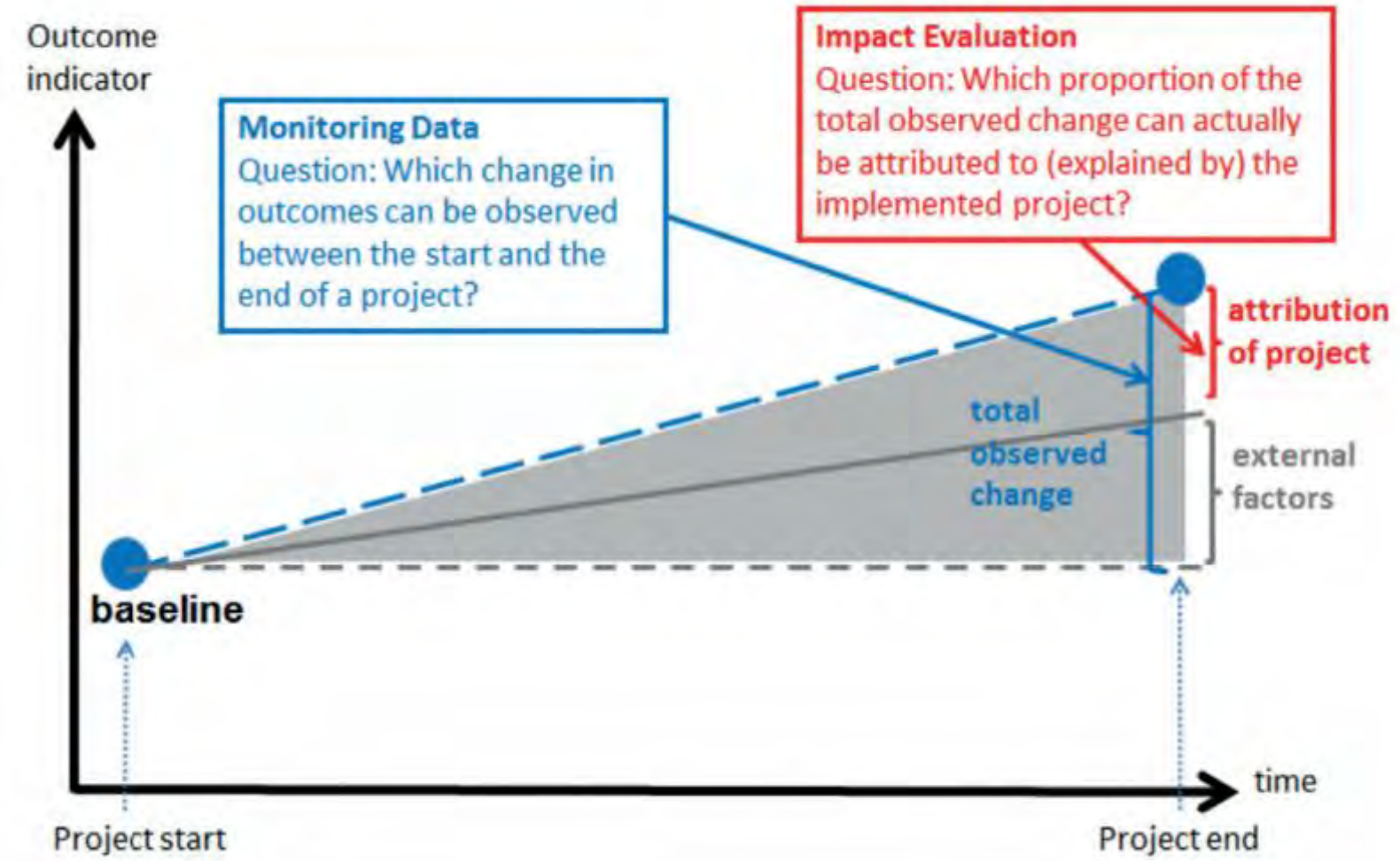
How can we identify a good counterfactual (valid comparison group)?

1. Although it is not necessary that every unit in the treatment group be identical to every unit in the comparison group, **on average the characteristics of treatment and comparison groups should be the same**.
    - For example, the average age in the treatment group should be the same as the average age in the comparison group.

2. **The treatment and comparison groups should react to the program in the same way**
- For example, the incomes of units in the treatment group should be as likely to benefit from training as the incomes of the comparison group.

3. **The treatment and comparison groups cannot be differentially exposed to other interventions during the evaluation period**.
- For example, the control groups should not receive other trainings

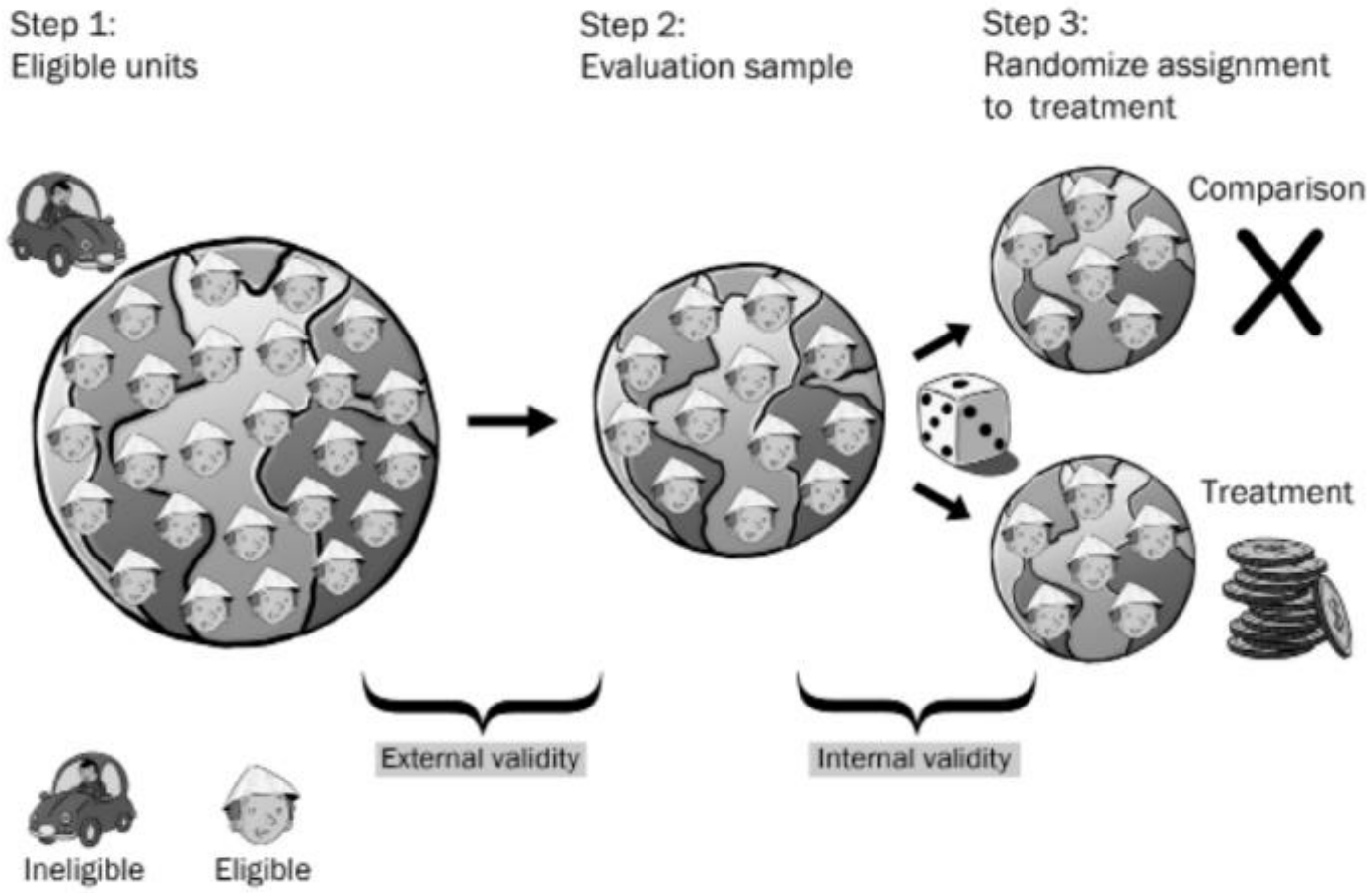
What is an Impact evaluation?



QUANTITATIVE METHODS: Randomized Control Trial

Randomized Control Trials

Figure 4.3 Steps in Randomized Assignment to Treatment



Source: Authors.

QUANTITATIVE METHODS

What is a randomised trial?

RANDOMIZED CONTROL TRIALS

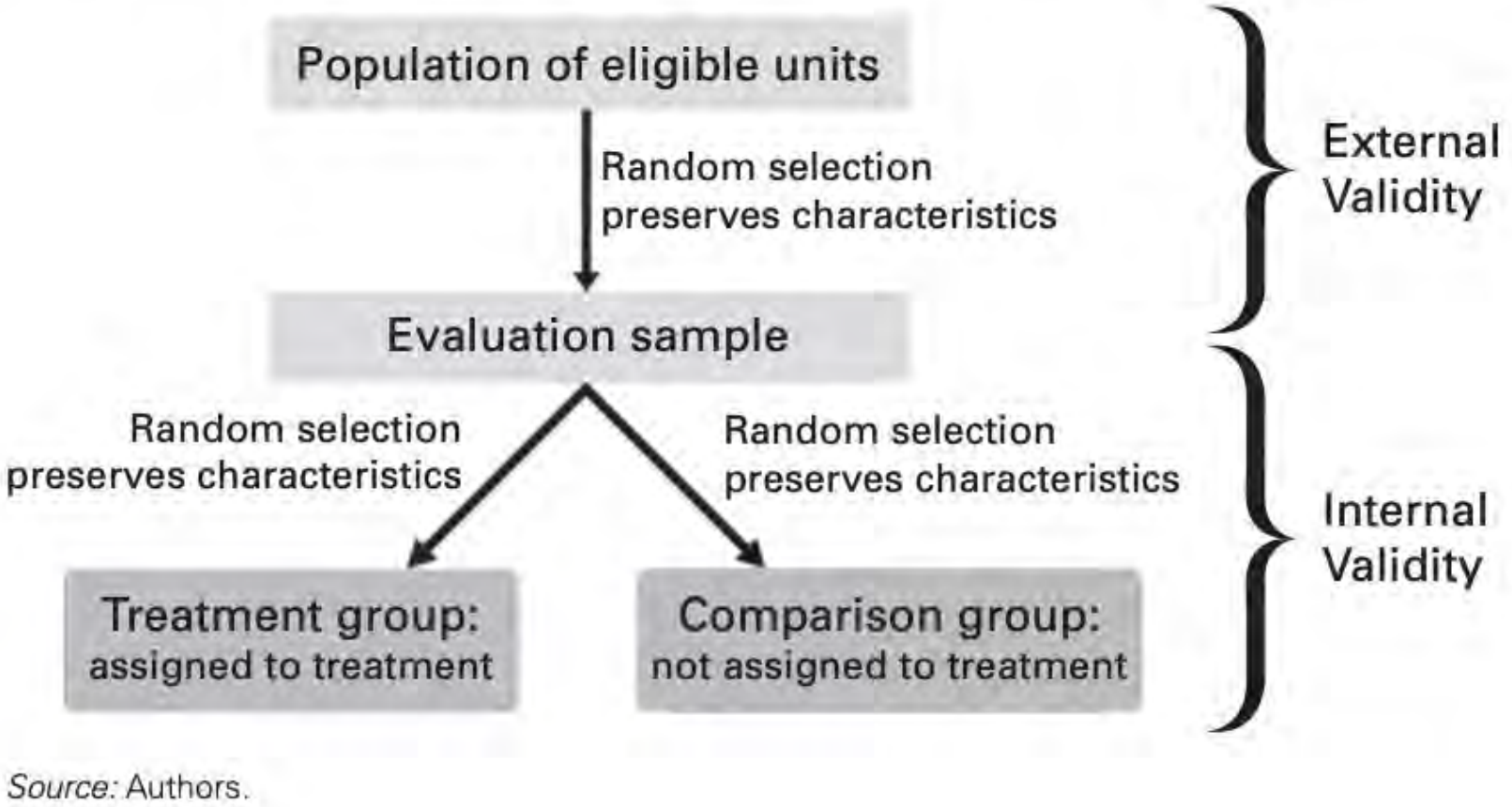
- Is a type of **scientific (often medical) experiment** which aims to reduce bias when testing a new treatment (can be economic)
- The **people participating in the trial are randomly allocated** to either the group receiving the treatment under investigation or to a group receiving standard treatment (or placebo treatment) as the control.
- **Randomization minimizes selection bia**s and the different comparison groups allow the researchers to determine any effects of the treatment when compared with the no treatment (control) group, while other variables are kept constant.
- Considered the ***gold standard***

QUANTITATIVE METHODS

Internal validity means that the estimated impact of the program is net of all other potential confounding factors, or that the comparison group represents the true counterfactual, so that we are estimating the true impact of the program

External validity means that the impact estimated in the evaluation sample can be generalized to the population of all eligible units.

Figure 4.2 Random Sampling and Randomized Assignment of Treatment



Source: Authors.

Qualitative methods

Qualitative methods

Qualitative research is **one of most widely used methods in social science research** because it could be used to explore almost any issue or topic.

In an evaluation, qualitative methods are **helpful in addressing various aspects**, such as:

a. getting diversity of perspectives
b. collecting different type of data/information for different target groups
c. supporting validity and removing personal bias
d. capturing small changes even if they are not statistically significant
e. Study the meaning of people's lives in a real-world context;
f. Represent the perspectives and understandings of people in the study (not researcher's);
g. Include the context in which people live

Qualitative methods

ADVANTAGES

- Uses **flexible design** and field-based data
- **Helps a lot to interpret the findings**
- It allows to work with **a smaller sample**
- It provides **depth of understanding**
- It **evaluates creative ideas** that could generally get lost in closed ended responses

CHALLENGES

- It **relies on the ability of data collectors** (interviewers or discussion moderators)
- Difficulty in quantifying data or testing for **statistical significance**
- The **subjectivity** involved in associating meaning to the data

Qualitative methods: different types

There are many **qualitative methods** that can be used during a research. Typical methods are:

a. **Key Informant Interviews (open-ended, semi-structured or structured interviews)** in which multiple stakeholders relevant for the study can be interviewed
b. **Focus Groups Discussions** - allows people to add or build upon each other's ideas
c. **observation of participants**
d. **desk research and document review**
e. **physical activities** such as village or building walk-through
f. **triangulation of data** / information from difference sources

Qualitative methods

Qualitative methods: KEY INFORMANT INTERVIEWS

- Key informant interviews involve **interviewing a select group of individuals** who are likely to provide needed information, ideas, and insights on a particular subject.
- Such informants are **selected because they possess information or ideas**
- The investigator **identifies appropriate groups** from which the key informants are drawn and then selects **a few individuals from each group**
- The number of key informants usually ranges from 10-35.
- Such interviews **should not, however, be confused with formal and informal surveys** in which a relatively large number of people are interviewed.

*This is very useful especially for topics where participants might be reluctant to express candidly in presence of others.

Qualitative methods: KEY INFORMANT INTERVIEWS

BENEFITS

- Information comes directly from **knowledgeable people**, often provide interesting data and insight
- Key informant interviews provide **flexibility to explore new ideas and issues** that had not been anticipated in planning the study but that are relevant to its purpose
- Among **the least expensive** of the social science research methods.

LIMITATIONS

- Key informant interviews provide only a **very limited basis for quantification**
- **Findings can be biased** in the **informants are not carefully selected**.
- Findings are **susceptible to interviewer biases.**
- When only a few people (fewer than 15) are interviewed, **difficult to demonstrate the validity of the findings.**

Qualitative methods: FOCUS GROUP DISCUSSIONS

It works by bringing 4-12 people together to discuss a topic or series of related topics.

They can be used for different aims

- To assess needs
- To design an intervention
- To evaluate policy options
- To Pilot-Test Data Collection Instruments
- To Understand Quantitative Findings
- To Monitor and Evaluate Agency Operations

* **Pre Design considerations**:

- Dependent largely on the research question.
- FGD can group people by gender, age, ethnicity and roles etc.
- Community and social considerations may also play an important role in the design of the group.
  - E.g. in a community where women do not speak freely in front of men, groups segregated by gender may illicit richer data

Qualitative methods: FOCUS GROUP DISCUSSIONS

BENEFITS

- FGD can offer a **richer understanding** of the context or issue under question.
- FGDs can offer interesting and very relevant data as to **intergroup dynamics**.

LIMITATIONS

- Information is **not anonymous.**
- **Elicit confidential information** is a challenge
- **Can not ascertain causality** through this method; results will not be statistically significant

Qualitative methods: FOCUS GROUP DISCUSSIONS

Do's and don'ts of conducting FGDs

- A safe and non-threatening environment
- Duration of the discussion can be anywhere between 0.5 to 1.5 hours,
- Aim for a conversational dialogue,
- Include open-ended questions
- Sequence the questions to maintain a logical and natural flow;
- Sometimes complex group dynamics
- If perspectives underrepresented or silenced during discussion to Surface, Interview candidates should be selected purposefully

Qualitative methods: OBSERVATION

Participant observation

Advantages:

1. No tools: conduct only with one's five senses and no explicit guide
2. Make a good mental record of what is going on
3. Allows for insight into contexts, relationships, behavior

Disadvantages:

4. Time-consuming
5. Documentation relies on memory, personal discipline, and diligence of researcher
6. Require conscious effort at objectivity and remain aware of potential biases

Qualitative methods: OBSERVATION

Fieldwork

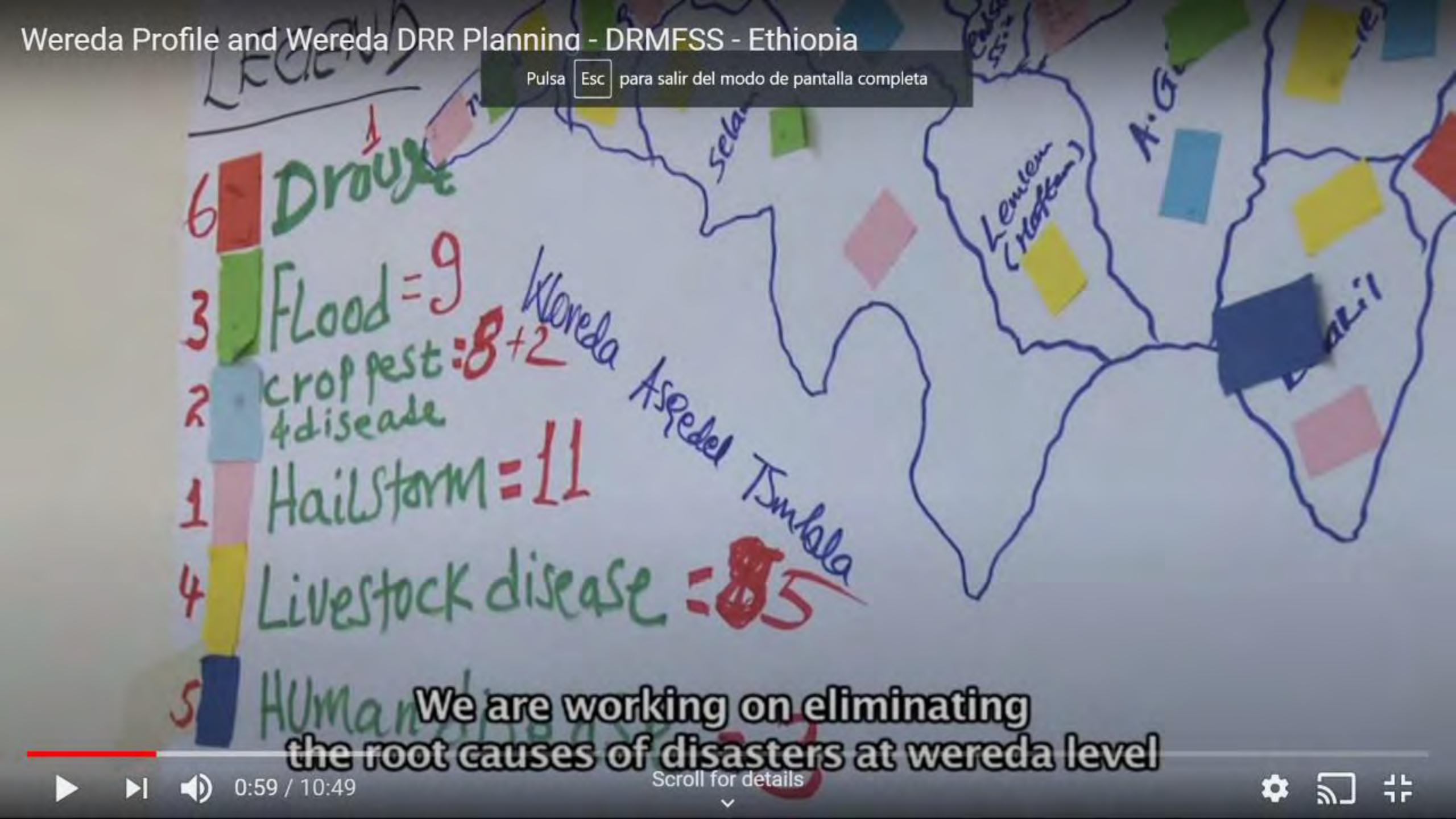
Field researchers must:

- Directly engage with their community of interest
- Be aware of field settings and observe social, spatial, and institutional dynamics
- Plan how to exit the field, not just how to enter
- Be as authentic, nondescript, and attentive as possible

Qualitative methods: DESK RESEARCH

What is it?

- Known as secondary data
- Collection of data from third party sources
- Advantages:
  - less expensive
  - obtained quickly prior to field research
- Disadvantages:
  - lack of relevance and applicability of secondary data
  - hard to compare or assess the value of some info


Wereda Profile and Wereda DRR Planning - DRMFSS - Ethiopia
Pulsa Esc para salir del modo de pantalla completa
LEGEND
6 Drought
3 Flood = 9
2 crop pest : 8 + 2
4 disease
1 Hailstorm = 11
4 Livestock disease = 5
5 Human
Woreda
Asgeda Tsimbla
We are working on eliminating
the root causes of disasters at wereda level
0:59 / 10:49
Scroll for details

SECTION HR: Household Roster

HR01 Id of person	Name **Defined as:** **Given name + Surname** **Enter the names starting with the household head.** (Household defined as a person or group of persons, irrespective of weather related or not who normally live together in the same housing unit or group of housing units and who have common cooking arrangements.)	HR02 **What is ...'s relationship to the household head?** 01 Head 02 Spouse 03 Child 04 Father, mother of head or spouse 05 Brother, sister of head or spouse 06 Grandchild of head or spouse 07 Other relative (grand parents, uncle, auntie, cousin) 08 Adopted, foster or step child 09 Worker / Domestic Servant 10 No relation	HR03 **Sex** 1 Male 2 Female (Circle the code)	HR04 **How old is ...?** If less than 1 year, mark 00 If <10 years skip to HR06	HR05 **What is ...'s marital status?** 1 Married 2 Separated or divorced 3 Single 4 Widowed 5 Other 8 DK 9 NA	HR06 **What is ...'s ethnicity?** 01 Oromo 02 Amhara 03 Tigre 04 Gurage 05 Afar 06 Somali 07 Sidama 08 Welaita 09 Hadiya 10 Gamo 11 Others 98 DK 99 NA	HR07 **What is ...'s religion?** 1 Orthodox Christian 2 Protestant Christian 3 Catholic Christian 4 Muslim 5 Traditional 6 Others 7 No religion 8 DK 9 NA	HR08 **What is ...'s current main occupation?** 1 Below school age children →HR10 2 Student 3 Unemployed & seeking work 4 Neither studying nor working nor seeking work 5 Retired/ Old 6 Cultivator 7 Agricultural labourer 8 Livestock rearing 9 Non-agricultural labour 10 Craftsman 11 Shopkeeper and Petty trade 12 Home-maker (housewife) 13 Salaried 14 Chronically ill 15 Physically disabled 16 Others (specify)	HR09 **What is ...'s current secondary occupation?** 1 Student 2 Unemployed & seeking work 3 Neither studying nor working nor seeking work 4 Retired/ Old 5 Cultivator 6 Agricultural labourer 7 Livestock rearing 8 Non-agricultural labour 9 Craftsman 10 Shopkeeper and Petty trade 11 Home-maker (housewife) 12 Salaried 13 Others (specify) 14 None
1		|0|1|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
2		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
3		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
4		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
5		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
6		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
7		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
8		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|
9		|__|__|	1 2	|__|__|	|__|	|__|__|	|__|	|__|__|	|__|__|

RISK ASSESSMENT

WEREDA DISASTER RISK PROFILING PROGRAMME

Disaster Risk Management and Food Security Sector

Ministry of Agriculture

Federal Democratic Republic of Ethiopia

KEY INFORMANT INTERVIEW REPORT

1. Interview information	
1a. Interviewer	
1b. Supervisor	
1c. Date of interview	
1d. Duration of interview (from-to)	
2. Respondents' information	
2a. Name of respondent institution	
2b. Location of office/institution	
2c. Administrative area of institution	
2d Number of respondents	2d Roles/titles of respondents

Disaster Risk Management and Food Security Sector

Ministry of Agriculture

Federal Democratic Republic of Ethiopia

FOCUS GROUP DISCUSSION REPORT

A. Interviewer's introduction	
A1. Interview information	
A1a.Name of interviewer	
A1b. Name of supervisor	
A1c. Date of discussion	
A1d. Start of discussion	
A1e. End of discussion	
A1f. Region	
A1g. Woreda	
A1h. Kebele	
A1i. Rural/Urban	
A1j. Name of community/location	
A1k. Location of discussion (describe – household, office, public space, etc.)	

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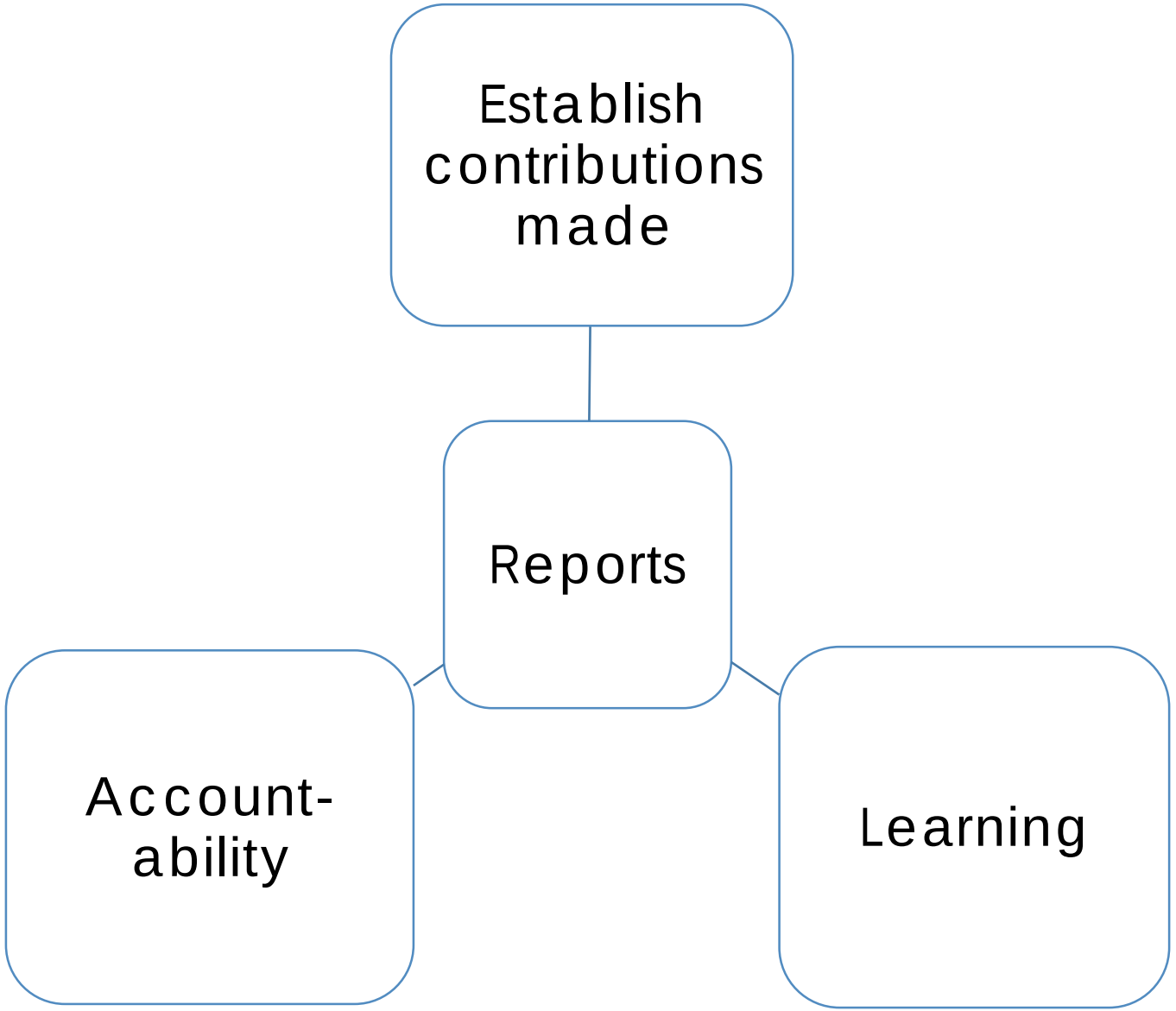
III. Performance Management

Data visualization, Reporting and communication for results.

Reporting


Establish contributions made
Reports
Account-ability
Learning

How to write a report

- structure the report by developing a 'story line', starting with and focusing on the outcome, and making use of indicators.

- write a report by
  - a) using plain language,
  - b) using change language, not action language,
  - c) distinguishing attribution from contribution, and
  - d) backing it up with evidence

- visualize data for more effective reports

How to visualize data

- charts,
- maps,
- graphs,
- interactive visualization,
- infographics
- matrices,
- hierarchies,
- pictures,
- micro-content for social media,
- videos,
- Comics…

How to write a report

- All reports are more effective when they include:
  - Current status of results and indicators compared to the baseline or last report (Percentages and Numbers are important)
  - Disaggregation and progress towards gender equality and inclusion
  - Visuals (Graphs, Charts, Photos, even links to Videos)
  - Human Interest Stories which illustrate that the intervention affects real lives (2-3 short paragraphs per story)

Food and Agriculture Organization of the United Nations

Economic Cooperation Organization Regional Coordination Centre for Food Security

Economic Cooperation Organization

REPUBLIC OF TURKEY MINISTRY OF AGRICULTURE AND FORESTRY

Thanks