Results Based Management (RBM) APPROACH to Planning #2
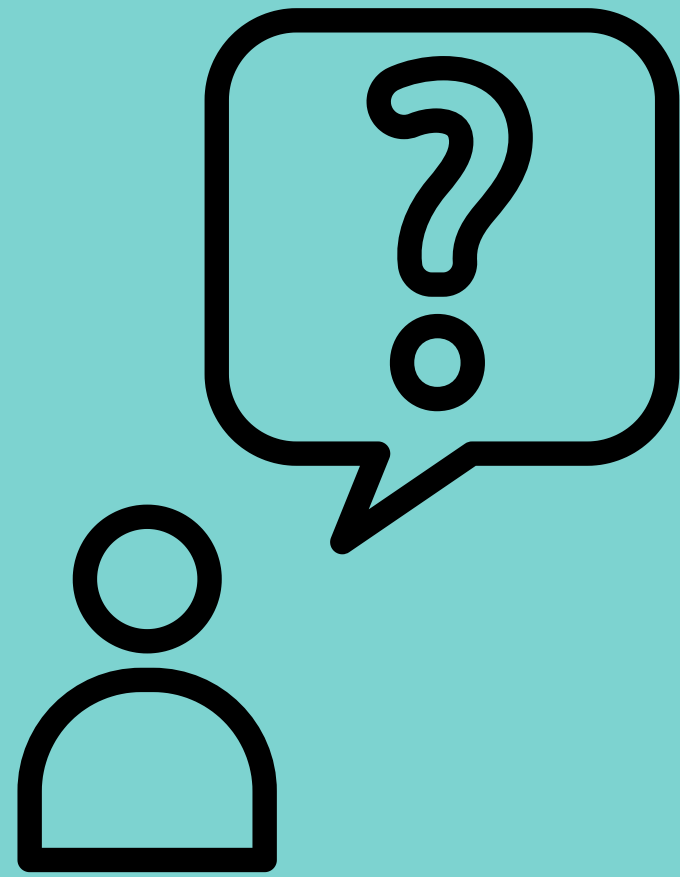
STRATEGIC PLANNING AND EVALUATION BRANCH (SPEB)

Results are represented using directional verbs in the past tense.

Strengthened citizens' commitment to lifelong learning

Improved levels of academic performance in Jamaica

Reduced violence in schools across the Caribbean region

Increased access by youth to training and employment programmes

SELECTING RESULTS

When developing results, the following questions should be asked:

- What do we want to change: a situation, a condition, the level of knowledge, behaviour?

- Is the expected change absolute or relative?

- Who are the beneficiaries (the target group)?

- What is the scope of the change (for each result)?

- What are the needs and priorities of responsible agencies and donors?

Smart Results

S Specific
What change is expected? Where the change is expected? Who it will benefit or the unit of change ?

M Measurable
Quantitatively and/or Qualitatively

A Achievable
Within the scope of the programme? Achievable within time frame and availability of resources?

R Relevant
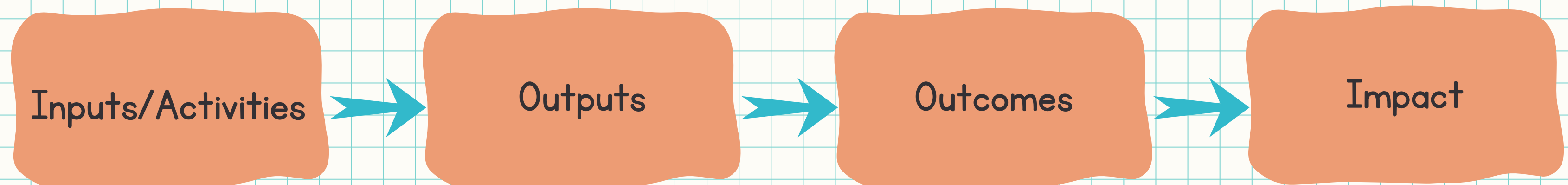Reflects needs and priorities among the beneficiaries?

T Time-Bound
When do you want to achieve the set objective ?

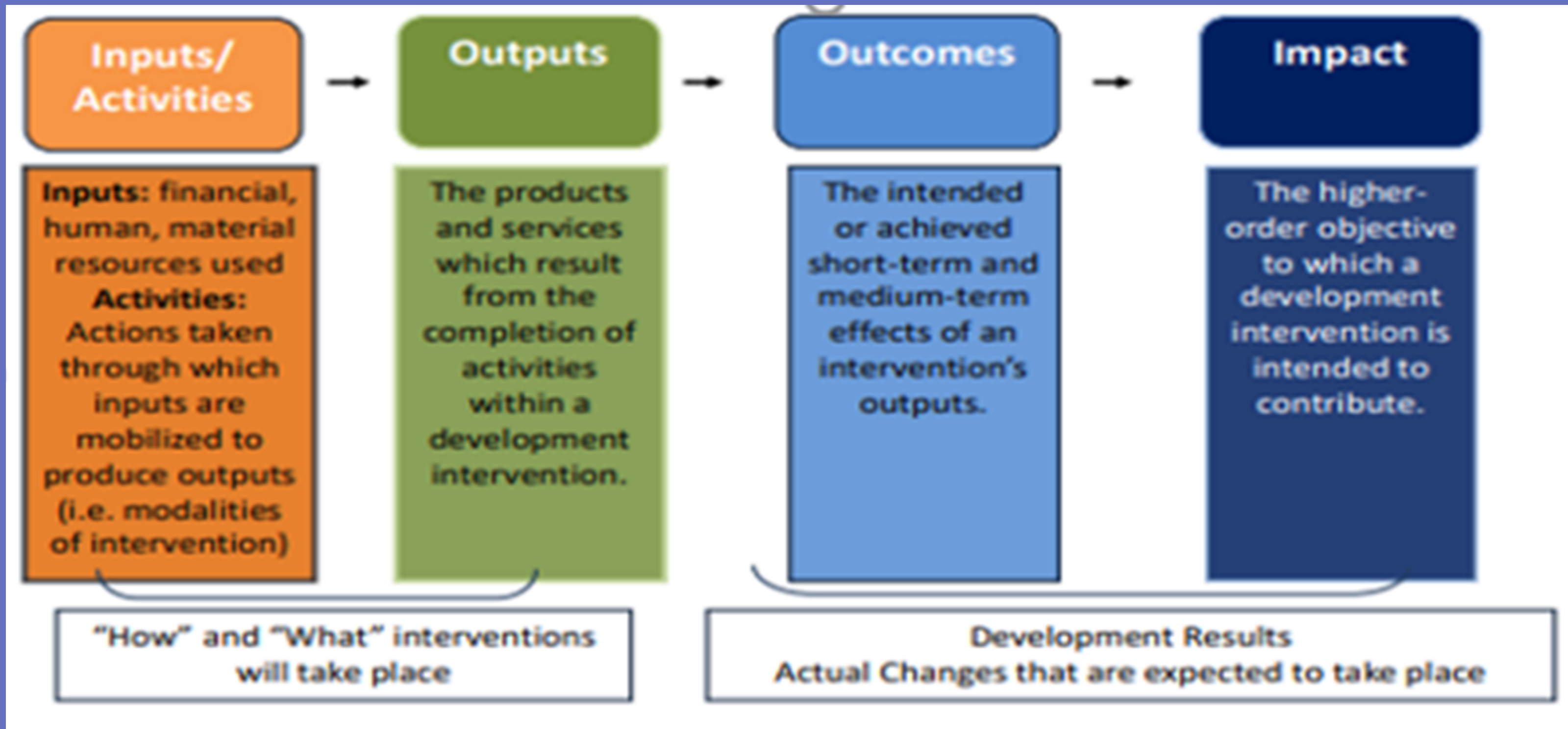# Making the connection . . .

An important element of the RBM approach is the Results Chain which outlines the connections made at each level.
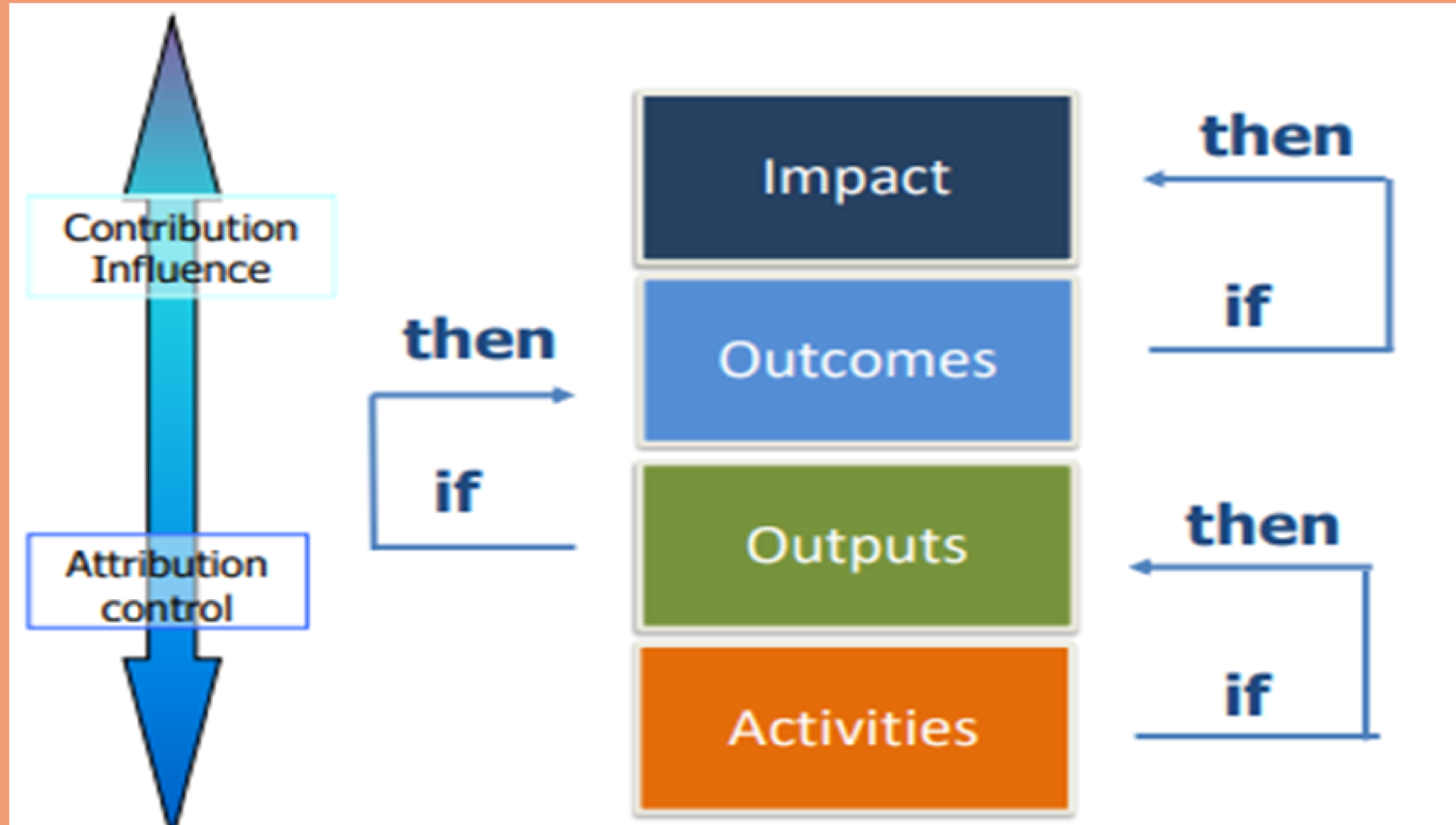
Inputs/Activities → Outputs → Outcomes → Impact

THE RESULTS CHAIN

RBM focuses on the logical connections between levels of results

Inputs/Activities	Outputs	Outcomes	Impact
Inputs: financial, human, material resources used **Activities:** Actions taken through which inputs are mobilized to produce outputs (i.e. modalities of intervention)	The products and services which result from the completion of activities within a development intervention.	The intended or achieved short-term and medium-term effects of an intervention's outputs.	The higher-order objective to which a development intervention is intended to contribute.

"How" and "What" interventions will take place

Development Results
Actual Changes that are expected to take place

RESULTS CHAIN -TESTING THE LOGIC

RESULTS CHAIN LEVEL - ACTIVITIES

📌 **Develop** national standards for special education programmes

📌 **Develop** training curriculum and materials on the inclusive classroom for special educators at levels of the education system

📌 **Conduct** sensitization sessions for Textbook Administrators and Principals

📌 **Deliver** training to special educators on the inclusive classroom

RESULTS CHAIN LEVEL - OUTPUTS

- Outputs are the direct products or services stemming from the activities of an organization, policy, programme, or initiative.
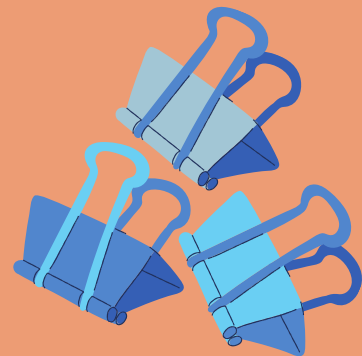
Monitoring instrument developed

Training on inclusive education provided to special education teachers across the island

RESULTS CHAIN LEVEL - OUTCOMES

- Change that logically occurs once one or more outputs have been achieved.
- Commonly involves change in behaviour, practice, abilities, awareness, or access among beneficiaries.
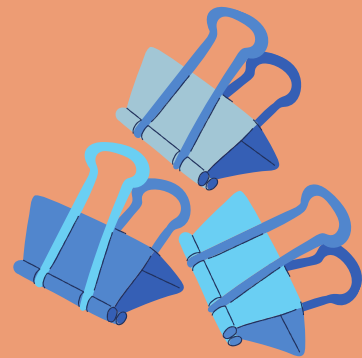
Improved curriculum delivery among teachers

Increased access to inclusive education at all levels of the school system

RESULTS CHAIN LEVEL - IMPACT

- The higher order objective that the specific project will contribute to in the long-term.
- It represents sustainable improvements in conditions at household, community, national or regional levels.

📌 **Improved** quality of life for Jamaican citizens including the vulnerable

📌 **Increased** human capital development