United Nations
Development Fund for Women
UNIFEM

Results Based Management in UNIFEM:
Essential Guide

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1. Introduction and overview

1.1 Purpose, organization and audience of the *Essential Guide*

Use this *Essential Guide* as a broad introduction to how UNIFEM applies a **Results Based Management** (RBM) approach to programmes. If you want something more in-depth and practical RBM exercises to work through, use the three Training Modules which accompany and support this Guide and which are hyperlinked throughout. (Note: The Training Modules referred to here are being developed)

This Guide and accompanying Modules were designed for either self-training or facilitated training in a workshop setting. For the latter, use the Facilitator's Guide and set of PowerPoint material which also accompany this Guide.

As the **Human Rights Based Approach** (HRBA) is central to UNIFEM programming, this Guide approaches RBM from a Human Rights perspective.

The **main audiences** for this Guide and accompanying Modules are UNIFEM staff and the partners with whom it directly works. The Guide is more oriented towards those with limited experience in RBM, whereas the Modules include some additional information which may be of interest to different ranges of experience. However, this is one of the first attempts to develop a guide to RBM from a human rights perspective, so it will be of wider interest to those working in HRBA and RBM.[1]

1.2 Why training on RBM?

Why should we care about managing for results? It is mainly because we need to be able to tell whether we are contributing to the kinds of social transformation that we want to achieve.

All UN agencies, including UNIFEM, need to demonstrate that they are producing meaningful results – for accountability to beneficiaries and for their own and their partners' (including donors') learning. The UN system's renewed emphasis on HRBA means that UNIFEM staff and partners have a new challenge in developing and measuring results concerning the difference they are making to the ability of all women to realize their human rights.

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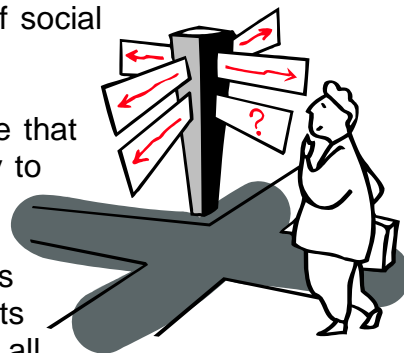
[1] As this Guide is a synthesis of the three Modules, you will find some material repeated between the Guide and Modules.

1.3 What will you get from the *Essential Guide*?

The *Essential Guide* will support your capacity in planning, implementing, assessing and reporting on your programmes, using an RBM approach with a human rights perspective. Specifically, it will help you in:

> **Programme planning**:

- Developing a credible results-chain responding to a context/situation analysis;

- Identifying indicators; and

- Preparing a logframe (as an organizing tool).

> **Monitoring, evaluating and reporting**:

- Developing a performance monitoring framework and monitoring and evaluation plan to complement your logframe; and

- Reporting.

One main example – the Latin America and Caribbean Regional Programme's 'A Life Free of Violence: It's our Right', referred to as the LAC VAW programme – is used throughout the Guide. Background to this programme can be found in **Annex 1**.[2]

1.4 What is RBM?

RBM is a management approach that is intended to focus an organization on planning for, and achievement of, results. It is an approach by which an organization ensures that its processes, products and services contribute to the achievement of desired results (outputs, outcomes and impacts). RBM rests on clearly defined accountability for results, and requires monitoring and self-assessment of progress towards results, and reporting on performance.

Through the late 1990s, RBM was strengthened or introduced throughout the UN system, including the Secretariat, most agencies and funds. Many governments and civil society organizations have also adopted RBM.

Adopting RBM should improve programme effectiveness, accountability and learning. This is because RBM helps you plan, implement and measure the results of your programmes, with a focus on the changes that you want to bring

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[2] The LAC VAW Programme was chosen as broadly representative of UNIFEM's human rights based programming. 'Programme' in this Guide refers to both programmes and projects.

about. A central theme is that delivery of inputs or completion of activities does not usually indicate a change in the development situation. Conceptualizing results to be achieved, systematically measuring progress towards these results, and continuously learning and making adjustments to programmes are a key part of RBM.

Most definitions suggest that RBM should reflect the following:

> greater accountability of agencies and staff for achieving results;

> identifying and managing risks;

> defining realistic expected long-term and short-term inter-linked results, based on appropriate analyses;

> differentiating between expected results for which the programme can be held directly accountable and those which the programme supports;

> monitoring progress towards results, using appropriate indicators; and

> reporting on results achieved and resources involved, and integrating lessons learned into programming.

The RBM approach offers an opportunity for UNIFEM and partners to come together for participatory planning. Rather than being viewed as a technical exercise, in the best case, RBM should be empowering, and embody the kinds of participatory planning and change that UNIFEM wants to see in society in general. RBM, for example, can help track changes that matter to women's human rights.

1.5 The UNIFEM MYFF

Here we briefly cover **UNIFEM's global Multi-Year Funding Framework** (MYFF), UNIFEM's main planning tool. This global MYFF is the link between your everyday work and UNIFEM's contribution to national, regional and international efforts towards the realization of commitments to women's human rights, through conventions and conferences. These conventions and conferences include the Millennium Declaration, Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), and the Beijing Platform for Action.

RBM and UNIFEM in the UN system is discussed further in **Module 1**

The global MYFF sets out the broad framework for what UNIFEM expects to accomplish, currently between 2004 and 2007. It provides strategic policy and management direction for UNIFEM to increase development and organizational

effectiveness through the effective implementation of five key strategies. It has four goals and four outcomes, which can be found in **Annex 2**. This global MYFF is translated into regional MYFFs for the same four-year period, each of which is supported by two-year sub-regional strategies.

In your programmes, you will be expected to tie your outcome and goal level expected results to those in the MYFF. The tool for doing this is the logframe (you will hear much more about the logframe). When developing a programme logframe, you will need to retain MYFF goals as they are. At the outcome level in your regional/programme logframe, MYFF outcomes should be reflected but can be revised to reflect regional context, for example, by specifying regional legislation and policies. Your annual reporting – see Section 3 below and Module 3 – will also feed directly into tracking the extent to which UNIFEM has achieved what it intends.

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1.6 RBM and human rights

1.6.1 HRBA

UN bodies, governments, donors, and civil society are currently developing and fine-tuning HRBA in relation to their programming. Adopting HRBA means that all UNIFEM programmes pursue results that further the realization of human rights – particularly women's human rights. This has implications across the programming and reporting process.

The UN Interagency Common Understanding on the Human Rights Based Approach to Development Cooperation, endorsed by the UN Development Group (UNDG), sets out some basic implications and identifies three core principles for HRBA programming:

➢ *Programming should further the realization of human rights.* HRBA requires a shift in orientation, away from direct service delivery and towards supporting national actors in *their* efforts to realize rights.

➢ *Human rights standards and principles should guide all programming.* HRBA programming can only be effective if it is based on a clear understanding of the entitlements that exist under human rights standards, and what concrete steps must be taken to fulfill them.

➢ *Programmes should support capacity development of rights holders and duty bearers to realize rights.* 'Capacity' under HRBA refers to the conditions that must exist in order to realize a right. For **rights holders**, the capacities to be developed are those that will enable them to claim their rights, and hold governments accountable. For **duty bearers**, the capacities to be developed are those that will enable them to meet their

obligations.

The Common Understanding also draws out some further implications of the HRBA for programming. Among the most important considerations from UNIFEM's perspective:

> *Equality and non-discrimination*: Human rights belong to *all* people, and no individual's or group's rights are dispensable. The priority therefore has to be on those whose rights are most denied and violated. On this basis, women become a priority target group for programming, but even within this group it is important to focus on the most disadvantaged groups.

> *Participation*: Human rights are owned by people, not by governments or UN agencies, and we must work to ensure this ownership. Our programming should therefore be designed to empower women to claim their rights. Facilitating women's active and meaningful participation in the decision-making processes that affect them is therefore a critical consideration in project design in all of our programming areas.

> *Accountability*: The HRBA is concerned with finding ways to hold States and other actors accountable for their obligations. Our programmes must be directed towards encouraging and supporting States to meet their obligations, rather than attempting to meet these needs ourselves.

> *Targeting structural causes for the non-realization of rights*: The task of fully realizing a right is actually a very long-term project, requiring major social transformation. No individual agency's project or programme on its own will realize a right. Our work can only contribute to a process of social transformation, and to do that effectively we have to understand very clearly what part we can play in this broader process.

1.6.2 Tracking changes in capacities

Because supporting capacities is so central to UNIFEM's work, this will also be a central focus of our RBM system. In this Guide and supporting Modules, we provide some advice on ways of tracking the results of support to capacity development.

Support to capacity development may be conceptualized as having two inter-connecting elements. These are:

> Operational capacities, also known as capacity resources, such as technology, finance and staffing; and

Module 1 includes further analysis of recent thinking on monitoring and assessment of capacity development

➢ Adaptive, or management capacities, such as learning, leadership, programme and process management, networking and linkages.

UNIFEM identified three key levels at which changes in capacity have to take place, simultaneously, to further realization of human rights:

➢ At the **macro level**, matters such as changes to legislative and policy frameworks (i.e., capacity development of duty bearers);

➢ At the **meso level**, matters such as improved gender responsiveness in mainstream institutions, and enhanced ability of women's organizations to influence policy agendas (i.e., capacity development of both rights holders and duty bearers); and

➢ At the **micro level**, matters such as changes to discriminatory attitudes and stereotypes (i.e., capacity development of both rights holders and duty bearers).

1.6.3 Other implications of HRBA for programming

➢ Because UNIFEM is supporting the realization of human rights, you will need to use actual international human rights standards, and their interpretation by authoritative sources such as the treaty bodies and special rapporteurs, as your primary references throughout the programming process. CEDAW is one of a number of core international human rights instruments. **Human rights standards can form one set of measures, or indicators of results**.

➢ **RBM needs to be reflective and supportive of UNIFEM's programming modality.** Because UNIFEM's programming seeks to empower others to achieve their human rights in line with the participation principle mentioned above, **it should itself be participatory and empowering**, For example, one focus of RBM should be on promoting consensual decision-making

1.7 Existing guidance for programme planning and reporting[3]

The *Programme and Operations Reference Manual* provides UNIFEM staff with an overview and description of the business processes that underpin UNIFEM's programming and operations. It is designed more as a general guide than a 'how to' manual. It provides pointers to more in-depth sources of information. It covers both programming processes and the administrative, financial and human resources practices that support these.
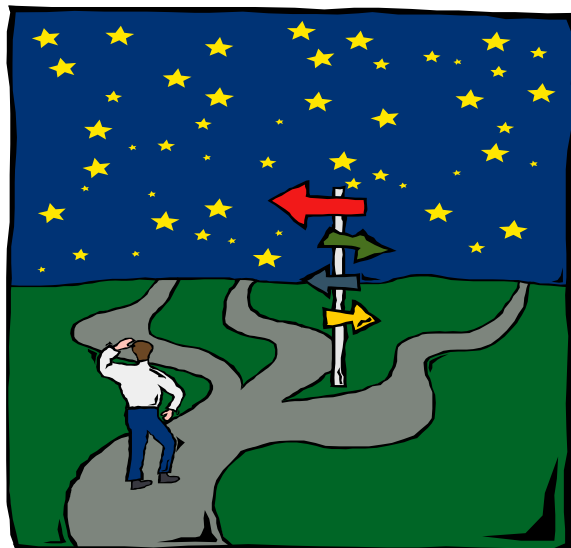
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This is covered in more detail in **Module 2**.

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[3] Note that some guidance will be updated soon to align processes with the MYFF for 2004-2007, and the Atlas/Enterprise Resource Planning (ERP) system.

2. RBM and programme planning

2.1 Context/situation analysis

2.1.1 Why undertake a good context/situation analysis?

A good context/situation analysis is crucial in identifying strategic areas of intervention and capacity strengths/gaps, and eventually, in developing a programme that is focused, relevant and builds on the comparative advantage of UNIFEM vis-à-vis other institutions. It identifies the specific gender equality issue to be addressed, not the whole gamut of development challenges that a country, for example, needs to confront. It takes into account the added value that UNIFEM can bring in and the synergy that can be generated through strategic partnerships between UNIFEM and other key institutions. It analyzes risks that will eventually have to be considered in the design of the programme.

A well done context/situation analysis helps in defining clearly the intended results of the programme and how progress towards achieving these results is to be measured and assessed. Using relevant information from existing documents (e.g., CCA, UNDAF, MDG report, CEDAW report), it presents a good quantitative and qualitative description of the situation on a given issue. The information may constitute the baseline and provide the basis for developing or refining indicators against which progress is to be assessed when the programme is implemented and completed.

2.1.2 Context/situation analysis using HRBA

For the Record: The UN Human Rights System
http://www.hri.ca/fortherecord2003/ftrchoice.html
This is an electronic annual report that provides summaries of relevant human rights information generated within the UN system. It is organized by country (and also by theme) and includes state reports prepared for the six human rights treaty bodies and the conclusions drawn by the experts who review these reports; and documentation of the Commission on Human Rights, the Committee on the Status of Women, and other UN bodies. For the record presents a wealth of information in a concise and accessible way, and is a very helpful timesaving tool when drafting situation analysis.

Conducting a context/situation analysis following HRBA means addressing the following two areas:

> - **Identification of the specific right to be furthered**. Identify the specific treaty rights being denied, and the concrete obligations the state has in relation to these rights.

CEDAW should be your first reference point. It is especially important to look at the articles and general recommendations of the Convention. Read also any concluding comments the Committee may have issued for your country or sub-region. In many cases there will be

important rights in other treaties that could also be considered.

> **Identification of the capacity gaps to be filled**. 'Capacity' under HRBA encompasses all of the conditions that need to exist to achieve rights realization. In relation to the rights and obligations identified in the first step, identify the specific capacity gaps of the duty bearers to meet their obligations and of rights holders to claim their rights that are currently preventing progress. When you conceptualize expected results and develop indicators, much of your work will be related to determining the extent to which you can support the development of these capacities, and how this is to be measured.

Some of the capacities that might have to be developed through programme support for **duty bearers** include: having appropriate constitutional and legislative frameworks; institutional infrastructure; political will; data; and resource allocation. For **rights holders,** capacities to strengthen could include the ability to organize; to establish national and international coalitions; to network; to advocate and communicate with policy makers; and to analyze policies.

Box 1 includes some of the key questions to ask when developing the context/situation analysis.

> **Box 1 - Key questions for context/situation analysis**
>
> What are the key human rights issues the programme is attempting to address?
>
> To what extent are these rights currently being either denied or supported by existing laws, policies, plans, budgetary allocations and cultural practices?
>
> How are different groups of women being affected? Are some groups facing special or additional obstacles to enjoying these rights?
>
> What capacities do exist to support the realization of these rights and what capacities still need to be developed?
>
> What are other organizations, including UN agencies, doing to support these rights, and how will the programme link to their work?
>
> How will discriminatory cultural norms and practices affect the programme's work?
>
> What is the baseline against which you will measure progress? What benchmark data are available, e.g., government and NGO reports to the CEDAW Committee and the Committee's Concluding Comments?

The **LAC VAW programme** clearly identifies the specific right to be furthered - the right to a life without violence - along with the relevant international and regional human rights standards that have dealt with this, such as the Inter-American Convention on the Prevention, Punishment and Eradication of Violence (*Belem do Para*). It also identifies the capacity gaps – lack of resources for enforcement of legislation; lack of basic instruments to measure the effects of laws, including poor statistics; and subsequent poor reporting on the extent of violence.

2.1.3 Baseline data

As mentioned, the information used in the context/situation analysis to describe the particular issue to be addressed by a proposed programme may constitute the baseline data against which programme results will be assessed eventually. The kinds of baseline data you need will depend on your programme. For example, for a programme on VAW with a strong focus on capacity development, baseline data may consist of:

> ➢ statistics on incidence of VAW (e.g. rape);

> ➢ current policy and institutional mechanisms for dealing with VAW;

> ➢ capacities of duty bearers (e.g. level of knowledge of VAW of judges, police, military); and

> ➢ civil society and other rights holders' capacities in relation to combating VAW (e.g. degree of organization, levels of funding, extent of networking, links to policy makers).

The indicators for the MYFF goals and outcomes in **Annex 2** will also help you in determining what kind of baseline data you will need.

Make sure the context/situation analysis informs anticipated results, and that it informs the risks and assumptions column in the logframe.

Module 2 includes an exercise related to context/situation analysis, with a focus on determining assumptions and needs and developing baselines.

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2.2 Developing expected results: the results chain

2.2.1 What to bear in mind when conceptualizing expected results

Expected results are an expression of changes to the current situation that you want to achieve. Conceptualizing useful expected results can be challenging: because they have to be negotiated with a number of partners; because it is difficult to encapsulate programmes in one or two sentences; and because what a programme is attempting to achieve, particularly where developing capacity is

involved, may not be easily measurable. Recognizing these constraints, below we offer some suggestions about conceptualizing expected results, both general advice and more specific information about the mechanics of writing an expected result. **Box 2** suggests key questions to keep in mind when developing expected results.

> **Box 2 - Key questions for developing expected results**
>
> ➢ What capacities will change as a result of your initiative?
>
> ➢ What results will be achieved in the short, medium and long term?
>
> ➢ What processes will be necessary to achieve the results?
>
> ➢ Who will be held accountable for results?

➢ **HRBA and results**. Under the HRBA, expected results should be framed in terms of specific rights to be furthered; this is more likely to be at the outcome level. At the output level, they should be framed in terms of enhanced capacity of **duty bearers** to meet their obligations in relation to this right, and of **rights holders** to claim their rights. For an example of the many different types of capacities that my need to be further develop see the CEDAW Committee General Recommendation No. 12 on violence against women, which provides a list of recommended measures for eliminating this form of discrimination. Among the many capacity gaps the General Recommendation notes is that duty bearers may need increased capacity to provide appropriate protective and support services for victims of violence; and rights holders may need increased information in order to access such services.

➢ **Changes in the human rights situation may take a long time**. Time needed for achievement is one of the key features that separates outputs from outcomes and from goals. The types of structural, attitudinal and behavioral changes being sought by UNIFEM and women's rights organizations take a long time. As mentioned earlier in the introduction to HRBA in Sec. 1.6, realizing a right requires a major structural transformation that involves a significant length of time to implement.

➢ **The value of a participatory process**. Try and establish a results approach to programming that emphasizes and values the processes or approaches (participatory, integrated/holistic, and sustainable) used as much as the specific results formulated. RBM should support a process where all key stakeholders contribute to programming to the extent feasible, rather than an individual working on programme results in isolation. Again, this will be in line with the participation principle of HRBA.

➢ **UNIFEM's catalytic role**. UNIFEM results statements need to reflect UNIFEM's catalytic role in achieving human rights. This may require specifically stating that UNIFEM is acting as a catalyst. For example, you could phrase an expected result on violence against women as follows:

'Civil society participation in key policy debates on violence against women acts as a catalyst leading to required changes in legislation.'

2.2.2 Developing the results chain

Developing the results chain is a primary RBM step. Your results chain should correspond to the different levels of change that you want to trigger, to support the realization of women's human rights.

The different levels of the results chain are usually termed **goal** (or impact), **outcome** and **output**. It is common in RBM to have these three levels, to differentiate between shorter and longer term expected results. Table 1 presents the common definition of these terms in the UN system, as agreed by the UNDG.[4] While these definitions differ slightly from previous UNIFEM definitions, the examples in the right hand column of **Table 1**, taken or adapted from the LAC VAW programme, will help you become more familiar with them. At the bottom of the results chain are the **activities** that trigger the chain of results from output, to outcome, to goal levels.

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[4] See the UNDG website at www.undg.org for more information on the UNDG Harmonized RBM Terminology

Table 1 - Key terms in the results chain

Term	Definition and explanation	Example
Goal[5]	The higher-order objective to which a development intervention is intended to contribute *(UNDG harmonized definition)* The change at this level is long-term, and through collective effort of partners, but it is important to establish the goal in programme planning to show the linkages between the programme and the MYFF.	More women in 3 countries in LAC able to enjoy their right to a life free of violence
Outcome	The intended or achieved short-term and medium-term effects of an intervention's outputs, usually requiring the collective effort of partners. Outcomes represent changes in development conditions which occur between the completion of outputs and the achievement of impact. *(UNDG harmonized definition).* A combination of outputs is usually needed to produce an outcome.	Budget allocated by municipal councils to address VAW increased by 20% in x communities in 3 countries in LAC
Output	The products, services, and capacities which result from the completion of activities within a development intervention. UNIFEM adds "capacities" to the UNDG harmonized definition.	Capacity of key NGOs in x communities in 3 countries developed to analyze implications of budget for VAW. Key NGOs able to advocate increase in VAW allocations with municipal councils
Activity	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs.	Training of 50 key NGO representatives on analyzing budget implications for VAW conducted

One of the key points to remember about the results chain is that the different links in the chain need to be *plausibly* connected; that is, activities should contribute to outputs, which in turn should contribute to outcomes and goals. The

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[5] RBM terminology is used throughout UNIFEM documents such as the MYFF and in most cases the terminology is used in a similar manner and context. Goal and impact are at the same level in the results chain.

key word here is plausible, because it is often challenging to make an exact connection between the different links.

An activity such as the one in Table 1: "Training of key NGO representatives on analysis of budget implications for VAW" can plausibly be linked to two outputs relating to capacities of NGOs, i.e., in analyzing the relevant budget issues and in advocating for budgetary increases with municipal councils. The combination of these outputs can contribute to the desired outcome of increasing the municipal councils' budgetary allocation for VAW by 20%.

On the other hand, it might be more difficult to make the connection between an output such as: 'Violence against women fully documented' and an outcome such as: 'Decrease in household violence by 20%'. The reduction of household violence is more of a goal that can be expected to be achieved in the long-term. There is obviously a need for an intervening result to take place in the medium-term (i.e., an outcome) as a result of full documentation of violence against women along with other contributing outputs.

Making the link from the output to the outcome level is one of the most challenging elements of working with the results chain, as you will see below when you will work on developing expected results. **Working on capacity development - which you will do mainly at the output level - also makes connecting the results chain more complex**, as it may at times be difficult to trace the effects of capacity development through the results chain.

UNIFEM is **mainly responsible for activities, and outputs stemming from these**. It is also **jointly responsible**, with governments, other UN agencies, donors, civil society, and other partners, for achieving outcomes. The goal is the longer term societal change that will realize women's human rights, to which UNIFEM may be only a small contributor.

2.2.3 Organizing the results chain in a logframe

In UNIFEM, the 'logframe'[6] is used to organize the results chain and other RBM features of your programme. **Table 2** shows the new version of the UNIFEM logframe – very similar to the version used by most international agencies. There are some differences compared to the previous logframe which will also have implications for development of your programme document.[7] The logframe is organized to be read from left to right, that is from expected results statements, to their measures, to the source of data for the measures, to factors which may support or disrupt the programme. We will cover each of these areas of the logframe later in this Guide.

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[6] Short term for Logical Framework Analysis

[7] The format has been changed; the column on objectives has been removed since it overlaps with statements of expected results, and a row on activities has been included. Some corresponding changes will be made to the programme document format soon.

Note that the process of developing a logframe is only one part – if a key part – of RBM. Equally important is to make use of the logframe throughout the programme to guide monitoring, programme revisions and reporting. The logframe can neatly summarize the expected results of your programme, and as such is a useful planning tool. However, there will be significant elements of your programme, particularly details of process, implementation, monitoring and evaluation, and qualitative elements, that cannot be captured in the logframe alone. Almost always the logframe needs to be combined with other tools, for example, programme documents, implementation plans, and monitoring and evaluation plans. In other words, it is a necessary, but not a sufficient tool for programme planning and management.

Module 2 provides an exercise on developing expected results.

Table 2 - The UNIFEM logframe

Expected results statement	Indicators	Means of measurement/verification	Assumptions/risks
Goal – taken from MYFF	Taken from global MYFF		
Outcome – drawn from/linked to MYFF	Drawn from or linked to global/regional MYFF or sub-regional strategy		
Output	Drawn from regional MYFF, sub-regional strategy or programme document		
Activity	No indicators needed		

RBM terminology can be intimidating and confusing – goals, outcomes, results chains, logframes – but once you get the hang of it, it is quite straightforward. If you are having trouble with the terms, don't worry. Even specialists sometimes have difficulty. Practice will help. **One key thing to remember at this point is that the links between the different levels of the results chain should be plausible.**

2.2.4 The nuts and bolts of developing results statements

➤ **Expected results need to be clear, and to the extent possible, be measurable.** This is the mantra of most RBM guides, but it is easier said than done! In practice it has proven difficult for UN and donor agencies to develop clear and measurable expected results. Reasons for this are given in Section 2.2.1.

The case is also more complex for programmes that have a capacity development focus. These programmes may concentrate on establishing processes through which capacities can be developed at the macro, meso, and micro levels. It is important to recognize the fact that in order to bring about positive changes in the human rights situation of women (stated, for example, as goals in UNIFEM's MYFF for 2004-2007), certain key processes need to be transformed. Process achievements related, for example, to learning, networking, leadership, attitudinal and behavioral changes are also important and should be considered in the context of their contribution to the overall strategic results framework.

To the extent possible, expected results should be measurable, and be analyzed with the aid of quantitative indicators, complemented by qualitative indicators that can help explain the factors behind a quantifiable result. Section 2.3.1 provides more guidance in this regard.

➤ **Make sure that the results chain is connected.** As noted in Section 2.2.2, to establish a logframe, the different levels of the results chain need to fit plausibly with each other. It is usually easier to connect activities and outputs than it is to connect outputs to outcomes and goals. This is because UNIFEM

Box 3 - Making the links in the results chain: social transformation in the fight against violence against women

UNIFEM and partners can show that they have directly achieved the passage of a law criminalizing domestic violence. But a great many other changes will have to be put in place – including in terms of how the police behave, how judiciaries make decisions, and how VAW is publicly perceived – before we can expect to see actual reductions in the level of domestic violence. It is this actual reduction which would constitute a realization of women's right to be free from violence. All of the intervening changes have no value in themselves unless, in the end, they successfully combine to produce this result. There are many anti-violence laws in existence that have made little actual contribution to the realization of women's rights because other factors have not been attended to.

So, when developing your results chain, you will need to very consciously map your programme onto the larger process of social transformation to which you envisage contributing. This will involve articulating both how you understand social change being accomplished in the area in which you are working, and how you see the contributions of other actors combining with programme efforts to achieve the result of furthering rights realization in the area in which you are working.

can control the scope of activities and outputs, whereas outcomes and goals depend on many circumstances outside of its control.

The question of *attribution*, that is determining who and what is responsible for change and results, is one that all UN agencies have to face. In your programme document you should make clear what it is UNIFEM can be held accountable for, and how this will contribute to higher level results. For example, UNIFEM can be held accountable for strengthening the understanding of NGOs about a gender-sensitive national budget process; it should not be held individually accountable for what actually happens in budgetary processes at the national level. At the same time, as **Box 3** makes clear, you will need to be thinking about the wider processes of social transformation as you develop your expected results.

How will you know if your results chain is not connected? First, examine the link between outputs and outcomes, as this is where the break in the results chain usually comes. Second, ask yourself if the outputs are really likely to contribute to the outcome, and then factor in the work of other partners. Your outcome may be too ambitious, or may differ in direction from your output.

➢ **Be practical and avoid results inflation.**'Results inflation' involves writing grandiose but vague results statements, usually in an attempt to impress donors. As one of the smaller UN agencies, with programmes averaging around $200,000 to $500,000, UNIFEM has to be strategic in what it does. For example, it is not realistic to expect an *output* such as: 'Capacity of all government departments to carry out gender analysis fully developed'. Targeting selected departments within a given timeframe, with the possibility of scaling up in the future will be a more realistic approach.

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➢ **Follow these writing tips.**

- **The right verb is key to getting started.** In the UN system, many results statements begin with a verb such as 'to strengthen', 'to increase', or 'to improve'. This in itself is not a problem as long as what is to be strengthened and the extent to which it will be strengthened are adequately outlined. However, UNIFEM often wants to do much

more than to strengthen or improve. As a catalytic organization focusing on process, it wants to 'transform', 'empower' or 'change'; these verbs can be used at the outcome level in the logframe. Verbs such as 'strengthening', 'increasing', 'building' and 'improving' are more appropriately used at the output level, in relation to capacity development, although even at this level UNIFEM may want to 'empower' certain groups. **Examining the verb which starts your results statement will assist in establishing and defining what it is that UNIFEM will be able to accomplish**.

- **Include a normative term** such as 'adequate' or 'appropriate' in your expected result. For example, rather than starting an expected result: 'Measures taken', say 'Appropriate measures taken.' Defining what is adequate or appropriate will then become a key part of your RBM work, and developing measures for adequacy and appropriateness will help you determine if you are achieving what you set out to do.

- **Say what you want to do**. **Do not mix the 'what' with the 'how'.** Results statements note what are to be achieved, whereas activities note how these are to be done. Mixing these two areas can be confusing. Many expected results developed in the UN system contain in one sentence both the intended result and the activity which is planned to produce this result. As a consequence, programme managers often end up trying to measure the activity rather than the result, and have difficulty developing appropriate indicators. For example, a statement that mixes activities and results might read: 'Twenty training workshops held to increase rights holders' awareness of violence against women'. In this case the activity is the training workshop and the result is an increase in VAW awareness.

- Note which duty bearers or rights holders are to be targeted and **extent of the increase in capacity.** For example, a programme may involve supporting the capacity of government departments to collect sex-disaggregated data to improve CEDAW reporting. In this case, the expected result might read: 'Ministry of Labor has adequate ability to collect and analyze data as required under CEDAW.' It is not always possible to be precise, however.

- Include the **geographical location** and **time frame**, details of which may be captured in specific targets. For example, the result statement mentioned above may be stated as a target: 'Ministry of Labor has adequate ability to collect and analyze data as required under CEDAW, at the national level and for each of the 12 regions by 2007.'

The exercise in **Module 2** provides you with an opportunity to develop results statements and ensure that the results chain is connected, working on the LAC VAW programme.

Developing expected results is not an easy task.

Within the time and resource constraints you face, try to develop results in as participatory a way as possible.

Not all results statements need to be equally clear and measurable. Those dealing with rights, empowerment and participation may be less so, but in your programme document you need to explain why this is so.

Don't mix the activity with the result; this will confuse and make it difficult to develop indicators.

2.3 Developing rights-based indicators

Indicators help in determining whether results are achieved. Thus the challenge you face is to come up with indicators that measure improvements in the capacities of rights holders and duty bearers to realize rights, and improvements in the enjoyment of rights. UNIFEM programmes are generally innovative, attempting to lead to significant changes in rights, but most traditional indicators have not focused on measuring this kind of transformative change. For example, many of the obligations that States take on when ratifying a treaty such as CEDAW are not that easy to quantify, partly because they deal with process.

The main point to bear in mind when developing indicators is that the indicator needs to be a measure of the expected result, whether this is at the outcome or output level. Your indicators should mirror the rights based elements of your expected results.

Remember these points when developing indicators:

➢ At the outcome level the indicators in your logframe should be the same as those in the MYFF.

➢ At the national level often you can use existing data from CEDAW reports, administrative records and special surveys without having to invest in your own data collection.

➢ At the output level, and in some cases also for the outcome level, you may want to commission modest surveys or conduct interviews as part of your regular monitoring and reporting.

- ➤ It may not always be possible to find a direct measure of the expected result, in which case an indirect or proxy measure can be used. For example, an ideal indicator of the influence of women's organizations on VAW legislation is the extent to which their proposed measures are actually incorporated into the law. However, pending the actual passage of law that could lend itself to such analysis, a proxy indicator of women's influence could be the number of parliamentarians reported by media as supporting the views of women's organizations on proposed legislation.

- ➤ Develop indicators that can be measured using the resources available.

- ➤ Allocate resources within the programme budget to facilitate the collection of the data needed to monitor the programme effectively, both baseline and follow-up data. As a rule of thumb, set aside three to five per cent of the programme budget for monitoring and evaluation.

- ➤ You do <u>not</u> need to develop indicators at the activity level, as many activities are phrased in a similar way as indicators – e.g., 'hold 50 workshops', for which the indicator would be 'number of workshops held.' Rather, focus on deciding what your baseline is going to be.

> **Module 2** provides additional information on how to develop indicators, including in relation to process and proxy indicators.

2.3.1 Combining quantitative and qualitative indicators

Quantitative indicators measure progress or results in terms of quantity, e.g., number of women victimized by domestic abuse or amount of budget allocation for gender justice programmes at the national level. They are usually drawn from censuses or administrative records and often analyzed in a formal way, for example, by statistical analysis.

Qualitative indicators can be defined as people's perceptions about a subject. They are usually generated by attitude surveys, interviews or participatory techniques, and are often analyzed less formally and more descriptively.

Ideally, quantitative and qualitative indicators should be used together to complement each other. Sometimes quantitative indicators by themselves alone might not be sufficient to give a good picture of the results reported on.

Qualitative indicators may provide additional information to help explain certain results that are described by quantitative indicators. Doing this means that you will be drawing on different sources of data to show whether results have been achieved. This is now generally considered good practice in RBM. You will also be able to cover most aspects of reporting. For example, say your programme aims to increase the capacity of judges to render decisions that comply with international human rights treaties. A quantitative indicator will tell you the number of times judges refer to a human rights treaty provision in their decisions or rulings. To complement this indicator, an indicator on the quality of the decision rendered will make your analysis more meaningful. A content analysis of the decisions rendered will tell you whether in fact the decisions comply with, and embody the true spirit of, the human rights treaty provision and that judges are not merely making references to said provision.

Qualitative indicators are also important for hearing the voice of those who often remain silent in development discourse - poor and marginalized women. You may want to consider conducting a participatory survey of these women as part of your reporting process, for example, to feed into your reports. In which case, a good qualitative indicator might be: 'Views of marginalized women on x programme.'

2.3.2 Indicators of capacity strengthening

As we noted in the section on RBM and human rights, UNIFEM aims at strengthening capacity simultaneously in three areas, i.e., the macro, meso and micro levels.

When developing indicators related to capacity strengthening, you will first need to decide at which level your programme is working. Is it mainly focusing on operational capacities, or adaptive capacities, or a mixture of the two? Is it concentrating on organizations, or specific groups?

Developing capacity is both an end in itself and the means or process to achieving the expected result. For example, a UNIFEM programme may want to strengthen civil society capacity to advocate on violence against women through the catalytic means of supporting networks of women's organizations. What needs to be measured here – at the output level - is mainly process oriented in relation to more effective advocacy work. At the outcome level your indicators should address the results of advocacy work, and the effects of advocating on violence against women.

2.3.3 Examples of indicators

The MYFF already contains a number of outcome level indicators which you can adapt to use in your logframe and programme at the output level (see Annex 2). For example, take the MYFF outcome expected result, in **Table 3**.

Table 3 - Outcome and output level indicators

MYFF outcome expected result: 'Legislation and policies at national and regional levels are formulated and implemented to promote and protect women's human rights.'	
Examples of outcome level indicators in MYFF	**Possible outputs and output indicators**
Gender-discriminatory provisions removed from national and sub-national legislation and policies	Output: Capacity of women's organizations supported to complete analysis of gender discriminatory provisions in national legislation Output indicator: Number and quality of analysis of gender discriminatory provisions of national legislation undertaken by women's organizations
Legislation and policies adopted to promote women's human rights and advance gender equality	Output: Capacity of policymakers supported to ensure recognition of importance of adopting legislation and policies promoting women's human rights and advancing gender equality. Output indicator 1: Number of policymakers publicly supporting legislation and policies promoting women's human rights and gender equality (quantitative) Output indicator 2: Opinions of policy makers indicating the importance of legislation and policies promoting women's human rights and advancing gender equality (qualitative)
Poverty reduction strategies and sector-wide approaches reflect gender equality commitments in formulation, implementation and monitoring	Output: Capacity of National Ministry for Women supported to provide gender analysis in the formulation of the national poverty reduction strategy Output indicator 1: Number of key staff of the National Ministry trained in gender analysis participating in the formulation process (quantitative and process indicator) Output indicator 2: Opinions of other stakeholders indicating usefulness of gender analysis provided by key staff of the National Ministry for Women in the formulation process (qualitative)

2.4 Planning for monitoring

2.4.1 Performance Monitoring Framework

Monitoring needs to take place on an ongoing basis throughout the programme, and allows stakeholders to return to the logframe and assess both progress and any revisions required. It should also be tied in to reporting processes, discussed in Section 3. The Performance Monitoring Framework (PMF) is an RBM tool that programme staff, partners and programme managers can use to plan and implement systematic collection of data for monitoring, learning and reporting, and assist in developing a monitoring plan. The PMF is based on the information in the logframe and expanded to define monitoring responsibilities, collection methods and frequency.   It should be developed in a participatory manner, involving all stakeholders as feasible. The completed PMF below has been adapted for UNIFEM purposes.   Since good monitoring provides the building block for a good evaluation, the PMF also serves the purpose of any future evaluation of your programme.

Table 4 – Performance Monitoring Framework

Expected results	Indicators	Sources/Means of verification	Duty bearers/ rights holders	Baseline	Collection methods and frequency	Responsibility
Impact/Goal: Women's right to a life free of violence guaranteed.	Prevalence of VAW in 3 LAC countries	Government/ Regional body reports	Govt. - Parliament/ Judiciary/ Police/ Army	During the 1st year of programme, statistics on the prevalence of VAW in 3 LAC countries	Collection of statistical reports produced by the government, on an annual basis, if available	Review of the reports by the programme
	Women's views on extent and nature of VAW	Commissioning of opinion survey	Women		Opinion survey at mid-course and end of programme	May be contracted by the programme to relevant institution, e.g., a research institution with experience in opinion polling
Outcome: Budget allocated by duty bearers increased to	x per cent increase in budget allocated to policies on	Budget data	Government ministries at national level or central/national	During the 1st year of programme, amount of national	Collection of annual national budgets released by	Review of annual national budgets and any new government

ensure development and implementation of policies on ending VAW	ending VAW		budget ministry	budgetary allocation to policies on VAW	the government	policies on VAW by the programme, e.g., through relevant civil society organizations
Outputs: Civil society capacity fully developed to analyze implications of budget for VAW.	Number of budget analysis completed by civil society organizations Quality of budget analysis completed	Budget analysis reports Content analysis of budget analysis reports	Civil society partners	Beginning of programme, number of budget analysis completed by X number of civil society organizations	Collection of budgetary analysis reports as they are completed	Collection by programme staff Programme, through contracting of an expert in gender budget analysis

Progress towards expected results needs to be measured against the baseline information that you have identified in the context/situation analysis and have begun to gather from the beginning of your programme.

2.4.2 Monitoring process related to capacity development

When monitoring process related to capacity development, consider using **Table 5** to complement your use of the logframe and the PMF. The main purpose of the framework is to help you think through issues related to capacity development. In the case of capacity development, you will not always be dealing with results chains that tightly link outputs to outcomes to goals. Rather you may be faced with a results 'web' or 'maze' whose outlines begin to come into clearer focus once implementation begins. Each column of Table 5 can be completed in narrative form.[8]

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[8] Material in this section has been adapted from P. Morgan, "An Update on the Performance Monitoring of Capacity Development Programs: What are we learning?" Paper presented at the meeting of the DAC Informal Network on Institutional and Capacity Development held in Ottawa, May 3-5, 1999.

Table 5 – Changes at macro, meso, and micro levels

Level	Process leading to change	Changes in capacities for duty bearers	Changes in capacities for rights holders
Macro-level			
Meso-level			
Micro-level			

It is useful to report on capacity development for rights holders and duty bearers. As mentioned in Sec. 1.6.2, you may want to divide your reporting into the three levels at which UNIFEM is attempting to change capacity, depending on your programming activities, i.e., macro, meso, and micro levels. In addition, you could use the breakdown by category for development of operational (technology, finance, and staffing) and adaptive capacities (leadership, programme and process management, networking and linkages).

3. Reporting on results

The key thing to remember in all reporting is to report on results and process, not activities.

3.1 Who will read your reports, and why?

There are three main reasons for reporting on results:

➢ To determine if UNIFEM is achieving what it set out to do, and has met its commitments under the MYFF;

➢ To ensure accountability to stakeholders including target beneficiaries, partners and donors; and

➢ To learn and apply lessons for the future.

Because of its different functions, reporting also has different audiences. For the first two areas – ascertaining what has been achieved and accountability - the main audiences are UNIFEM Management, the Consultative Committee, target beneficiaries, partners and donors. In these areas the focus tends to be on what happened, i.e., what results were achieved? For the third area – lesson learning – the main audiences are your own office, other UNIFEM regional offices and HQ, and partners. In this area the focus tends to be on why and how things happened, and how programming can be improved.

Information from reports on what has been achieved and accountability tends to flow 'upwards' in organizations, from the field to regional offices to HQ, and be included in annual reporting to the Consultative Committee and donors.. Information on lessons learned, on the other hand, should flow between staff and partners in a more iterative process.

3.2 Main reports

The main type of reporting currently in place in UNIFEM is through:

➢ **Annual Report** of regional offices and HQ units, due at HQ by November 15th each year, which concentrates on achievements over the year in terms of development and organizational effectiveness and in relation to the MYFF outcomes and goals. The annual report consists of two parts: Part 1 tracks progress at the programme level through the preparation of individual programme progress reports or PPRs. Part 2 uses a combination of narrative and matrix to track

overall progress, effectiveness, lessons learned and future directions of each UNIFEM regional office and HQ unit.

Details of annual reporting can be found in two programme circulars: FEM/PRO/04/02 (Programme Progress Report) and FEM/PRO/04/03 (Revised Annual Reporting Guidelines). You should take a reflective team approach to preparing this report, by convening a review meeting at the end of the year to discuss the monitoring findings and programme progress.

➢ **Six-month Reports** focus on UNIFEM processes, i.e., the lessons and steps that support *how* we conduct our business in order to achieve the strategic results reflected in our MYFF for 2004-2007. Through these reports we try to: a) identify knowledge about processes being used in the organization that could be shared, documented, or merit further exploration; and b) identify issues for which more guidance is needed. For details, see the template for the six-month reports.

Information from both reports feed into the annual reports to the Consultative Committee, MYFF reports to the Executive Board, the annual report to the UN Secretary General on UNIFEM to the General Assembly, and other inter-governmental reports.

In preparing these reports, there are two important things to bear in mind:

➢ Whatever the reporting approach, the main focus of reports should be on results vis-à-vis changes in capacities to realize human rights. UNIFEM aims to increase the capacity of local partners and the use of participatory processes as a means of strengthening the human rights process. Again, in line with the HRBA principle on participation, your **monitoring and reporting also need to reflect a participatory process – and one that will build the capacity of local partners to operate in a participatory manner**

➢ The central aid in reporting is the logframe. See Section 3.3 below.

3.3 Using the logframe for monitoring and reporting purposes

Monitoring actually starts with review of the context/situation analysis, when you determine what baseline data are available, and whether these are sufficient for monitoring purposes. The indicators and means of verification in the logframe are your main tools to guide your reporting, and baseline data the place where you start to measure the extent of progress made.

Remember though that the logframe needs to be complemented by analytical accounts of results and processes. Whether you have achieved results, vis-à-vis

the indicators you have developed, will only tell you a certain amount about your programme. You also need to know how you achieved the results, and whether these can be replicated.

It is common for logframes to be written at the beginning of a programme, stored, and then rediscovered at the end of a programme for reporting purposes. However, the logframe can be a useful tool for both planning and reporting if it is considered a 'living' document that can change with the programme. Monitoring provides a good opportunity to review the programme and provides a basis for modifying it (along with the logframe, indicators and data needed for reporting) as deemed necessary.

The LAC VAW programme offers an excellent opportunity to get to grips with some of the more difficult areas of reporting, e.g., advocacy and public awareness. Discussion of indicators will be central to this.

3.4 The difference between reporting on results, reporting on process, and reporting on activities

Reporting against the expected results in the logframe, using indicators you have developed, will tell you whether or not you have achieved what you planned to do. Take for example the output level expected result from the LAC VAW programme: 'Lessons learned in budget analysis used as a tool to make governments accountable for eliminating violence against women.'

There are a number of ways in which you could report on this expected result. You may, for example, have held a number of workshops for civil society participants on gender-sensitive budget analysis, or brought together civil society groups and policy makers. This would however be at the activity level, rather than the results or process level.

Your reporting should therefore be mainly at the level of processes and results. The result for the example above would be the uses made of the lessons learned on budget analysis, e.g., the application of gender analysis by key NGOs in analyzing budgets. It is also important to report on the processes involved for lesson learning purposes, for example, the types of interaction that took place with duty bearers in government, why certain types of interaction were more or less successful, and what kinds of capacity were developed for duty bearers and rights holders. This could mean specifically the quality of advocacy undertaken by key NGOs with government stemming from more informed budget analysis.

One of the main differences between reporting on an activity and a process is thus: reporting on an activity involves noting what took place, while reporting on process involves

understanding what happened, why it happened, and what lessons can be learned.

Module 3 includes an exercise that illustrates the difference between reporting on activities and reporting on results, and also demonstrates how to link output and outcome level reporting.

3.5 Using stories in reporting

UNIFEM is encouraging field offices including partners to include stories about individual successes and programme activities in reports for the following reasons:

> ➢ Stories and examples give readers a practical sense of what the programme is achieving. They paint a picture of how people's lives can be different as a result of UNIFEM and stakeholder intervention and support.

> ➢ They give a concrete and human example of the impact of the programme on the people it is designed to assist.

> ➢ Many readers are likely to remember an interesting story and repeat it to colleagues when they explain the kind of work that UNIFEM does.

> ➢ Stories demonstrating positive programme impact provide good public relations material for UNIFEM.

We have developed some tips below regarding the best way to write these stories

> ➢ Examples that demonstrate changes in the way that women are able to enjoy human rights should be the first priority.

> ➢ Be sure to use a story or example that clearly relates to the result you are illustrating.

> ➢ Select stories that are representative of what is happening in the programme.

> ➢ Make sure to include information to help the reader understand the context of the programme. While stories are personal, they should also reflect political, economic, social and cultural realities. Even if focusing on an individual, link this into wider social changes and to human rights issues.

> ➢ Keep your stories short and limit them to two paragraphs at most.

> ➢ Different types of stories and examples will appeal to the experiences and perspectives of different readers. Therefore you should vary the kind of stories you include from report to report.

➤ You can also use stories or examples to document lessons learned. Therefore not all of your stories need to be about programme successes. Sometimes it can be very valuable to tell a story about something that did not work to help the reader understand why this was the case.

One of the key things to remember about writing stories is that they should be integrated into the report as a whole, and illustrate particular findings. Stories that are not integrated will have less impact because the reader will have difficulty making the connection between the story and the overall report.

Module 3 includes an exercise of writing stories which you might find useful in assisting you with this task.

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Annex 1
Background to LAC Violence against Women Programme

UNIFEM has established the promotion of women's human rights to eliminate all forms of violence against women as one of its main areas of concern. Given the experiences and lessons learned in this field and to give continuity to the work already developed in the 1990's, UNIFEM LAC is launching a regional programme entitled "A Life Free of Violence: It's Our Right". This programme aims to promote women's human rights and eliminate violence against women by targeting two immediate objectives:

➢ To create a sustainable knowledge base on achievements, challenges, constraints and strategies that supports improved advocacy and action toward ending VAW

➢ To promote accountability of national governments on the allocation of resources for the effective implementation of legislation, international instruments and other protective and preventive measures aimed at ending violence against women.

The programme will:

➢ provide an increased knowledge about the situation of VAW among non-governmental organizations and governments in the region

➢ promote a better understanding of lessons learned from past efforts that will lead to re-orienting future strategies and approaches to address violence against women based on an integrated women's human rights approach

➢ result in public awareness on the necessity to eliminate VAW.

Through this programme, UNIFEM LAC aims to strengthen the existent partnership with non-governmental organizations in the region, taking into account its rich diversity (black, indigenous, youth, among other groups) as well as to influence VAW work being carried out by national governments and municipalities in the region.

Annex 2
MYFF 2004-2007 goals and outcomes

Goal	Goal indicators
Reduce feminized poverty and exclusion	• Improved availability and use of data on women's share of unpaid care work by policy-makers • Proportion of women and men with incomes below $1 per day • Share of women in wage employment in the non-agricultural sector • Women's participation in the informal sector
End violence against women	• Prevalence rates for domestic violence and rape • Prevalence rates for harmful traditional practices • Prevalence of trafficking in women and girls
Halt and reverse the spread of HIV/AIDS among women and girls	• HIV prevalence among 15 to 49-year-old women • Proportion of women who alone or jointly have final say in decisions about their own health care
Achieve gender equality in democratic governance in times of peace and in recovery from war	• Proportion of seats held by women in national parliaments • Proportion of decision-making positions held by women at local/municipal levels

Outcomes	Outcome indicators
Legislation and policies at national and regional levels are formulated and implemented to promote and protect women's human rights	• Gender-discriminatory provisions removed from national and sub-national legislation and policies • Legislation and policies adopted to promote women's human rights and advance gender equality • Gender equality provisions incorporated into national constitutions • Resource mobilization and allocations in local, national, regional and global institutions to support implementation of gender equality plans and policies • Poverty reduction strategies and sector-wide approaches reflect gender equality commitments in formulation, implementation and monitoring
Mainstream institutions demonstrate leadership commitment, technical capacity and accountability mechanisms to support gender equality and women's empowerment	• Sex-disaggregated data available and used at national level to devise and monitor gender-responsive policies and programmes • Policies, programmes and resource allocations of regional organizations consistent with gender equality • MDG processes, CCA/UNDAFs, and peace-keeping operations reflect commitments to achieve gender equality in CEDAW, the Beijing Platform for Action and Security Council resolution 1325 • United Nations country teams and multi-lateral development banks demonstrate increased support to gender equality initiatives
Gender equality advocates have the knowledge and are positioned to spearhead and transform policies, programmes and resource allocations	• Extent of influence of women's organizations, networks and grassroots women's groups on mainstream policy processes, including on poverty reduction strategy and MDG processes, peace negotiations and others • Increased capacity of national and regional government and non-governmental organizations promoting women's rights • Effectiveness of inter-agency thematic groups on gender in influencing United Nations country teams
Harmful and discriminatory attitudes and practices change to promote and protect the rights of women and girls	• Extent to which media and communications portray gender equality challenges and achievements • Effectiveness of campaigns and institutional mechanisms to prevent, reduce and monitor gender-based violence • National institutional mechanisms in place to prevent, reduce and monitor gender-based violence • Gender disparity in wages

Acronyms

CCA	Common Country Assessment
HRBA	Human Rights Based Approach
LFA	Logical Framework Analysis
MDGs	Millennium Development Goals
MYFF	Multi-Year Funding Framework
PIP	Programme Implementation Plan
PMF	Performance Monitoring Framework
RBM	Results Based Management
SBP	Strategic Business Plan
UNDAF	United Nations Development Assistance Framework
VAW	Violence against women

GLOSSARY[9]

Activity - Action taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce a specific output

Goal - The higher-order objective to which a development intervention is intended to contribute. In UNIFEM, this is also the term used to refer to impact.

Impact - Positive and negative, primary and secondary long-term effect produced by a development intervention, directly or indirectly, intended or unintended

Input – The financial, human, material, technological and information resources used for the development intervention

Logical Framework (Logframe) - Management tool used to improve the design of interventions, most often at the project level. It involves identifying strategic elements (inputs, outputs, outcomes and impact) and their causal relationships, indicators, and the assumptions and risks that may influence success and failure. It aims to facilitate planning, execution and evaluation of a development intervention.

Outcome - The intended or achieved short-term and medium-term effect of an intervention's outputs, usually requiring the collective effort of partners. An outcome represents a change in development condition which occurs between the completion of outputs and the achievement of impact.

Output - The product, service, or capacity which results from the completion of activities within a development intervention

Performance monitoring - A continuous process of collecting and analyzing data for performance indicators, to compare how well a development intervention, partnership or policy reform is being implemented against expected results (achievement of outputs and progress towards outcomes)

Results based management - A management approach that is intended to focus organizations on planning for, and achievement of, results. It is an approach by which an organization ensures that its processes, products and services contribute to the achievement of desired results (outputs, outcomes and impacts). RBM rests on clearly defined accountability for results and requires monitoring and self-assessment of progress towards results and reporting on performance.

Results chain - The causal sequence for a development intervention that stipulates the necessary sequence to achieve desired objectives – beginning with inputs, moving through activities and outputs, and culminating in outcomes, impact and feedback. It is based on a theory of change, including underlying assumptions.

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[9] The definitions used here are from the United Nations Development Group's approved or proposed harmonized terminology (as of June 2003).