

Seven

Doing it Right: Results-Based Management

Effective leadership is putting first things first. Effective management is discipline, carrying it out.

—Stephen Covey

Introduction to Management

The classical definition of management is “*the act of getting people together to accomplish desired results with efficient and effective use of physical, human, financial and entrepreneurial resources.*”

Henri Foyel¹ proposed a functional approach to management. In this approach, the process of management involves implementation of strategies through a process of planning, organizing, execution, and monitoring and evaluation with optimal use of resources.

- *Planning*: Planning is a process of converting goals into specific measurable and time-bound objectives using the strategy. Work plans need to be prepared to identify the needed activities—who will do what and when—to achieve the objectives. Finally, needed inputs—human (staff and skills), physical (facilities, supplies, and equipment), and financial—and ways to mobilize these inputs would need to be identified.
- *Organizing*: It involves aligning strategies to structure, systems, and style of decision-making to implement the plans.

¹ Retrieved from <http://www.managetralearn.com/page/henri-fayol/>.

- *Executing*: It is often neglected because of the belief that once plans are made and the work organized, it will get done. This is not necessarily so. Continuing supervision would be needed to ensure that obstacles to implementation are resolved. This means bringing congruence among processes of people, operations, and strategies (discussed in the following). Foyel classified execution to comprise commanding and coordinating.
- *Monitoring and Evaluation*: This function was referred to by Foyel as controlling. Monitoring is to detect deviations between plans and actual implementation in terms of inputs, activities, and outputs. Clearly, a good management information system is needed to support monitoring. Evaluation is to assess what outcomes/impact—intended and unintended—have been achieved. Strategy mediates between outcomes and outputs. If the outputs were according to the plan and the strategy was appropriate then outcomes should have been achieved. If not, the strategy would need to be reviewed. Thus, monitoring is a routine assessment of ongoing activities and progress in outputs; looks at what is being done; tracks changes in inputs, activities, and outputs; and takes corrective actions. On the other hand, evaluation is an episodic assessment of outcomes/impact, examines what results have been achieved and why.

Mintzberg² studied management roles, a complete set of behaviors that will be needed to perform the above-mentioned functions. He categorized them as follows:

1. Interpersonal

- *Figurehead*: All social, inspirational, legal, and ceremonial obligations serving as a symbol of status and authority.
- *Leader*: Although classified as leader role, it is basically a human resources management role comprising

² Mintzberg, H. (1973). *The nature of managerial work*. New York, USA: Harper & Row.

recruitment and selection, structuring and motivating subordinates, overseeing their progress, and promoting and encouraging their development.

- *Liaison*: Manager must network and engage in information exchange to gain access to needed knowledge.

2. Informational

- *Monitor*: Manager needs to assess deviations between plans and actual operations in terms of inputs, activities, and outputs, also investigating reasons to implement the needed corrective actions.
- *Disseminator*: This role is related to filtering external views about the organization and conveying them to the right staff in the organization.
- *Spokesperson*: Manager serves in a public relations role with key stakeholders to support the operations of the organization.

3. Decisional

- *Entrepreneur*: Managers work toward improvement in the performance of the organization through teams of staff.
- *Disturbance handler*: Manager needs to take charge when an organization is unexpectedly upset or transformed due to external disturbances.
- *Resource Allocator*: Describes the responsibility of allocating and overseeing financial, material, and personnel resources.
- *Negotiator*: Managers need to negotiate with both external and internal stakeholders in performing their functions.

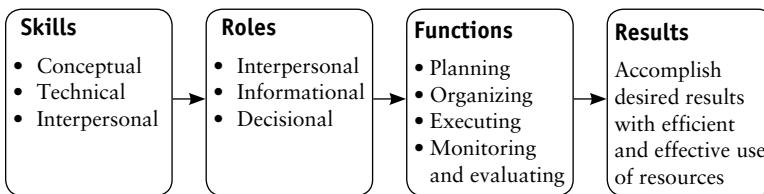
Skills

Three types of managerial skills can be distinguished—conceptual, technical, and interpersonal—although the mix of using these

skills will vary as one rises to higher management levels. For instance, at the lowest level considerable focus will be on technical skills. However, this focus will decline in importance at the highest level of management.

Thus, we can view management as utilizing managerial skills to perform management roles for carrying out management functions to accomplish the desired results (see Figure 7.1).

Figure 7.1: *What Is Management?*



Source: Authors.

Evolution of Management Thought

Management must have been practiced for long in the history wherever people were organized to accomplish desired results. However, we can say that modern management, as we know, began in the 19th century. In the following paragraphs, we highlight a few milestones in the development of modern management.

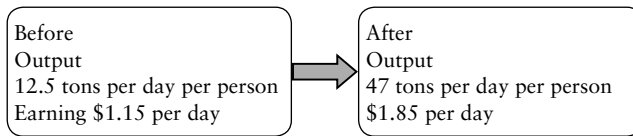
Scientific Management School

Frederic W. Taylor is credited with coining the term “scientific management.”³ He was a supervisor in Bethlehem Steel Company in USA and was responsible for supervising the loading of pig iron on trolleys for their transport to furnaces. This required shoveling pig iron from heaps on to trolleys. As he observed this work, he was puzzled that every person did this work differently in terms

³ Taylor, F. W. (1913). *The principles of scientific management*. New York, USA: Harper and Row Publishers.

of load lifted on shovel, speed of movement, etc. He then hypothesized that there must be a best way of shoveling and proceeded to discover it by experimenting with different elements of work. He found that a workman could load 47 tons a day compared to the current output of 12.5 tons if the best procedure was used (see Figure 7.2).

Figure 7.2: *A Comparison of Current vs Best Practice*



Source: Authors.

The implementation of the best way of shoveling or “science of shoveling” required changes in processes of selection, training, planning, tool room, monitoring, and feedback. Despite the extra costs involved in these processes, there was an estimated saving of US\$75,000 per year.

He wrote a book in 1913 and postulated that managers have the following four duties under scientific management:

1. Develop a science of work, namely best way of doing the work
2. Scientifically select, train, teach, and develop the workmen in science of work
3. Heartily cooperate with workmen in implementing the science of work
4. Have a division of responsibilities between management and workers

Currently, the same principles are applied through benchmarking and looking for best practices.

Behavioral School of Management

As principles of scientific management took hold despite criticism that it reduced humans to machines, research teams from Harvard

University conducted field studies on worker productivity at the Western Electric Hawthorne plant near Chicago, one of the most advanced manufacturing facilities that employed 29,000 workers to produce telephones and telecommunications equipment for AT&T between 1924 and 1933. The experiments initially concentrated on the relationship between productivity and workplace lighting. Groups of six workers were removed from the production line to perform their normal work in an enclosed space where researchers changed the intensity of the electric lighting. As lighting was improved, productivity increased. However, to the researchers' surprise, it continued to increase as lighting was reduced. Sociologist Mayo joined the experiments in early 1928 and realized that the workers chosen for the experiment were accorded higher status by their coworkers.⁴ The increased performance was due to their increased motivation. Productivity was related to social effects, not the level of lighting. Mayo called such social behavior the "Hawthorne Effect." He expanded the research to look at pay and incentives, rest periods, hours of work, supervision, and work pace. Again, he recorded remarkable increases that had little relation to these variables. Mayo concluded that the workplace was above all, a social system of interdependent actors in which workers are influenced more by the social demands of the workplace, by their need for recognition, security, and a sense of belonging, than by their physical working environment.

He also concluded that:

- Job satisfaction leads to higher productivity
- Pay is a relatively low motivator
- Management is only one factor affecting behavior
- The informal group exerts a strong influence on motivation

This led to behavioral or human relations school of management.

⁴ Elton, M. (1933). *The human problems of an industrial citizen*. USA: MacMillan.

Quantitative Methods School

In 1941, an Operational Research (OR) Section was established in Coastal Command of UK which was to carry out some of the most well-known OR work in World War II.⁵ The responsibility of Coastal Command was, to a large extent, the flying of long-range sorties by single aircraft with the object of sighting and attacking surfaced U-boats (German submarines). The operations involved organization of flying maintenance and inspection and comparison of aircraft type. Experience showed that it required some 170 man-hours by maintenance and ground staff to produce one hour of operational flying and more than 200 hours of flying to produce one attack on a surfaced U-boat. Hence, over 34,000 man-hours of effort were necessary just to attack a U-boat. In early 1941, the attack kill probability was 2 percent to 3 percent (i.e., between 1.1 million and 1.7 million man-hours were needed by Coastal Command to destroy one U-boat). Six variables were considered as influencing the kill probability: depth (time) setting for depth charge explosion; lethal radius; aiming errors in dropping the stick; orientation of the stick with respect to the U-boat; spacing between successive depth charges in the stick; and low level bombsights. Each of these variables was studied and optimal measures found. The overall effect of all the measures discussed above was such that by 1945 the attack kill probability had risen to over 40 percent.

Such successes in war effort led to a formal discipline of OR. In the decades after the war, the techniques began to be applied more widely to problems in business, industry, and society. Since that time, OR has expanded into a field widely used in industries moving to a focus on the development of mathematical models that can be used to analyze and optimize complex systems, and has become an area of active academic and industrial research. OR, when applied to managerial decision-making, became the management science which provides managers with a scientific basis for solving problems and making decisions.

⁵ Retrieved from <http://people.brunel.ac.uk>, accessed on April 15, 2012.

During the last 30 years, there have been attempts to achieve integration of the above three approaches to management. One of these attempts, the systems approach, stresses that the organizations must be viewed as total systems. It is based on the concept that an organization is a system. A system is defined as a number of interdependent parts functioning as a whole for some purpose (see Chapter Four). Another, the contingency approach, stresses that the correctness of a managerial practice is contingent upon how it fits the practical situation in which it is applied.

Strategic Management School

In the 1960s, researchers questioned why some companies were successful whereas others were not. Nearly 500 years ago, Machiavelli⁶ had asked a similar question, “Why some princes are successful and others are not?” and concluded that those princes who matched their actions to circumstances succeeded and others did not. The researchers analyzing reasons for success of companies also concluded that it was the right strategies that led to success. However, it was not enough to formulate strategies but they also needed to be implemented well. This led to the strategic management school of thought:⁷

- **Strategy Formulation:** How the organization responds to changes in environment (social, political, and economic context; changes in customer expectations, competitors’ actions, and the organization itself) through well-formulated strategies—which services/products to provide to whom and in what sequence; how to mobilize demand, supply, and resources. Strategy will direct energies of the whole organization and use resources optimally toward achieving those goals.

⁶ Machiavelli, N. (1961). *The prince*. London: Penguin.

⁷ Ansoff, H. I. (1979). *Strategic management*. New York: Wiley.

- **Implementation of Strategy:** Changes in strategy would require corresponding changes in one or more of the following: structure, staff, systems, skills, style, and shared values.
- **Change Management:** The above-mentioned changes would have to be brought about through a carefully orchestrated process of change.

However, as environment changes, organizations would have to change their strategies. The researchers then asked the question why is it that some organizations are able to do this and deliver superior performance over time. In their bestseller book on America's best-run companies, *In Search of Excellence*, Peter and Waterman⁸ found eight basic principles that reflected these companies, management value, and corporate culture. The eight principles of excellent companies are

- *Bias toward action:* Successful companies value action, doing, and implementation.
- *Closeness to the customer:* Successful companies are customer driven; a dominant value is customer need satisfaction.
- *Autonomy and entrepreneurship:* Organization structure in excellent corporations is designed to encourage innovation and change.
- *Productivity through people:* Staff are encouraged to participate in production, marketing, and new product decisions.
- *Hands on, value driven:* Excellent companies are clear about their value system.
- *Sticking to the knitting:* Successful firms are highly focused. They do what they know best.
- *Simple form, lean staff:* The structural form and systems of excellent companies are elegantly simple and few personnel are employed in staff positions.

⁸ Peters, T. J., & Waterman, R. H. (1982). *In search of excellence: Lessons from America's best-run companies*. New York, USA: Harper Collins.

- *Simultaneous loose-tight properties*: Excellent companies use tight controls on core values and loose controls in others areas where they can innovate.

Unfortunately, several of the companies that Peters and Waterman had classified as excellent did not deliver superior performance soon after the study was completed. This showed how difficult it is to be and continue to remain excellent. More recently, Jim Collins⁹ has studied this issue in his famous book *Good to Great*. He put forward the following practices of the companies which transformed themselves from just being “good” companies to becoming “great” companies.

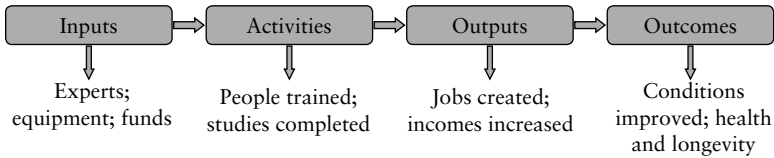
1. *Level 5 leadership*: The leaders combined personal humility with strong professional will.
2. *First who...then what*: They found the right people and let go of the wrong people.
3. *Confront the brutal facts*: While having the unwavering faith that you will succeed you confront the most brutal facts about the current reality.
4. *Hedgehog concept*: Work at the intersections of what is your passion, what you can be best in the world at, and what is the revenue engine.
5. *Culture of discipline*: Have disciplined people, thought, and action combined with entrepreneurship.
6. *Use technology as accelerators*: Use technology as a primary means of igniting a transformation.

Managing for Implementation

Thus, the management process will convert inputs into desired outputs leading to outcomes and impact to realize the vision (see Figure 7.3).

⁹ Collins, J. (2001). *Good to great*. New York, USA: Harper Collins.

Figure 7.3: *Systems Diagram for Converting Inputs to Outcomes*



Source: Authors.

Often there is a confusion between outputs and outcomes.

- *Outputs* are the specific products and services which emerge from processing inputs through program or non-program activities. Outputs, therefore, come from the *completion* (rather than the conduct) of activities and are the type of result over which managers have a high degree of influence.
- *Outcomes* are actual or intended changes in development conditions that interventions are seeking to support. They describe a change in development conditions between the completion of outputs and the achievement of impact.

The Execution Gap

Bossidy and Charan¹⁰ discuss execution as the discipline of getting things done and identify it (or lack of it) as one of the key factors for leadership failure. Effective execution depends upon interaction between three processes: People, Strategy, and Operations.

1. *People* process is the most important as it is people who will participate in formulating strategies and translating these strategies into realities. The people process should involve: (a) evaluating individuals accurately and in-depth analysis and (b) providing a framework for identifying

¹⁰ Bossidy, L., & Charan, R. (2002). *Execution: The discipline of getting things done*. New York, USA: Crown Business.

and developing the leadership talent at all levels and of all kinds—the organization will need to execute its strategies down the road.

2. *Strategy* process should not only identify what services will be provided to whom but also the question of how the strategy will be implemented. It should also ask: are the right people available to execute the strategy? Finally, the strategic plan should be linked to the operational plans.
3. *Operations* process. While the strategic process defines where organization wants to go and the people process defines who is going to take it there, it is the operations plan that provides the road map with the necessary details for the people to enact the vision and mission.

Results-Based Management

Results-based management (RBM) differs from the above description of the management view. It begins with the results or outcomes desired rather than the inputs, from right to left in Figure 7.3 rather than from left to right. The objective of RBM¹¹ is to “provide a coherent framework for strategic planning and management based on learning and accountability in a decentralized environment.” Introducing a results-based approach aims to improve management effectiveness and accountability by “defining realistic expected results, monitoring progress toward the achievement of expected results, integrating lessons learned into management decisions, and reporting on performance.”

Beginning with inputs often leads to a sense of helplessness when inputs are inadequate. On the other hand, application of RBM would lead to a sequence of questions such as:

1. What outcomes are being achieved compared to goals?

¹¹ UNDP (2002). Results-based management. Retrieved from <http://web.undp.org/eveluationdocuments/RBMconceptsmethodologyjuly 2002.pdf> /.

2. Is there a shortfall in outcomes? If so, then is it due to shortfalls in outputs? Or, if the outputs do not lead to desired outcomes, the strategies being pursued need to be reviewed.
3. Are the activities leading to desired outputs? (the execution/implementation gap)
4. Are inputs being converted into activities which reflect efficient use of available inputs?
5. Finally, are the inputs adequate? If not, then there is a need to mobilize resources.

RBM is, therefore, a system to improve management performance by comparing and analyzing actual versus planned results. Usually a logframe is used to support RBM in projects as discussed in the following paragraphs.

Logical Framework

A Logical Framework (Logframe) is:

- A set of interlocking concepts which must be used together in a dynamic fashion to permit the elaboration of a *well-designed, objectively described*, and available project.
- To provide a *clear structure* which will allow project planners and evaluators to specify the components of their activities and identify the *logical linkages* between a set of means and ends.
- A *planning tool* that allows a proposal writer to determine whether the different elements of the project proposal make sense and have logic.
- To clarify the relationships which underlie judgments about likely efficiency and effectiveness of projects for *evaluation*.
- To provide a practical summary to inform project staff, donors, beneficiaries, and other stakeholders, which they can refer to throughout the project life cycle. Most international donors now require a Logframe in the proposal.

This practical summary will explain to the stakeholders:

- What the project is going to achieve?
- What activities will be carried out to achieve its outputs, objectives, and goal?
- What inputs (resources) are required?
- What are the potential problems which could affect the success of the project?
- How will the progress and ultimate success of the project be measured and verified?

Logical Framework Matrix

The structure of the Logframe is very simple. It consists of a 4 × 4 matrix as shown in Table 7.1.

Logframe tips

- It should be concise. Generally, it should take up no more than two pages.
- It should be comprehensible to a first-timer. Acronyms should best be avoided.
- Beneficiaries should also take part to help design it. The inputs should be a team effort.
- It will provide a basis for later on monitoring and evaluation. Therefore, it must be reviewed and amended regularly whenever the project changes its course.

The Vertical Logic

The vertical logic

- Clarifies the causal relationships between different levels in the Summary of Objectives (column 1)

Table 7.1: *Logframe Matrix Structure and Content*

<i>Summary of Objectives</i>	<i>Objectively Verifiable Indicators (OVIs)</i>	<i>Means of Verification (MOV)</i>	<i>Assumptions/Risks</i>
Goal The ultimate end which the specific project will contribute to.	How the achievement of the Goal will be measured?	Sources of information on the Goal indicators.	Assumptions affecting Objectives–Goal linkage.
Objectives What the project is expected to achieve in development terms once it is completed within the allocated time. It is the motivation behind the production of Outputs.	How the achievement of the Objectives will be measured?	Sources of information on the Objectives indicators.	Assumptions affecting Outputs–Objectives linkage.
Outputs The specific results to be produced by the management of Inputs.	How the achievement of the Outputs will be measured?	Sources of information on the Outputs indicators.	Assumptions affecting Activities–Outputs linkage.
Activities The tasks to be undertaken and the resources available to produce Outputs.	Inputs E.g., teaching material, transportation, teaching staff, training space, accommodation. Budget E.g., summary of the project budget.	Financial out-turn report as agreed in the grant agreement.	Assumptions affecting inception of the project.

Source: AusAid. (2005). 3.3 The Logical Framework Approach. AusGuideline. Activity design: Commonwealth of Australia. Retrieved from http://www.sswm.info/sites/default/files/reference_attachments/AUSAID%20

Note: The two colored boxes in the **Activities** row are not used for the OVIs and the MOV. Since the **Activities** are undertaken to achieve the **Outputs**, its success is measured at the **Outputs** level. The two boxes are normally used to provide useful additional information such as inputs and budget.

- Specifies the important Assumptions/Risks (column 4) at each level in the Summary of Objectives (see Table 7.2)
- Major components involved are given in Table 7.3.

Table 7.2: Assumptions/Risks and Summary of Objectives

Summary of Objectives (1)	OVI (2)	MOV (3)	Assumptions/Risks (4)
Goal			Assumptions affecting Objectives–Goal linkage
Objectives			Assumptions affecting Outputs–Objectives linkage
Outputs			Assumptions affecting Activities–Outputs linkage
Activities			

Source: Authors.

Table 7.3: Clarifying the Major Components of Vertical Logic

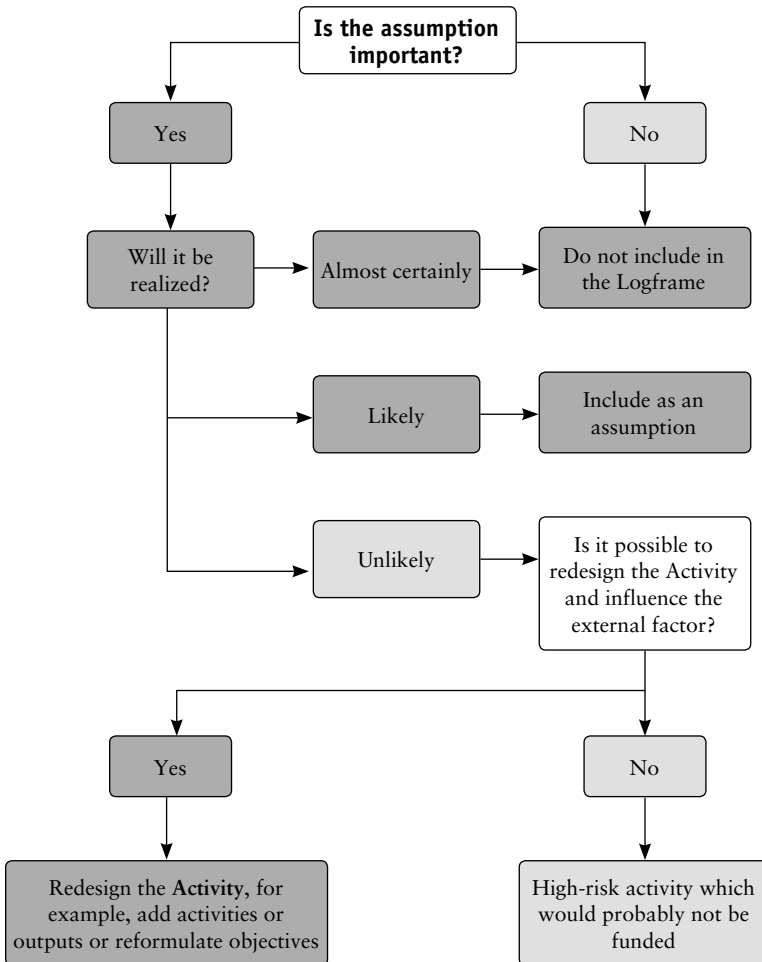
Components	Clarifications
Goal	The reason for undertaking the project, that is, the ultimate end of the program to which the specific project will contribute to.
Objectives	What the project is expected to achieve in development terms once it is completed within the allocated time. It is the motivation behind the production of Outputs.
Outputs	The specific results to be produced by the management of Inputs.
Activities	The tasks to be undertaken and the resources available to produce Outputs.
Assumptions and Risks	Some Logframe users prefer using the term Risks in column 4 instead of Assumptions . The difference between these two terms is that Risks are negative statements about what might go wrong, emphasizing on external factors which the project manager does not have control over. On the other hand, Assumptions are positive statements about the conditions that need to be met in order to achieve the next level in the Summary of Objectives. Whichever term is used, the purpose is to assess and address external impacts and improve where possible to achieve the Outputs, Objectives, and Goal of the project.

Source: Authors.

How, then, do you decide which potential **Assumptions/Risks** to include in column 4?

The Assumption Decision Tree (see Figure 7.4) will help you to evaluate the importance of each potential assumption/risk and decide whether it should be included or omitted from the Logframe matrix.

Figure 7.4: *Assumption Decision Tree*



Source: AusAID. (2005). AusGuideline, 3.3 the Logical Framework Approach, p.19.

The Horizontal Logic

The horizontal logic defines (see Table 7.4)

- How the Summary of Objectives specified in column 1 of the Logframe (Goal, Objectives, and Outputs) will be measured (column 2)
- The means by which the measurement will be verified (column 3)

Table 7.4: Clarifying the Major Components of Horizontal Logic

Summary of Objectives	OVI	MOV	Assumptions/Risks
Goal	→ OVI	→ MOV	
Objectives	→ OVI	→ MOV	
Outputs	→ OVI	→ MOV	
Activities			

Source: Authors.

The horizontal logic provides a framework for activity monitoring and evaluation.

Major components involved are as given in Table 7.5.

A useful guideline on developing good indicators is the SMART analysis.

- **Specific:** Must be specific and related to the conditions each level of the Summary of Objectives (Goal, Objectives, and Outputs) seeks
- **Measurable:** Must be quantifiable so that the information/data can be aggregated and analyzed statistically
- **Attainable:** The information/data can be collected using appropriate collection method at a reasonable cost
- **Relevant:** Should be relevant to the management information needs of the person who will be using the information/data
- **Timely:** The information/data must be collected and reported at the right time to influence many management decisions

Table 7.5: Objectively Verifiable Indicators (OVIs)

<i>Component</i>	<i>What</i>	<i>Define or Clarify</i>
OVI	Represent a set of criteria which will indicate in concrete terms whether expected Outputs, Objectives, and Goal have been achieved.	<ul style="list-style-type: none"> • Who? (target group/s) • How much? (quantify) • How well? (qualify) • By when? (set deadlines) • Where? (location)
Means of Verification	Are a set of methods used to measure, assess, and evaluate the process.	<ul style="list-style-type: none"> • Ensure that OVIs can be measured effectively by identifying • What information to collect? • Who will collect it? • How often should it be collected? • Confirm that the indicators chosen are realistic, since they specify how the indicators can be verified. • Facilitate project evaluation by establishing in advance how the criteria for success should be verified.

Source: Authors; AusAID.

How can you be confident that your MOVs are up to the mark? You need to ask yourself some important questions when selecting the sources of information such as:

- How frequent is the information available/updated?
- How reliable is the information?
- How much will it cost to collect the information?
- How should the information be collected (e.g., survey, focus groups, national statistics, administrative records)?
- How should the information collected be recorded/analyzed?

Five Steps to Preparing a Logical Framework Matrix

It is rather difficult to see the relationships of the different levels of a Logframe if you are to write them immediately on

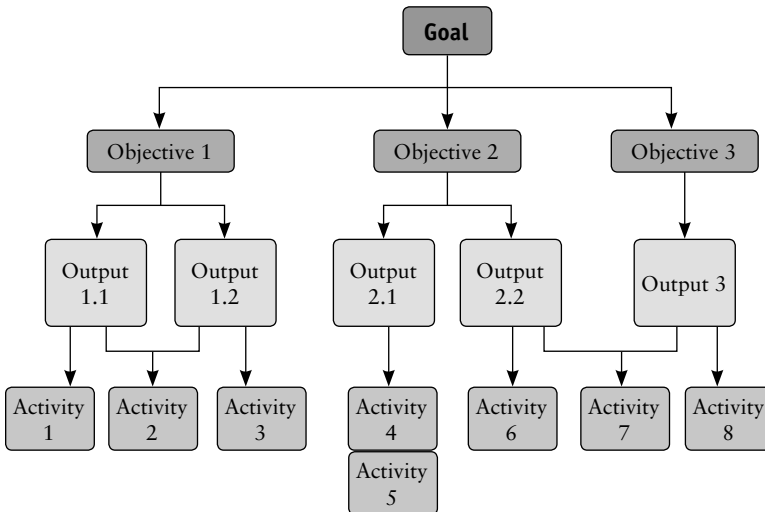
the Logframe matrix. A simple process to help you prepare a Logframe matrix involves the following steps:

- Step 1
 - o Draw a simple flowchart showing the different levels in the Summary of Objectives.
 - o You can use the following template as given in Figure 7.5.
- Step 2

Write Goal, Objectives, Outputs and Activities inside the boxes in the flow chart
- Step 3

Once the boxes are filled, check the logical interconnectedness from bottom to top by using the “if____, then _____” deductive reasoning as follows:

Figure 7.5: Hierarchy of Objectives

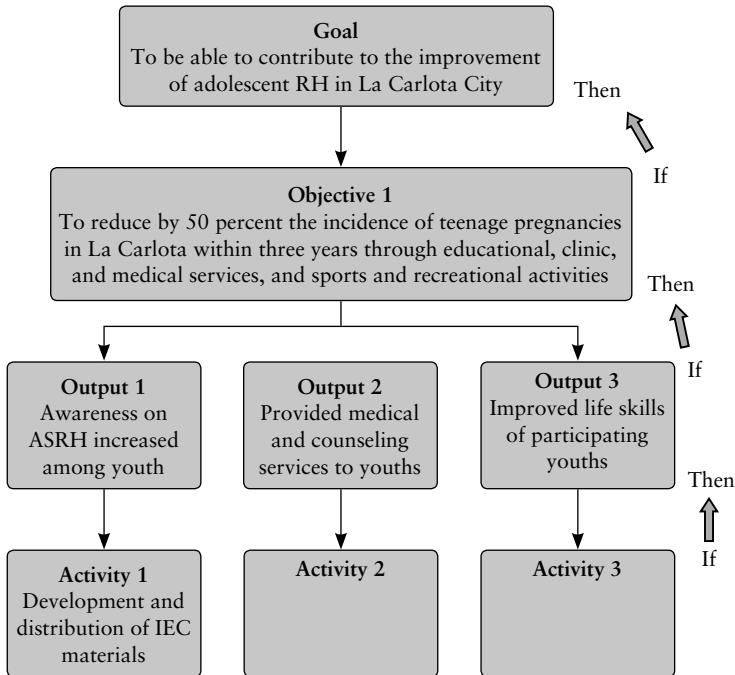


Source: Authors.

- o If the *activity/activities* is/are implemented, it will result in the identified *Output/s*.
- o If the *Output/s* is/are generated, it will result in the achievement of the stated *Objective/s*.
- o If the *objective/s* is/are achieved, it will contribute to the realization of the stated *Goal*.

Following is an example of adolescent RH program in a city. However, some of the boxes in *activities* are left blank. Do try to complete it by adding on activity/activities you think will contribute to the achievement of the respective *outputs* (see Figure 7.6).

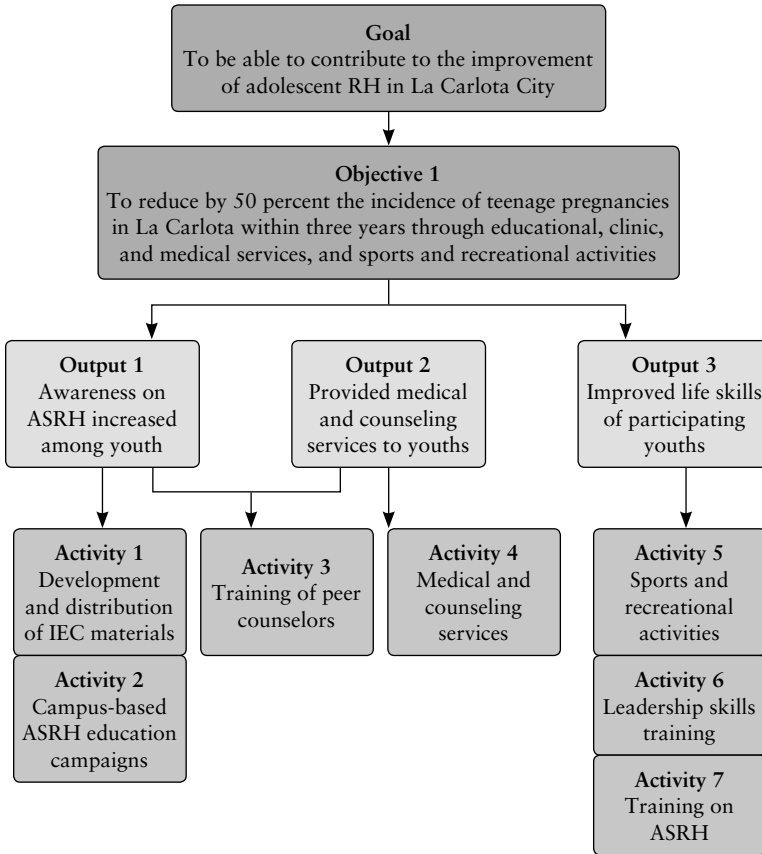
Figure 7.6: *Hierarchy of Objectives for Adolescent Reproductive Health in La Carlota City*



Source: Authors.

Possible Answer (see Figure 7.7).

Figure 7.7: Use of Logframe to Determine Activities



Source: Authors.

- Step 5
 - o Once the logic is established, you may then proceed and complete the Logframe matrix.
 - o You may want to try preparing a Logframe matrix based on the above flowchart. Use the following template as given in Table 7.6. Compare it to that given in Table 7.7.

Table 7.6: *Template for Logframe Matrix*

<i>Summary of Objectives</i>	<i>OVI</i> s	<i>MOV</i>	<i>Assumptions/Risks</i>
Goal			
Objectives			
Outputs			
Activities			

Source: Authors.

- o Answer (using the case study):

Table 7.7: *Designing a Program Plan for Adolescent Reproductive Health in La Carlota Using Logframe*

<i>Objectives</i>	<i>OVI</i> s	<i>MOV</i>	<i>Assumptions</i>
Goals To be able to contribute to the improvement of adolescent RH in La Carlota City	<ul style="list-style-type: none"> • Improvement in overall adolescent RH status of youth in La Carlota • Increased awareness on adolescent sexual and reproductive health (ASRH) • Reduction in abortion incidence • Reduction in teenage pregnancy 	<ul style="list-style-type: none"> • Baseline and end of project surveys • Progress reports • Interviews with teachers, health providers, counselors, youths 	Various stakeholders (e.g., government agencies, school authorities, health providers, local leaders) maintain their commitment
Objective To reduce by 50 percent the incidence of teenage pregnancies in La Carlota within three years through educational, clinic, and medical services, and sports and recreational activities	<ul style="list-style-type: none"> • Percentage reduction in teenage pregnancy in La Carlota 	<ul style="list-style-type: none"> • Baseline and end of project surveys • Progress reports • Interview with health providers, counselors, youths 	A majority of the target youths participate in the process

(Table 7.7 Contd)

(Table 7.7 Contd)

<i>Objectives</i>	<i>OVI</i>	<i>MOV</i>	<i>Assumptions</i>
Outputs <ul style="list-style-type: none"> • Awareness on ASRH increased among youth • Provided medical and counseling services to youths • Improved life skills of participating youths 	<ul style="list-style-type: none"> • New knowledge acquired from IEC materials, life skills courses, and counseling • New skills acquired from life skills workshops • Ability to apply skills and knowledge acquired 	<ul style="list-style-type: none"> • Interviews with counselors, trainers, teachers, youths • Workshop report and evaluation 	
Activities <ul style="list-style-type: none"> • Development and distribution of IEC materials • Campus-based ASRH education campaigns • Training of peer counselors • Medical and counseling services • Sports and recreational activities • Leadership skills training • Training on ASRH 	Inputs <ul style="list-style-type: none"> • Technical assistance • Campaign organizers • Trainers of peer educators • Medical personnel • Medical equipments • Rooms for counseling • Transport • Training space • Community centers/ school field • Trainers on leadership skills, etc. Budget <ul style="list-style-type: none"> • Cost for Developing IEC materials • Organizing campaigns/trainings • Trainers • Health-care providers, etc. 	Financial out- turn report	<ul style="list-style-type: none"> • Government support is maintained

Source: Authors.