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Education (INRULED)

Training Manual for Local Governance and Women Group Representatives

MODULE VIII

Monitoring, Evaluation, Documentation, Dissemination and Follow-up

1. INTRODUCTION

Monitoring and evaluation are "twin sisters". They assist management in knowing whether programme objectives are being achieved, to what extent there is a need for mid-course correction to address emerging problems in the environment, assessment of employees' efficiency and maintenance of standards. Both examine indicators, targets, criteria and standards.

Different stakeholders will have different requirements from the project cycle. The design of a planning, monitoring, or evaluation process will depend on who needs to know what, and why.

This Module aims at providing guidelines for trainers on successful planning, monitoring, evaluation and follow-up of a training programme for LGRs. It also provides principles of documentation and dessimination of programmes.

Objectives

- The key objectives of this module are:
  - *Explain the concept and procedure of monitoring and evaluation.*
  - *Identify broad areas of monitoring and evaluation.*
  - *Describe monitoring and evaluation indicators.*
  - *Describe the design of monitoring and evaluation plan.*
  - *Describe need and process of documentation and dissemination.*

The module contains a detailed explanation on:

Contents

- Concept of monitoring and evaluation.
- Objectives of monitoring and evaluation.
- Areas of monitoring and evaluation.
- Indicators of monitoring and evaluation.
- Tools and techniques of monitoring and evaluation.
- Design of monitoring and evaluation plan.
- Need and process of documentation.
- Need and process of dissemination.

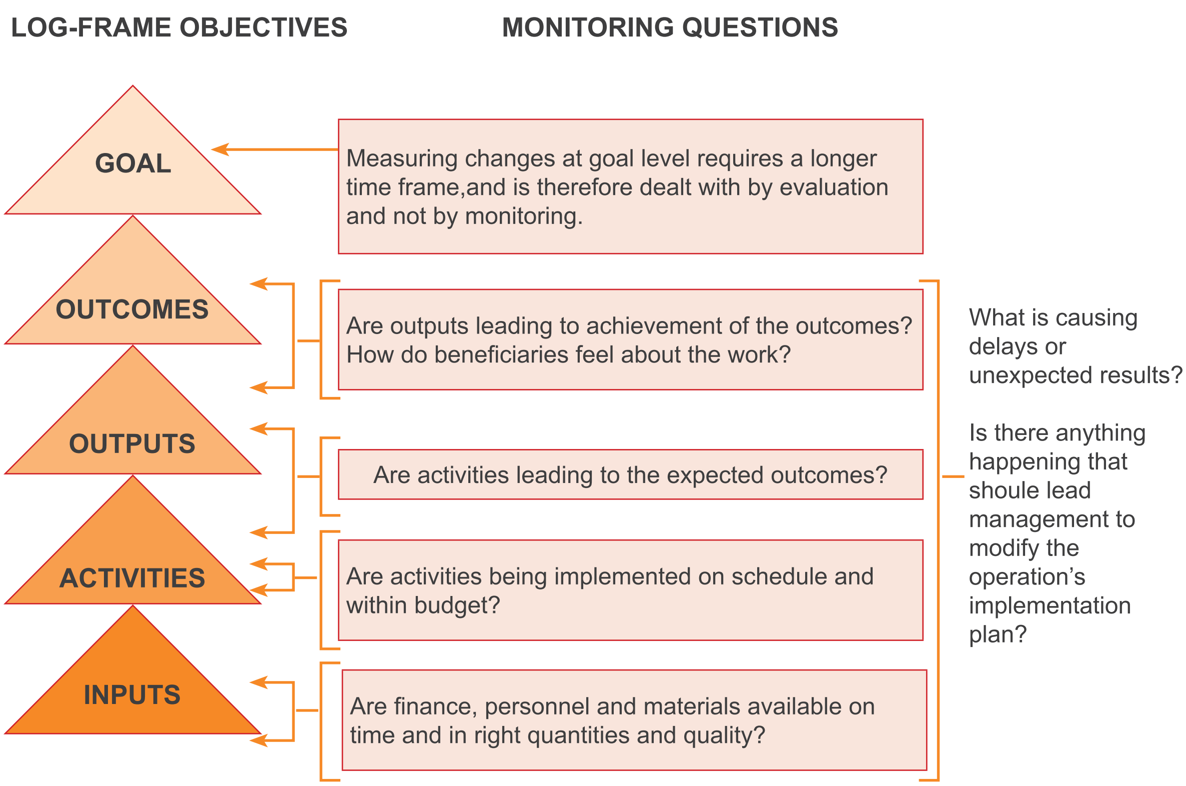
2. UNDERSTANDING MONITORING

Monitoring is a systematic and continuous assessment of the progress of a piece of work over time, which checks that things are going according to the plan and enables adjustments to be made in a methodical way.

Monitoring is the routine tracking of key elements of the programme performance, usually inputs and outputs and some of the outcomes, through record-keeping, regular reporting and surveillance systems as well as observation and studies. It helps identify trends and patterns, adapt strategies and inform decisions for programme management.

Figure 8.1 summarises key monitoring questions as they relate to the log-frame's objectives.

Figure 8.1 Key Monitoring Questions



2.1 Monitoring and Evaluation: The Difference

Monitoring is a routine checking of the day-to-day programme activities of an organisation to determine whether or not activities are being performed on schedule, resources are being utilised efficiently, and short-term targets for outputs are being achieved in accordance with programme work plans.

Monitoring is the process through which project implementers ensure that actual activities conform to the planned and intended ones. It is employed to make things happen in accordance with plans, programmes and timeframes initially specified. It is a systematic effort to compare performance with the stated objectives and standards in order to determine whether the progress is in line with them. Monitoring envisages the taking of remedial measures where slippages occur, the foreseeing of difficulties before they arise and the making of on-line corrections to keep the programme on track. Table 8.1 shows the difference between monitoring and evaluation.

Table 8.1: Differences between Monitoring and Evaluation

Monitoring	Evaluation
• Done routinely, continuously, as part of day-to-day management, mid-term, or at the end of a project. • Provides detailed information on activities. • Used to make management decisions; identify, analyse and resolve problems. • Reinforces team work, interaction.	• Done periodically, e.g., annually, mid-term, or at the end of project. • Provides summarised and analysed information. • Used to determine how well a completed programme is meeting or has met its objectives. • Used to assess programme's future prospects.
Monitoring helps determine: • How things are done. • Work performance, workplan. • Who is doing the work (staff performance, individual workplan, job descriptions, volunteer or community inputs, etc.). • What materials and funds are being (availability and use of resources initial list of activities, technical inputs)? • When activities are carried out and completed (actual time re-schedules in project plan).	Evaluation helps determine: • Whether accomplishments have fulfilled original objectives. • Which activities helped to meet the objectives. • The impact of the project. • What resources were used wisely and efficiently (cost-effectiveness). • How the community perceives the project and whether it wants to sustain it.

Monitoring			Evaluation
Examining	Monitoring	Programme monitoring steps	Determining and documenting
• How • Who • What • When • Why • Where Related to programme and activities.	• Personal • Finance • Services • Information	• On-site visits • Scheduling • Using instruments • Reviewing data • Giving feedback • Follow-up and reporting • Examining reports	• Achievements • Results • Impact • Constraints • On-going needs • Cost-effectiveness • Organisational capacity • Community linkages • Sustainability

2.2 Objectives of Monitoring

The objectives of monitoring are:

- Identify the actual status of the long-term sustainability of the programme in order to determine if scheduled activities and expected outputs are being implemented as planned.
- Discover gaps and deficiencies in programme implementation as well as current and potential issues/problems which need to be addressed.
- Identify factors that may affect the long-term sustainability of the programme.
- Highlight significant features that may serve as insights for the planning and implementation of future similar projects.
- Identify opportunities and strengths that can be tapped to ensure successful programme management and implementation.
- Recommend policy options for effective and efficient programme management and implementation.
- Document initial success stories that may be useful for social mobilisation and advocacy or for replication in related programmes and projects.
- Immediately inform programme management and administrators of

the status of programme implementation so that they can apply remedial measures to solve problems.

- Disseminate the results of the review, monitoring and evaluation work to programme managers, planners, donors and other sponsors.

These objectives should be based on the principles of SMART:

- **S = Specific**
- **M = Measurable**
- **A = Achievable/attainable**
- **R = Result-oriented**
- **T = Time-bound, as set by programme**

2.3 Characteristics of Monitoring

Planning is the determination of objectives, goals, strategies and time frames. Therefore, it is anticipatory. Monitoring, on the other hand, is the directing of the operations connected with the project towards the maintenance of standards, implementation of corrections and obtaining of feedback. Thus planning and monitoring are closely interlinked – one follows and also flows from the other. Planning sets the course and monitoring ensures that things stay on-course.

Evaluation, on the other hand, is the process of gathering and analysing information which assists management in comparing project accomplishments with predetermined objectives so as to know whether or not these objectives were achieved. An evaluation also yields other critical information about impact, cost-effectiveness and future potential. Figure 8.2 shows the interface between monitoring and evaluation whereas Table 8.1 above shows the differences between monitoring and evaluation.

Figure 8.2: Interface between Monitoring and Evaluation

Interface between Monitoring and Evaluation

	Programme Start	Programme Termination
Planning Phase	**Implementation Phase**	**Post-Programme Phase**

← **Monitoring** →

← **Evaluation** →

Monitoring:Basic Questions

Are project activities being implemented according to plan?

Who is benefiting from the project?

Are the expected outcomes/outputs being developed?

Is the amount of benefits being delivered the right amount?

What changes, if any, should be made to the program? Why?

Evaluation:Basic Questions

To what degree has the objectives been attained over time?

Is the project cost-effective?

What impact has the project had upon the target clientele?

What decisions should be taken on the programme?

We monitor to "PERFECT"implementation
We evaluate to "JUDGE"the performance **of the programme**

Both monitoring and evaluation make use of information gathered to assess the status of the programme at any given time, and serve as a basis for reviewing and revising programme plans, making sound decisions and meeting donor funding requirements (Table 8.2).

Table 8.2: Monitoring and Evaluation

M = Minimum requirements to be met are stated in the guidelines/criteria.	**E =** Expert's and laymen's judgement combined.
O = Observe and analyse the inputs, processes and outputs of the programme.	**V =** Value of the programme to the community or beneficiaries.

N = New strategies and techniques applied.	
I = Issues and problems given due attention and solutions.	**A =** Assessment of the programme trainers, participants and other stakeholders.
T = Training of trainers, participants and other stakeholders.	**L =** Level of participants/trainees as a basis of assessment.
O = Opportunities, strengths and weaknesses are considered.	**U =** Utilisation of learning/training gained.
R = Record on results of monitoring and evaluation.	**A =** Achievement/accomplishments.
I = Instruments such as questionnaire, survey and interview.	**T =** Targets are met in due time.
N = Needs of the community are considered.	**I =** Indicators of evaluation.
G = Gain updates on the progress of the programme.	**O =** Outcomes of the programme.
	N = Next activity and follow-up for sustainability.

Monitoring should:

- Provide periodic and timely feedback on:
  - *Physical and substantive programme.*
  - *Financial status.*
- Identify problems that require solutions and actions:
  - *Problems specific to the programme.*
  - *Problems institutional in nature.*
  - *Changes in procurement procedures, rules governing overtime pay.*
- Be simple and comprehensive:
  - *To incorporate the basic information required by the programme manager.*
- A continuing exercise from the start-up phase to the project completion.
- Take into consideration different areas of accountability:
  - *Coverage accountability.*

- *Service delivery accountability.*
- *Fiscal accountability.*
- *Legal accountability.*

■ Coverage Accountability

- Are the persons being served by the programme really the intended beneficiaries?
- Are there beneficiaries who are not reached by the programme?
- Are there persons who are not intended beneficiaries being served by the programme?

■ Service Delivery Accountability

- Are services being delivered in the proper amounts?
- Are the treatments and interventions provided really the intended programme services?

■ Fiscal Accountability

- Are funds being used properly and effectively?
- Are expenditures properly documented?
- Are funds used with the limits set by the budget?

■ Legal Accountability

- Are the relevant statutes and rules being observed by the programme?

■ Follow-up of the Results of the Project in Relation to:

- Inputs.
- Activities.
- Objectives.

■ System of Documenting:

- Planned efforts;
- Processing the raw empirical data on the implementation process; and
- Disseminating the analytical information to higher authorities/echelons, planners and implementers.

2.4 Monitoring Indicators

An **indicator** is a variable that reflects the efficient and effective performance of a programme. Indicators provide a standard against which to measure changes brought about by programme activities. They are determined on the basis of programme objectives.

■ The Need for Developing Indicators in Programme Monitoring

In order to help programme managers and operation staff at the field level in monitoring the activities, a set of indicators have to be identified and developed. Indicators are useful tools in documenting activities and measuring changes in the programme over time. When indicators are developed on a regular basis, they can help identify possible changes that need to be made in the programme structure, strategies or implementation scheme. For example, socioeconomic indicators can be used to measure the changes in the socioeconomic status of a village, group or family. If there are no clear and measurable indicators, it would not be possible to measure the progress of a literacy programme; likewise, it would be impossible to collect appropriate and precise data from the project site.

■ Important Characteristics of a Good Indicator

A good indicator has the following characteristics:

- It is measurable.
- It links to the basic goals of the programme by providing a measure of progress or change.
- It is statistically valid and reliable.
- It can be readily observed and measured in terms of time, expertise and cost.
- It is comprehensive and meaningful.
- It is understandable to all major interested users.
- It identifies trends over time.

■ Types of Indicators

There are various types of monitoring indicators for programme monitoring and their categorisation depends on their scope and purposes.

Qualitative indicators are intended to measure the quality of the input, process and output of the programme. They measure the performance relative to some given standards and norms. The term "quality" can mean different things depending on the context. Here the term refers to a perceived improvement in the implementation of the programme. Examples of qualitative indicators for a literacy programmes are:

- Learner/teacher ratio by level;
- Classrooms in good condition;
- Absenteeism (learners, teachers); and
- Use of multimedia teaching aids.

Quantitative indicators statistically measure the amount or value of inputs or resources available. The "quantity" reflects a numerical condition such as the number of learners, teachers, costs, facilities or textbooks at a specified time.

Examples of quantitative indicators for a literacy programme include:

- Learner enrolment percentage, including females;
- Costs/expenditure per learner by level and urban/rural location; and
- Textbooks by level and urban/rural location.

Input indicators are determinants subject to policy manipulation, e.g. the characteristics of learners, teachers, curriculum, textbooks, other instructional materials, facilities, equipment, learner capacity for learning and other resources.

Process indicators are determinants that reflect forms of interaction between teachers, learners, administrators, materials and technology. Process indicators refer to the procedures or techniques that determine the transition of inputs into outputs, and are thus important for evaluation.

Output indicators are results or changes readily observable upon the completion of a level of education. These indicators mainly refer to student attainment and student achievement, specifically test scores that reflect value added.

■ Sample Indicators for Income-generation Programmes

- Types of training courses organised for imparting skills towards income-generation and the number of persons covered.
- Percentage of literacy graduates covered under Income-generation Programmes (IGPs).
- Number of persons trained with entrepreneurship development, marketing skills, accounts keeping.
- Number of persons linked up with other rural development agencies and types of agencies.
- Rate of participation of women in IGPs.
- Nature and scope of activities available for further enhancing of competencies related to income-generation.
- Rate of increase in income of the participants.

Based on ATLP-CE.

2.5 Monitoring Tools and Techniques

A monitoring tool is an assessment device that aims to determine the progress of an on-going programme. It is also called a monitoring instrument. A monitoring tool should be able to identify gaps or weaknesses to enable decision-makers to revise or change programme activities and to undertake appropriate corrective actions. For each indicator, a measurement tool needs to be developed. The quality of monitoring depends on the efficiency with which the tools are prepared and used.

■ Types of Monitoring Tools/Instruments

In the process of selecting monitoring tools, the programme monitors should be familiar with different types of tools that are most suitable for collecting data/information for various purposes and different levels of the programme structure. Some of these tools/instruments are:

- Questionnaire
- Checklist
- Programme documents
- Observation schedules
- Interview guide
- Diary/journal

■ Monitoring Techniques

There are various methods of monitoring data collection. The programme monitor decides on the methodology of data collection when he or she selects the monitoring tools. Some commonly used data collection methods are:

- Interviews
- Observations
- Focus group discussions
- Documentation and case studies

- Surveys
- Analysis of records and data

Adapted from Practitioners manual on "Monitoring and Evaluation of Literacy and Continuing Education Programmes" APPEAL, Bangkok, 1999

■ Tasks of the Programme Monitor

As the monitor of the programme you will be doing the following tasks:

- Determine the nature and type of information about the programme to be collected and shared, and what decisions to be made on the basis of collected information.
- Ensure well thought-out programme goals, objectives, and major implementation strategies and their clear reference in the project document.
- Collect data at programme sites about how the programme is actually operating in the field.
- Report the information clearly and to help the staff plan necessary programme modification.

■ Monitoring Plan: Major Elements

1. Objectives
2. Indicators
3. Programme activities to be monitored
4. Scheduled implementation period
5. Expected activity outputs and dates of completion
6. Critical data to be collected
7. Data-gathering tools and/or techniques
8. Monitors responsible for the actual monitoring
9. Monitoring dates
10. Budget

Elements 3 to 10 are the major items to be accomplished during the actual monitoring. Table 8.3 shows the design of a monitoring plan.

Table 8.3: Design of a Monitoring Plan

Tasks to be monitored	Implementation period	Expected Outputs	Critical data to be collected	Tools and techniques	Assigned programme monitors	Monitoring dates	Budget
Task 1							
Task 2							

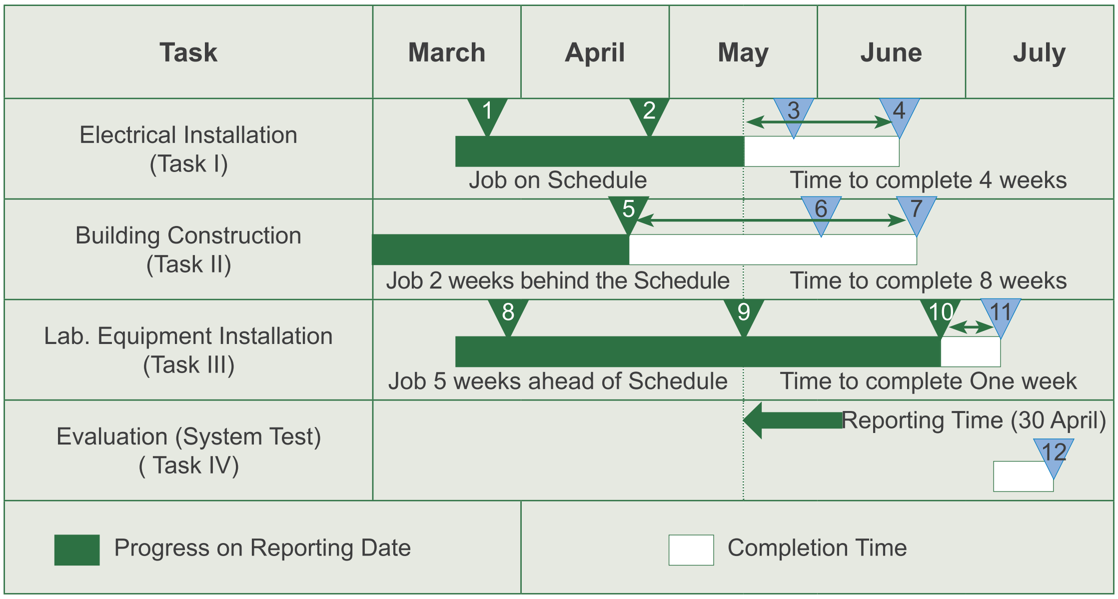
You will notice that there are several tasks in a programme which need to be completed at a specific point in time. This is clearly highlighted by the format of the monitoring plan which is presented in Tables 8.4 and 8.5. This plan helps you to see at a glance which task is completed on time, before time or delayed as compared to its schedule date of completion.

Table 8.4: Schedule for a School Building Project

Task	March	April	May	June	July
Electrical Installation (Task I)	Job on Schedule			Time to complete 4 weeks	
Building Construction (Task II)	Job 2 weeks behind the Schedule			Time to complete 8 weeks	
Lab. Equipment Installation (Task III)	Job 5 weeks ahead of Schedule			Time to complete One week	
Evaluation (System Test) (Task IV)			Reporting Time (30 April)		
Progress on Reporting Date		Completion Time			

Table 8.5: Monitoring Format: Schedule for a School Building Project

Interface between Monitoring and Evaluation



Milestones

Task I	Task II	Task III	Task IV	
				Completion Time Progress Reporting Time Scheduled Time Completed Time
1.Order for Elec. sup. 2.Delivery 3.Installation 4.Testing	5.Design 6.Structure 7.Paint	8.Order Lab.Supplies 9.Delivery 10.Installation 11.Testing	12.Evaluation	

The monitoring format will help you generate the following information:

- Information on programme effectiveness:
  - *Has the programme achieved its objectives?*
  - *To what extent, and on what external conditions?*
- Information on programme efficiency:
  - *Whether programme results were produced in the most economical way.*
  - *Information on quality improvement.*
  - *Whether the inputs are allocated relative to given standards and norms.*

Table 8.6: Example of an Annual Work Plan Format with Monitoring Component

Outcome:											
Expected Outputs	Planned Activities	Time-frame				Responsi-ble Party	Budget			Monitoring Framework	
		Q1	Q2	Q3	Q4		Funding source	Budget description	Amount	Expendi-tures	Progress towards outputs
Output 1 Targets:											
Output 2 Targets:											
Output 3 Targets:											
Total											

Notes:

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

3. UNDERSTANDING EVALUATION

Evaluation is the systematic process of collecting and analysing information in order to determine whether and to what degree the objectives of a programme or project have been or are being achieved.

■ Classification of Evaluation Methodologies

- **Concurrent evaluation:** This is done at periodic intervals throughout the lifetime of the project such as quarterly or half-yearly.
- **Mid-term evaluation:** This is done half way through the project duration. Thus if a project is to run for three years, the mid-term evaluation would be taken up at the end of eighteen months.
- **Final evaluation**: This is taken up after the project has run its course i.e. it is essentially a post-mortem.

■ Purpose and Objectives of Evaluation

It is important to understand the broad objectives and purposes of evaluation so that such evaluation may be conducted not only with a credible methodology but also in the right spirit:

- To provide an objective and a reliable assessment of the learning as well as the socioeconomic impact of the programme in the area of operation;
- To provide feedback to local organisers, implementation personnel and other stakeholders about the outcomes of the project, its strengths and weaknesses and to suggest remedial measures; and
- To provide academic and quality inputs into the planning of future programmes.

■ Who Should Evaluate the Programme?

Generally speaking it is always better to get the evaluation done by a competent and reliable external agency. Although this does cost a little more, the advantages are many:

- It saves additional burden on the project personnel.
- It prevents the entry of bias into the process.
- Its objectivity becomes evident to financiers, organisers and other stakeholders.
- It allows the job to be undertaken by professionals who have competence and ability as against project personnel who would otherwise need to be trained rigorously.
- It allows the broader vision of an outside organisation to be imparted into the process. Thus the remedial measures suggested would be much more wide-ranging and based on the accumulated experience of the external agency.

■ Four Major Areas of Evaluation

Taking into account the focus and content of the evaluation process, we can identify four evaluation areas: context evaluation, input evaluation, process evaluation and output evaluation. Table 8.7 defines the scope of these evaluation areas:

Table 8.7: Major Evaluation Areas

Area	Scope
Context	Relative environment, conditions under which the literacy project is implemented, needs and opportunities, problems, concurrent systems

Input	Availability and use of resources, designs for project implementation, strategies applied, input supply system
Process	Procedural records, defects and difficulties in providing inputs
Output	Output from the project, attainment of targets and objectives, continuation of output

3.1 Relationship between Project Objectives and Areas of Evaluation

To understand the relationship, we need to look at the following examples:

Project objectives: Improve the skills of learners in community water management

■ Areas of Evaluation:

- Extent to which the participants acquire the skills to handle the water problem locally.
- Types of skills acquired.
- Are skills transferable and sustainable?
- Whether there is a scope for further improvement of skills.
- Are the acquired skills in use?
- Effects resulting from skills development.

■ Evaluation Design

After identifying the areas of evaluation, the next task is the development of the evaluation design. In general, the goal of an evaluation effort is to assess the programme performance when it begins, during implementation, and when it is over. An evaluation design covers the following:

- Objectives of the evaluation;
- Methodology;
- Tools/instruments;
- Sampling;
- Data collection;
- Analysis of data;
- Roles and responsibilities of various persons involved in the evaluation;
- Cost/budget; and
- Orientation/training of evaluators.

The evaluation should be planned and conducted in anticipation of the needs of various interest groups, so that their cooperation may be obtained and possible attempts by any of these groups to interfere with the evaluation work may be prevented. Some questions that need to be addressed in preparing the evaluation design are:

- What existing data will be used and how will they be obtained?
- Who will collect new data?
- Who will take oversight and management responsibility for data collection?
- How often will data be collected?
- How often will the data be reported?
- Will data be gathered from all programme participants or from only a sample?
- If there is a sample, how will it be selected?
- How will findings be reported? To whom? In what format? When? How often?
- How will results be used?

Programme evaluators should make an outline of an evaluation design which is the same for all types of evaluation, whether context, input, process or output and impact evaluation (APPEAL-PROAP: 1999).`

3.2 Conducting Evaluation

The process of evaluation must be carried out in the area of operation of the project. The evaluation team must tour the area extensively and select the sample villages with care and caution. They must pay special regard to the terrain and topography trying to bring within the ambit of remote, inaccessible or un-accessed areas. No credible evaluation can and should be conducted by remote-control from the headquarters or from a convenient distance. Proximity to the scene of action is a vital necessity.

> A **baseline study** (sometimes just called "baseline") is an analysis describing the initial conditions (appropriate indicators) before the start of a project/programme, against which progress can be assessed or comparisons made.
>
> An **end line study** is a measure made at the completion of a project/programme (usually as part of its final evaluation), to compare with baseline conditions and assess change.

We discuss baseline and end line studies together because if a baseline study is conducted, it is usually followed by another similar study later in the project/programme (e.g. an end line study) for comparing data to determine impact.

Baseline and end line studies are not evaluations themselves, but an important part of assessing change. They usually contribute to project/programme evaluation (e.g. a final or impact evaluation), but can also contribute to monitoring changes on longer term programmes. The benchmark data from a baseline issued for comparison later in the programme and/or at its end (end line study) helps determine what difference the project/programme has made towards its objectives. This is helpful for measuring impact, which can be challenging.

■ Process of Evaluation

Focus: There is no doubt that the main focus will be on the learning achievement of the learners. Therefore, the inputs that have been provided to the learners must be carefully assessed. Thus, there will be, on the one hand, a careful evaluation of materials provided and training quality of instructors; on the other, there will be a critical assessment of the actual transaction of the materials as well as the learning achievement of the learners (Table 8.8).

Table 8.8: An Exemplar Evaluation Design

Programme Objectives	What need to be Evaluated	Evaluation Objectives	Evaluation Tools and Techniques	Time Required	Budget
Context					
Input					
Process					
Product					

Procedures: The evaluation must commence as soon after the completion of the programme as possible. A time lag here can prove very detrimental to the objective of the evaluation which is to present a true picture of the impact of the programme. Therefore, the agency selected for the task must be identified well before the programme is complete. The selected agency must be fully briefed on the details of the project design as well as objectives and intended outcomes. Their payment schedules and terms of reference should be drawn up carefully and the concerned documents signed.

Preparation of the evaluation design: The design of the evaluation must be brief and simple. If the design is well prepared, it will check the inefficiency and waste. The essential features of the design should be:

- A clear understanding of the issues involved and the aspects to be investigated.
- A clear understanding of specific objectives of the evaluation.
- A clear understanding of the ways in which the data collected will be expected to contribute to the conclusions expected to be drawn.
- A carefully worked out plan for collecting data.
- A carefully worked out plan for handling the data collected.
- A carefully worked out plan for analysing the data collected.

Universe: A universe is the totality of people, events or objects from which the sample is to be drawn. In the case of our project, the universe will consist of the total number of people who are targeted.

Sampling: From the universe, a representative sample is to be drawn. Before this is actually done, necessary information about the participants and the area of jurisdiction must be obtained by the agency from the project.

- Characteristics of a Good Sample:
  - *It should yield the highest amount of accuracy possible for its cost.*
  - *It should be so designed that it is as representative as possible;*
  - *It should be random.*
  - *In the case of your project, given the financial constraints, a representative, random sample of approximately 5 per cent of the universe should be enough.*

Construction and administration of test papers: The test papers should be simple, prepared in the local language and must test all the areas of core competencies as well as issues related to the environment in which the target group lives. The persons chosen for administering the test papers must be carefully trained and oriented. Also, the evaluation process should be as participatory as possible.

Data collation and analysis: Once the raw data has been collected it must be carefully compiled and collated. Thereafter, the analysis of the data would begin. The analysis in this case should be simple and straightforward, bringing out carefully conclusions that are free from bias. The conclusions arrived at should be in line with the intention of determining whether or not the project has achieved its desired outcomes within the allotted time frame and budget.

Presentation of the report: The report should be short and to the point. It should avoid unnecessary elaboration and padding. It should present the reader with a clear picture as to the achievements and shortcomings of the project. It should endeavour to focus also on the reasons for successes and failures. Where shortcomings or drawbacks have been brought out, their causes should be clearly highlighted.

Recommendations: Finally, the Evaluation Report must contain a set of recommendations that would suggest practical remedial measures for offsetting the weaknesses that came to light during the course of the evaluation. Such recommendations should refrain from being mere platitudes. They should also not be so ambitious as to defy implementation.

Conclusion: The monitoring and evaluation framework detailed above is rudimentary in nature and scope. It is, therefore, ideally suited for projects which are usually situated in backward regions and have to do with relatively small budgets. At all times the monitoring and evaluation process must take into account that the non-formal education (NFE) project is community-based wherein the needs and interests of people in the community, most particularly women and out-of-school youth, are served. Local Government Representatives (LGRs) involved with NFE projects must understand these processes so that by effective networking they can ensure tight monitoring and meaningful evaluation.

4. DOCUMENTATION

Documentation is a systematic method of keeping records through collecting and organising different kinds of data and evidences. Documenting activities will provide us records of the processes that implementers went through and experiences gained during the implementation of programmes and activities. We can document process and outcomes of all programmes and activities related to community development activities. LGRs need to document all important things by producing reports, registers, newsletters, brochures, press releases etc. LGRs may record ongoing activities and success stories in audio and video form. Photography is another way of documenting real progress and problems. LGRs need to decide what they will document, how and who will document.

■ Need for Documentation

Documentation increases the efficiency of local government personnel to repeat activities based on the experiences gained. It also helps us to avoid previous mistakes. Documentation is very important because it helps us to show strengths and weaknesses, successes and failures of programmes to other stakeholders and donors. Documentation and preservation of important information help us while taking decisions for future courses of actions. Documenting the results of monitoring helps us to track successes and problems of programmes and supports us to take appropriate actions. Proper documentation needs expertise and experience. We should arrange training for those who are responsible for documentation.

■ What Should be Documented?

We should document all the events related to our programme:

- Community mobilisation and needs assessment process and outcome.

- Information related to planning and organising of livelihood skills training and activities.
- Process of mobilising and managing resources.
- Information related to networking and linkage.
- Results of monitoring and evaluation.
- Information related to capacity building initiatives.

In addition, any activity concerning livelihood skills, adult literacy, life skills training and vocational training should be documented as well. All steps and information about outcomes are vital for our records.

The following may be some forms of documentation we can use:

- Written reports of programme activities including the minutes of our meetings.
- Photos, videos and film clips.
- Participants' records of their participation in the programme activities and their performance.
- Important letters.
- Statistics about our community and skills development activities.
- Community profiles.
- Media/press reports.
- Outcomes of interviews.
- Samples of materials produced by participants.

To prepare reports, we should keep in mind the following points:

- How often we prepare reports depends on the programme cycle and the nature of the indicators we are reporting.
- Reports should contain specific recommendations and suggestions to help decision-making.

■ Where and How Do We Keep Our Documents?

Your office or your Community Centre may be the best place to keep your documentation in order to raise awareness and increase the participation of community people, as well as to demonstrate your success to visitors.

You may keep or display the documents where people can access them easily. Some of them can be displayed on the walls of your office and the Community Centre – for example, the community map and community profile.

You first categorise the information and materials you collected according to different topics (e.g., history of the community, skills development programmes in your community, learning outcomes, etc.).

You can prepare files for each category to store the appropriate information. You can call the result of your categorising and filing a database.

If you have a computer, the database can be recorded electronically and you can update it regularly.

If you do not have a computer, you have to manage with papers and file folders. Regardless of the method, if you store your information/materials systematically, it will be easy for you to find information whenever you need it.

5. DISSEMINATION

Dissemination means distribution of information to different groups of people and stakeholders. We need to inform others about our programmes and activities. Documents should be disseminated to the target audience in an easy-to-understand format as per their need and interest. Using internet connectivity we can easily disseminate information to many recipients at a time.

5.1 Need for Dissemination

Without dissemination of information we cannot do good advocacy for our programmes and activities. We can send information to different stakeholders or we can display information in our offices. Through dissemination of information we can provide information to our development partners and keep them updated. Regular dissemination of information to potential partners can also help us in mobilising more technical and financial assistance.

A policy statement is a way many institutions express the accomplishment of their mission and values to their staff and to the public. Policies serve as a foundation for the implementation of procedures and often address areas that are regulated by legal requirements. In addition, policies help establish the variety of ways that staff can respond to help accomplish the stated institutional mission.

Policies help guide staff by establishing a common vision and a “standard” of accepted behaviours to demonstrate in order to achieve that vision.

A dissemination policy can be a very effective and low-cost method of addressing issues of dissemination and utilisation.

■ Knowing the Elements of an Effective Dissemination Plan

After you have developed your dissemination policy statements, you are ready to turn your attention to a more specific dissemination planning. Remember that your dissemination planning should start at the beginning of your research activities, not at the end. While some details of the dissemination effort will be suggested in your original proposal and refined as you progress through your research, your dissemination plan goals and objectives should be clarified at the beginning of your research project. This approach will allow you to meet your dissemination challenge in a timely manner. Following are the elements of a dissemination plan.

- **Goals:** Determine and document the goals of your dissemination effort.
- **Objectives:** Associate each goal with one or more objectives that clarify what you are trying to accomplish through your dissemination activities.
- **Users:** Describe the scope and characteristics of the "potential users" that your dissemination activities are designed to reach for each of your objectives/documents.
- **Content:** Identify, at least, the basic elements of the projected content you have to disseminate to each of the potential user groups identified.
- **Source(s):** Identify the primary source or sources that each potential user group is already tied into or in most respects as an information source. Consider ways to partner with these sources in your dissemination efforts.
- **Medium:** Describe the medium or media through which the content of your message can best be delivered to your potential users and describe the capabilities and resources that will be required of potential users to access the content for each medium to be used.
- **Success:** Describe how you will know if your dissemination activities have been successful. If data is to be gathered, describe how, when, and who will gather it.

- **Access:** Describe how you will promote access to your information and how you will archive information that may be requested at a later date. Consider that most people will use your project-related information when they perceive a need for it – not necessarily when you have completed your research project.
- **Availability:** Identify strategies for promoting awareness of the availability of your findings/statistics/research-based information and the availability of alternate available formats.
- **Barriers:** Identify potential barriers that may interfere with the targeted users' access to or utilisation of your information and develop actions to reduce these barriers.

Why should we inform community members and others about the programmes and activities of our community centre?

We disseminate our documentation for a number of reasons:

- To promote our activities.
- To help generate support and participation for our programmes.
- To help obtain financial and technical support from local resource persons and from experts outside the community.

We can disseminate our information in the following ways:

- Folk media
- Newsletters
- Brochures
- News releases
- Documentary videos
- Studies and analytical reports
- New learning materials

Which organisations and persons should we disseminate to?

- Community people
- Stakeholders
- Partners in skills development activities
- Funding institutions
- Government ministries
- Businesses
- Civic groups
- Religious institutions
- Other community centre and training centres

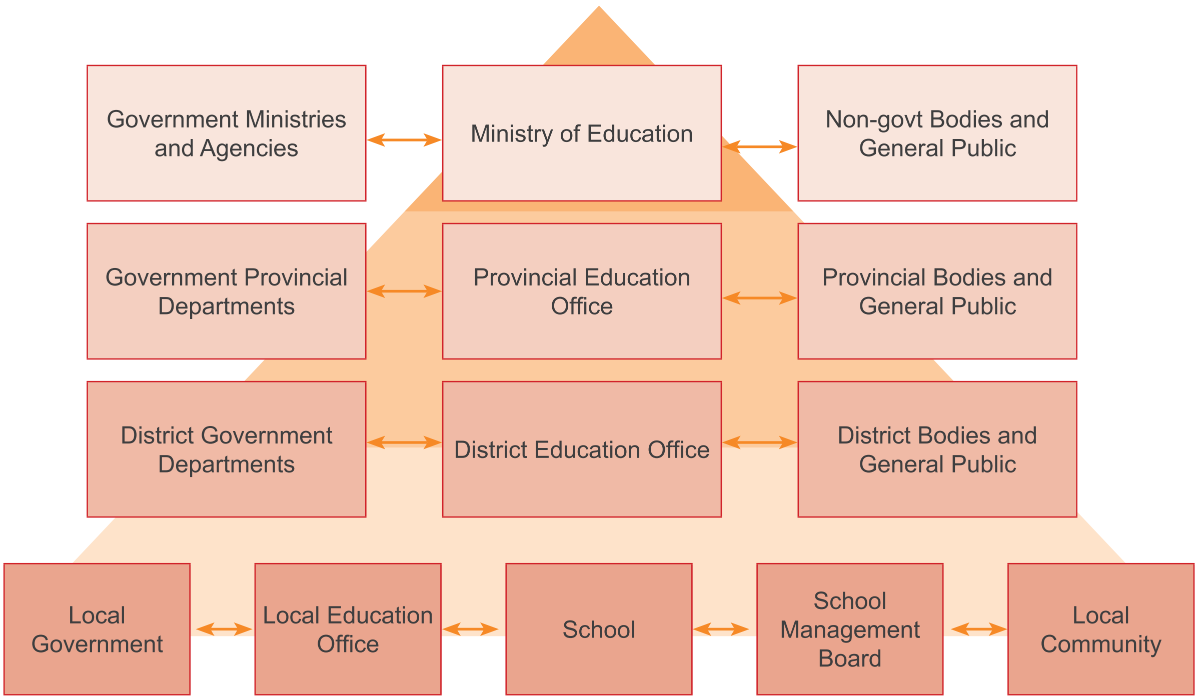
■ Sharing Information

The effective operation of programme activities requires a flow of information from the community to the policy-making level and vice versa. In the matrix below we will find why, where and to whom information and feedback go between the community and upper levels.

Various stakeholders – including policy-makers, government department heads, relevant agencies/bodies, community leaders, parents, students and the general public – all want to know what is happening in your community and how far the community development programmes have been successful.

There is a growing demand for rural development administration to be accountable, both to higher levels of the rural administration as well as to local stakeholders. The same applies to several offices working in your community at different levels. By actively sharing information, you can bring several rural education development and livelihood promotion programmes closer to your community in order to increase understanding and participation, and to mobilise support to encourage a communal sense of skills development for rural transformation and for improving the well-being of your people.

Figure 8.1: Example of Horizontal Information Dissemination in an Education System



For these reasons, all levels of the education administration, from individual schools to the Ministry of Education must pay special attention to regularly disseminate information horizontally to the stakeholders at their respective levels (Figure 8.1).

Different kinds of tools to be used for information dissemination may include:

- Brochures/pamphlets/flyers.
- Community profiles.
- District/provincial rural development offices profiles.
- Annual reports.
- Special reports on a specific topic or theme.
- Summary tables, lists and charts.
- Information display on community bulletin boards and during community activities.
- Media releases.
- Internet websites and by email.

The kind of information channel and communication tools that you will use depends upon the target audience and the purpose of sharing information. At the community level, you may use the community records to produce community reports and various summary lists, tables and charts to inform the stakeholders and rural development officers in order to mobilise and help them to actively participate in the community's development, planning, management and decision-making processes.

Selected parts of the report and summaries, together with general information about your community can be incorporated into brochures and pamphlets for wider dissemination to the local community. Some tips about producing brochures are given in the box below. Such brochures may be handed out during community events, and when other officers of the LG office meet with community leaders, donors, NGO representatives, etc.

You may also organise special days for visitors, when you can present summary information about the community and its development programmes and projects using displays and brochures. Copies of information brochures may also be provided to related local government departments and bodies, for them to serve as intermediaries for further distribution. These are some examples of good practices in general information dissemination which you can follow without any problems.

■ Producing Effective Brochures

- Most important information can be printed on six double-sided C-fold brochures.
- Combine succinct text, graphics, photos, tables, etc.
- Use 2-4 colours and glossy paper if possible.
- Consistently use the same text font and colours.
- Always print more copies than estimated.

■ Improving LG-Community Interactions through Information Dissemination and Exchange

An added advantage of disseminating information to the local community and stakeholders is to facilitate the exchange of information and increase interactions for the mutual benefit of the community. Active dissemination of information about the community can encourage local stakeholders to take interest in the community's activities, achievements and problems. This can help to generate support from the local government and community.

By opening channels for sharing information, local stakeholders will be encouraged to share other relevant information with you, including:

- Local population dynamics and issues especially about disadvantaged "unreached" children and adults.
- Livelihood pattern and options.
- Economic prospects and their impact on education.
- Changes in production and employment patterns.
- Social issues affecting the community.
- Emerging needs for learning, education and training in skills development.
- Families with children facing difficulties in attending school.
- Migration and marginalised population

Such information may be crucial for identifying the unreached and excluded population and their unmet needs in the local area, and for adjusting priorities and improving the management of educational interventions.

When communities share information with each other, such as community reports and performance indicators, it promotes mutual learning based on each other's experience and good practices. It also helps your community compare its performance with other communities, which often motivates people to improve their own community performance.

Communities can exchange information by sharing community brochures, community profiles and community reports and engaging in discussions with personnel from other communities. This may be face-to-face or using telephone, internet or other telecommunications services. District and provincial education offices can also help to promote and facilitate such dissemination and exchange of information among communities, for example, by organising meetings and distributing community brochures and reports.

Provincial and district summaries produced by the Ministry of Rural Development can be used to promote dialogues among provinces, districts and local communities in order to compare performance and issues encountered, identify important experiences, and learn from each other. Such summaries can include tables and charts of common indicators for use in comparing the performance of individual communities or districts, and generating exchange of experience.

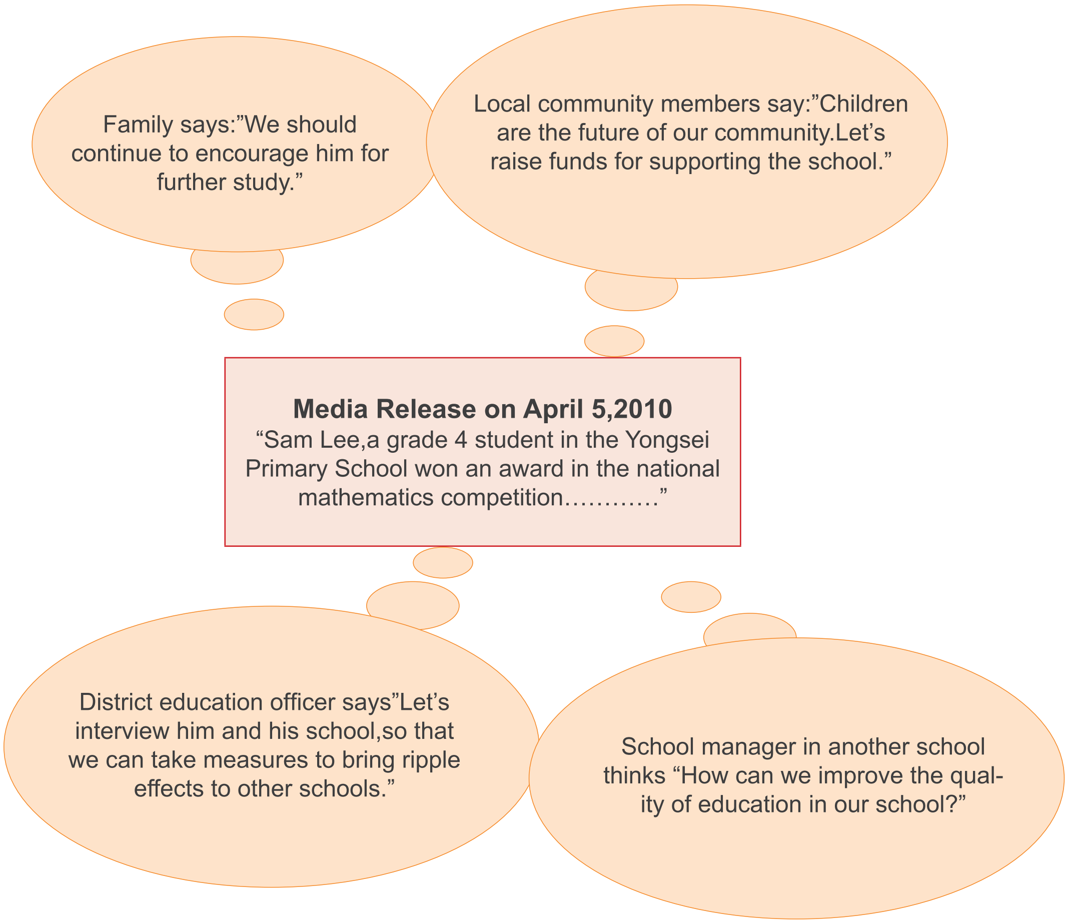
5.2 Press and Media Releases

More and more, Local Government Offices (LGO) use the press and media coverage to communicate information to the general public in order to keep them informed and to mobilise their support (Figure 8.2).

Besides regularly distributing the latest community brochure and documented information to the media, you may directly engage the media on the occasion of important community events or activities, or whenever there is a newsworthy piece of information or story to tell the public. For example, a school open day, sports day, graduation day or other national commemorations such as Teachers' Day are all occasions for you to inform the media and the public in order to mobilise their participation and support. An interesting and meaningful happening or story with a farmer, youth, adult student or a trainer in the community can also be the topic of a separate media release.

To help the media to quickly and correctly write about and disseminate the information, you may also write up your own media release article (also known as a press release), and send it to the media agencies for use. Here are some tips:

Figure 8.2: Effects of Media Release



Source: UNESCO-PROAP

■ Writing Media Releases

- Pick a good story.
- Use an interesting headline.
- Attractive writing covering the basic information: who, what, when, where, why, how.
- If possible include quotes from persons involved and/or affected.

Always end with your contact information (phone number, email, etc.).

■ Using the Internet

With the spread of access to the internet, you can disseminate information by either setting up your own website, or making use of other existing websites such as those of the Ministry of Rural Development and of Local Government Departments.

In some countries, the Ministry of Rural Development provides technical assistance to help communities build and maintain their own website. In other countries, local government offices are asked to fill in a standard template with information about their community. This information is then incorporated and posted on the Ministry's website on behalf of the community.

There are many books and Internet-based resources that give simple instructions about how to set up a website.

A website should be updated regularly. Visitors will quickly lose interest in your site if they see a lot of out-dated information. A person should be trained and assigned to systematically gather the latest information and to regularly update the website. This person must regularly look for relevant news, events, information and stories, and to use them to update the site.

6. WORKSHOP FOLLOW-UP PLAN

After the completion of each training workshop, an important task for you is to develop follow-up action plans so that progress and learning can continue. It is recognised that through training, participants systematically gain knowledge, skills and attitude. Improved knowledge, skills and attitude need to be utilised by participants for improvement. Preparing a training follow-up plan and its implementation is the best way to bridge the gap of training and improved performance and change.

Be as specific as you can while developing follow-up plans. Following are important strategies to plan and implement follow-up activities: .

- **Develop workshop follow-up plan:** After each workshop develop a workshop follow-up plan with the involvement of trainees to identify actions and strategies to be taken to utilise the workshop learnings. In the follow-up plan specify each activity considering the followings:
  - *What is the purpose of this activity?*
  - *Who will do what?*
  - *How will it be done?*
  - *How will it be distributed (meetings, websites, emails, etc.)?*
  - *To whom will it be distributed?*
  - *Do you have enough information to plan and implement this activity? If not, name what should be done to get the information required?*
- **Distribute workshop results to other development stakeholders and decision-makers (workshop report, follow-up plan, outputs from workshop exercises, personal lessons):** Select appropriate materials for distribution considering the following:
  - *What is the purpose of this distributiuon?*
  - *What workshop material will be distributed and to whom?*
  - *How will it be distributed?*
  - *Who will deliver it?*
  - *How will you make sure it is received and has an impact on the receiver?*
  - *Can you do this with the resources you have? If not, name what you will do to get the resources you need?*
- **Build or revive a development planning coalition (such as an inter-agency or inter-ministerial committee):** All required activities identificd in the workshops cannot be addressed at the local level or alone. One of the strategies to take actions is to work jointly with other agencies considering followings:
  - *What is the purpose of each activity?*

- *Who can help what?*
- *Who will do this?*
- *How will the coalition members be convened?*
- *How will the coalition be maintained?*
- *Can you do this with the resources you have? If not, name what you will do to get the resources you need.*
- *Who will do what and when?*

- **Integrate the workshop follow-up plan with your development planning coalition (e.g. meetings for integration of the workshop follow-up plan with Community Development Strategy or National Vision Plan for Rural Livelihoods).** While doing this you need to consider followings:
  - *What are the required activities that need to be integrated?*
  - *Who will be appropriate to do what activitiy?*
  - *How will you influence development coalition members to integrate workshop recommendations?*
  - *Can you do this with the resources you have? If not, name what you will do to get the resources you need?*
- **Convene workshop for a wider group of development stakeholders and planners:** To implement the workshop follow-up plan we can organise a specific workshop to decide implementation strategy of the follow-up activities. Befor the workshop we should consider the followings:
  - *What is the purpose of this workshop?*
  - *Who will convene the workshop?*
  - *Who will attend the workshop?*
  - *What will be the agenda and processs of the workshop?*
  - *What will be the outcome of the workshop?*
  - *Can you do this with the resources you have? If not, name what you will do to get the resources you need.*
- **Organise a large event, such as a summit, a donor meeting:** To mobilise required human, financial and technical resourses we can organise big events. Organising a big event involves lot of actions and

needs following considerations:

- *What is the purpose and specific objectives of this large event?*
- *What will be the agenda and outcomes of this event?*
- *Which team will lead the preparations?*
- *Who will participate in this event?*
- *How the committments of participants will be drawn and synthesised?*
- *How, when and to whom the decisions and outcomes of the event will be disseminated?*
- *Can you do this with the resources you have? If not, name what you will do to get the resources you need:*

- **Maintain strategic communications and collaboration with the workshop participants:** Training workshop is not a single event, we need to provide support and assitance continiously to get the best outcome. To maintain communication and collaboration with the participants we should consider following:
  - *What is the purpose of regular communication and collaboration?*
  - *What will be communicated and how (email, website)?*
  - *What will be collaborated on and how (email, website)?*
  - *Who will participate in this?*
  - *Who will set this up (if technology, like website is needed)?*
  - *Who will lead this?*
  - *Can you do this with the resources you have? If not, name what you will do to get the resources you need:*
- **Have another idea? List what it is and how it will be done.**

7. CONCLUSION

Like any programme, a rural development programme or activity should be regularly monitored and evaluated to assess its efficiency and effectiveness. The main objective of this module is to develop knowledge and skills of the participants to assess whether or not the desired objectives have been achieved. Monitoring and Evaluation tools and techniques presented in this module are designed to help in assessing community-based development programmes and to check on the efficiency and effectiveness of innovative programmes and activities. The quality of monitoring and evaluation depends on the efficiency with which the indicators are prepared and data/information are collected, analysed and used.

Documentation helps us to record the processes that we followed and through which we gained experiences. It is important to disseminate our documents to inform about our programmes and activities as per need and interest of our stakeholders. The module provides a series of practical ideas and skills on how to develop workshop follow-up plan to bridge the gap of training and improved performance and required changes.

8. FOLLOW-UP

Please discuss your learning from reading the contents and information of this module with your colleagues and relate it to your experience. Identify activities and make a plan which you can individually or jointly implement.