Trainer's Guide

Module VIII

Monitoring, Evaluation, Documentation, and Dissemination

INTRODUCTION

A. Aim of the Trainers Guide

This trainer's guide is developed for the trainers of the Local Government Representatives (LGRs) to train LGRs develop their skills and capacities in rural transformation. This guide will equip and help the trainers of LGRs in implementing training courses. It is expected that the knowledge and capacity of the course participants would be enhanced substantially if the training is conducted systematically as per instruction of this guide.

B. Characteristics of the Training Guide

This guide is a self-contained trainer's guide. Those who would use this guide for conducting training should read thoroughly the entire guide along with the "Resource Book" for detailed information and concepts before conducting the training course. This guide describes process of facilitation of each session. The guide contains distinct objectives set for each session. Each session has a number of sub-topics. A tentative timeframe and methodology has been suggested for each sub-content as a guide for the trainers.

C. Use of "Resource Book"

A "Resource Book" is developed for both the Trainers and the Trainees. The resource book, comprises explanations and elaborations of all concepts and topics of the training course. Copy of the resource book should be distributed to all participants/trainees. The resource book is designed for the participants/trainees to be used during the training sessions as per instruction of the trainers. After the completion of the training course all trainees should keep the copy of the resource book for further reading and ready referring.

D. Time Schedule

Five days will be required to complete this module. In each day the sessions will continue for eight hours including 2 hours for lunch and tea break. The facilitators would make the time schedule taking into account the local logistic facilities and characteristics of the participants. The training should be residential and in accordance to the specific needs of the participants. Trainers will arrange special sessions in the evening. The timeframe and the management of training sessions should be flexible. Though the time for each session is set out but there may be exceptions. The participants may find extra time beyond the prescribed limit of eight hours to do additional work. For overcoming monotony, short breaks are very effective. Likewise, for energising the participants can be engaged in games, songs, jokes, role-play etc. during these breaks.

E. Qualifications of Trainers/Facilitators

At least two highly experienced and skilled trainers should be selected for facilitating the training course. They should have wide knowledge on local government issues and practical experience on using participatory training methods. In addition, people who have expertise in different topics of the module can also be invited as resource persons/subject matter specialists to support the training programme.

F. Number of Participants

There should be more than 25 participants in each course and a balance between men and women in the training activities should be maintained both in terms of facilitators and participants.

G. Preparation of the Trainers/Facilitators

■ Preparation for the Presentation

Trainers should understand the topic precisely before they start conducting the training session. They should read the resource book and each session guide to conceptualise the topic and prepare themselves sufficiently to conduct the training course efficiently and effectively. This will help them to gain necessary confidence and equip them to conduct the sessions.

■ Preparation of Training Materials

Considering the local context, trainers/facilitators need to prepare essential training materials such as hand-out, case story, flip chart, poster, PowerPoint etc. Training materials should be prepared well in advance the training course. PowerPoint (PPT) slides should be prepared based on the resource book and instructions of the trainer's guide. In addition, the trainers should consider local context and local information to contextualise the information. While preparing PowerPoint presentations they should follow 10-20-30 rules for PPT slides. It means they should prepare 10 slides for 20 minutes presentation with a minimum font size of 30. Appropriate photos, charts, illustrations make PPT slides attractive. They should have a backup plan in case of power failure or logistic and/or mechanical problems. Printed materials or hand-outs for the trainees should be reproduced ahead of time.

■ Preparation for the Field Visit

Field visit is an important activity of training. We have to plan field visit well in advance and collaborate with the local host to make our field visits meaningful and beneficial. We have to arrange all needed logistics before field visits. A detailed briefing is needed before the field visits to give a clear idea about the objectives, activities and outcomes of the field visit. Participants of the training should make adequate preparation before the field visit to meet the objectives of the training.

■ Selection of Training Venue

For organising the training we need to select a suitable training centre. In the training centre the training hall/room should be large and comfortable enough for organising participatory learning activities. If possible, accommodation facilities should be available in the training centre both for the trainees and the resource persons.

■ Eye Contact and Body Language

There are some participants who keep themselves busy in gossips or discussing among themselves. The trainer/facilitator should keep eye on them. Trainers should not stand still in the training session and speak just to board or slides. They should speak to the audience making eye contact

with all the participants. This is the key to ensure participation of all the trainees in the session. In addition to eye contact, body language is also very important in the session. Meaningful gestures with hand, face and body movements make presentations more attractive and effective.

■ Voice Pitch and Pace

We should be careful while speaking to the trainees. The speed of speech should neither be too slow or nor too fast. Trainers should speak at a speed of 150 words per minutes as the general standard. Voice modulation is also important to attract attention of the trainees. They should raise and lower their voice pitch according to needs. Sometimes we should give a pause of 3-5 seconds to get back the attention of the trainees.

■ Knowing about the Trainees

Before we start preparing training materials we should have information about our trainees' qualifications and prior experiences. This will help trainers to design training materials according to the level of participants' understanding and their expectations and needs.

■ Collection of All Required Materials and Logistics

All training materials and logistics required for conducting the training should be collected and tested before starting the training course.

H. Creating an Enabling Training Environment

Encourage the participants to share experience with each other. Always provide positive and constructive feedback to the participants. Never rebuke them on their inability to do or to understand each and everything. Give the participants freedom to do the work in their own way and encourage them to give their opinion. Encourage those participants who take time to adjust in a new environment.

Keep eye on the individual and group needs. Support those participants who are lagging behind or not participating adequately; place them in various groups when

the participants are divided in groups. Ask open-ended questions to the participants so that they get ample opportunity to think and answer a given question.

While introducing a new topic try to link this with the previous topic and give concrete examples from practical life. This will make the training attractive. Give clear instructions for each single activity. At the end of each session, summarise the points discussed during the training session. Re-emphasise the key learning points before closing the session. Use the visuals again, if necessary.

I. Ensuring Participation of the Trainees

There are some people who by nature are calm and docile. They feel shy to speak before others or just keep listening what others say. If they are not ready to response, encourage them to express their views. At certain point they would feel encouraged to participate.

Some participants respond faster than others. If the same participants keep responding repeatedly other might feel neglected or unable to respond. The facilitator should ensure participation of all trainees.

Icebreaking and energisers are very useful in training. To encourage participation, trainers need to organise activities to make the trainees feel relaxed and at ease with their fellow participants. Similarly, sometimes the participants may feel sleepy and inactive, especially right after lunch and long continuous sessions. In such cases, the trainer should organise energisers (activities that involve movement) to keep them awake and at the same time relaxed.

In the training sessions where the trainees are required to work in groups, the trainer may consider organising team building activities. Activities such as games, songs, skits etc.) will make them feel comfortable with each other so that they can work together as a team.

J. Assessment of Training

At the end of each session, trainers/facilitators should ask questions to assess participants understanding of each sub-content discussed in the session. If need arises, the main points should be discussed again in brief. Review previous day's

learning experiences before the start of current day's session and identify gaps and initiate discussion to minimise the gaps.

All the session guides in this trainers guide are indicative. The trainers/ facilitators should apply their creativity and imagination and take appropriate steps based on the needs and demands of the participants.

Major Objectives of the Module

After the completion of this module the participants would be able to:

• Describe the background and objectives of the training course;
• Differentiate monitoring and evaluation;
• Explain the interface between monitoring and evaluation;
• Explain the objectives of monitoring;
• Prepare a project monitoring plan;
• Describe the concept of programme evaluation;
• Prepare a plan for programme evaluation;
• Prepare monitoring and evaluation tools;
• Explain the need and areas of documentation;
• Prepare a plan for documentation;
• Explain the elements of effective dissemination plan;
• Prepare a plan for dissemination of information;
• Prepare a comprehensive workshop Follow-up Plan; and
• Provide ratings and comments on different sessions of the module.

Contents of the Module

• Monitoring and evaluation;
• Interface between monitoring and evaluation;
• Objectives of monitoring;
• Project monitoring plan;
• Programme evaluation;
• Plan for programme evaluation;
• Monitoring and evaluation tools;

- Documentation;
- Dissemination of information;
- Comprehensive workshop Follow-Up Plan;
- Action plan; and
- Course evaluation.

Training Schedule

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Cont'd	Cont'd	Documentation	Cont'd
10:30 – 11:00 Tea Break					
11:00 – 12:30	Cont'd	Cont'd	Cont'd	Cont'd	Cont'd
	Monitoring and Evaluation		Monitoring and Evaluation Tools	Dissemination of Information	
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Cont'd		Cont'd	Cont'd	Course Evaluation and Closing
	Monitoring Indicators				
15:00 –15:30 Tea Break					
15:30 – 17:00	Cont'd	Cont'd	Cont'd	Workshop Follow-Up	Cont'd

Session Guide

Session 1

Name of the Session: Opening and Introduction.

Objectives: At the end of the session the participants will be able to:
- Describe the background and objectives of the training course;
- Get acquainted with each other;
- Describe expectations from the training course;
- Identify the level of existing knowledge; and
- Describe principles and norms of running the course.

Total Time: 2 hours.

Materials: Registration Form, Workshop Logistics, Opening Programme Schedule, Resource Book, Poster Paper, Marker, Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Process	Method	Time
• Welcome all participants in the session. • Complete the registration of the participants using the prescribed Registration Form. • Once the registration is complete, then distribute training logistics and the Resource Book and explain the use of Resource Book during and after the training course.	Registration	10 minutes
• Inaugurate the course as per Opening Programme Schedule. • Invite some guests in the opening session.	Discussion	25 minutes
• Ask the participants to introduce themselves with a brief description of their present duties and responsibilities.	Question and answer	20 minutes
• Elect Chairpersons for each day of the training by rotation. Decide who will perform the duty of the Chairperson on which date and write it on poster paper and hang it on the wall. (Duties of Chairpersons will be to preside in all sessions of the day and summarise the learning of these sessions after the completion of each session. However, the Chairperson will participate in all sessions, group work and in discussions.) • Explain to the Chairperson clearly his/her role and duties as Chairperson. • Ask the selected Chairperson of the first day to start acting as Chairperson for that day.	Discussion	5 minutes
• Give each participant 3 cards and 1 marker. Ask all the participants to write at least one expectation on each card. Assist the participants in identifying their individual expectations. Ask them to hand over the cards when they finish writing. • Arrange the collected cards in clusters. Take help of the facilitators, if required. • Identify participants' expectations which are not consistent with this course. • Read out their expectations one by one and match their expectations with training objectives and activities.	Individual work	20 minutes
• In line with the participants' expectations, explain the training objectives, contents and training schedule.	Discussion	10 minutes
• Formulate training principles on the basis of general consensus among the participants and write those on poster paper and hang on a wall.	Question and answer	10 minutes

Process	Method	Time
• Summarise the session. • Use a game or energiser for creating open and friendly environment. • Close the session by thanking the participants for their active participation and contribution in the session.	Discussion, Game	20 minutes

Session 2

Name of the Session: Monitoring and Evaluation.

Objectives: At the end of the session the participants will be able to:
• Differentiate monitoring and evaluation;
• Explain the interface between Monitoring and Evaluation; and
• Explain objectives and characteristics of monitoring.

Total Time: 2 hours.

Material: Whiteboard, Marker, Resource Book, Laptop, Projector.

Process	Method	Time
• Welcome all participants in the session. • Inform the participants that as local government representatives we need to monitor and evaluate our programmes that are designed to address the needs of community people. Tell them that if we can monitor and evaluate our programmes regularly it will increase the effectiveness and efficiency of our programmes. • Ask the participants to express their general understanding of the concepts of Monitoring and Evaluation. Write their answers on the board.	Question and answer	30 minutes

• Referring to the Resource Book, explain the following concepts:
  ► *Difference between monitoring and evaluation;*
  ► *Interface between monitoring and evaluation;*
  ► *Objectives of monitoring;*
  ► *Key monitoring questions; and*
  ► *Characteristics of good monitoring.*
• Assess the understanding of the participants and close the session by thanking the participants for their active participation and contribution.
	Discussion	90 minutes

Session 3

Name of the Session: Monitoring Indicators.

Objectives: At the end of the session the participants will be able to:
- Explain characteristics and types of monitoring;
- Explain monitoring techniques and tools; and
- Prepare a project monitoring plan.

Total Time: 5 hours.

Material: Whiteboard, Poster, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
• Welcome all participants in the session. • Ask the participants what is the benefit of monitoring. Write their answers on the board. Ask the participants how we can assess progress or failure of our projects. Write their answers on the board.	Question and answer	30 minutes
• Based on the Resource Book, explain characteristics and types of monitoring indicators (qualitative and quantitative).	Discussion	30 minutes
• Divide participants into pair groups (2 participants per group) and ask them to develop sample qualitative and quantitative indicators of this on-going training course. • After the pair group work, write qualitative and quantitative indicators on the board. Review and correct all indicators taking inputs from the participants.	Pair group discussion	50 minutes
• Taking support from the Resource Book now explain different types of monitoring tools and techniques. Show sample copy of monitoring tools.	Discussion	20 minutes
• Using Table 8.3 of the Resource Book, explain elements of monitoring plan.	Discussion	20 minutes
• Divide the participants into 3-4 groups and ask them to read "Monitoring Plan" from the Resource Book. Ask the participants to read Tables 8.3-8.6 carefully. Visit each group and explain tables and explain the process of preparing monitoring design and schedule. • Now ask each group to develop a monitoring plan based on any on-going project of the local government. Provide each group relevant information. Assist each group in preparing monitoring plan based on the project documents.	Group work	60 minutes

Process	Method	Time
• Ask each group to present their monitoring plan in the plenary. Invite comments from other groups and give your comments after the presentation of each plan. • Close the session by thanking the participants for their active participation and contribution.	Presentation	90 Minutes

Session 4

Name of the Session: Programme Evaluation.

Objectives: At the end of the session the participants will be able to:
• Describe the concept of programme evaluation; and
• Prepare a plan for programme evaluation.

Total Time: 5 hours.

Material: Whiteboard, Poster Paper, Marker, Laptop, LCD Projector, Resource Book, Project documents.

Process	Method	Time
• Welcome all participants in the session. • Ask the participants what is programme evaluation and its necessity. Write their answers on the board.	Question and answer	15 minutes
• Divide the participants into 3-4 groups and ask them to read the Chapter on "Evaluation" from the Resource Book. Assess the understanding levels of participants on the following issues. Referring to the Resource Book explain: ▶ *Programme evaluation;* ▶ *Types of evaluation;* ▶ *Purpose and objectives of evaluation;* ▶ *Internal and external evaluation;* ▶ *Major areas of evaluation;* ▶ *Project objectives of areas of evaluation; and* ▶ *Relationship between project objectives and areas of* ▶ *evaluation.*	Question and answer, Discussion	90 minutes
• Referring to the Resource Book, explain the elements of evaluation design, related questions and process of conducting evaluation.	Discussion	60 minutes

Process	Method	Time
• Divide the participants into 3-4 groups and ask them to develop an evaluation plan based on any on-going project of the local government. Supply to each group relevant information. Assist each group in preparing an Evaluation Plan as per Matrix 8.8.	Group discussion	90 minutes
• Ask each group to present its Evaluation Plan in the plenary. Invite comments from other groups and give your comments after the presentation of each plan. • Close the session by thanking the participants for their active participation and contribution.	Presentation	45 Minutes

Session No. 5

Name of the Session: Monitoring and Evaluation Tools.

Objectives: At the end of the session the participants will be able to:
- Explain characteristics of monitoring and evaluation techniques and tools; and
- Prepare monitoring and evaluation tools.

Total Time: 4 hours.

Material: Whiteboard, Marker, Poster Paper, Resource Book, Laptop, LCD Projector.

Process	Method	Time
• Welcome all participants in the session. • Describe characteristics of monitoring and evaluation techniques and tools. Show examples of monitoring and evaluation techniques and tools.	Discussion	30 minutes
• Divide the participants in 3-4 groups and inform them that now we will prepare monitoring and evaluation tools. Ask them to decide monitoring and evaluation methods and indicators of this training course and prepare monitoring and evaluation tools accordingly. Supply sample tools, if required.	Group discussion	2 hours

Process	Method	Time
• Ask each group to present their monitoring and evaluation tools in the plenary. Invite comments from other groups and give your comments after the presentation of each tool. • Inform the participants on how to collect data using appropriate methods and tools and how to compile those data and make monitoring and evaluation report. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	90 minutes

Session 6

Name of the Session: Documentation.

Objectives: At the end of the session the participants will be able to:
- Explain the need and areas of documentation; and
- prepare a plan for documentation.

Total Time: 2 hours.

Materials: Whiteboard, Marker, Laptop, LCD Projector, Resource Book.

Process	Method	Time
• Welcome all participants in the session. • Ask the participants to express their views about the need for documentation and present practice of documentation in their LGIs. Write their answers on the board. • Emphasise the need for computerised documentation and database. Explain advantages of computerised database.	Question and answer, Discussion	30 minutes

• Divide the participants into 3 groups and ask them to read the Chapter on "Documentation" from the Resource Book. Ask them to prepare a documentation plan based on the information of the Resource Book and practical needs at the local level.
• Ensure that all groups prepare their group report containing:
  ► *Need for documentation;*
  ► *What should be documented?*
  ► *Forms of documentation;*
  ► *Where and how do we keep our documents?*
	Group discussion	60 minutes

Process	Method	Time
• After the group work ask each group to present their documentation plan in the plenary. Invite comments from other groups and give your comments after the presentation of each plan. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session No. 7

Name of the Session: Dissemination of Information.

Objectives: At the end of the session the participants will be able to:
- Explain elements of an effective dissemination plan; and
- Prepare a plan for dissemination of information.

Total Time: 2 hours 30 minutes

Materials: Whiteboard, Marker, Resource Book, Laptop, Projector.

Process	Method	Time
• Welcome all participants in the session. • Ask the participants to express their views about the benefits of information dissemination. Explain need for dissemination. • Ask them to express present practice of dissemination in their LGIs. Write their answers on the board.	Question and answer, Discussion	30 minutes
• Divide the participants into 3 groups and ask them to read the Chapter on "Dissemination" from the Resource Book. Ask them to prepare a Dissemination Plan based on elements of an effective dissemination plan as described in the Resource Book. Ask them to consider the practical needs at the local level including tools for dissemination.	Group discussion	90 minutes
• After the group work, ask each group to present its Dissemination Plan in the plenary. Invite comments from other groups and give your comments after the presentation of each plan. • Close the session by thanking the participants for their active participation and contribution.	Presentation, Discussion	30 minutes

Session 8

Name of the Session: Workshop Follow-Up.

Objectives: At the end of the session the participants will be able to:
- Assess and review the status of an Implementation Plan;
- Prepare recommendations for the implementation of a Follow-Up Plan; and
- Prepare a comprehensive workshop Follow-up Plan.

Total Time: 4 hours 30 minutes.

Material: Whiteboard, Poster Paper, Marker, Resource Book, Laptop, LCD Projector.

Process	Method	Time
• Welcome all participants in the session. • Describe the participants that at the end of all previous modules, we have prepared the Follow-up Action Plans. The objectives were to take actions aiming at implementing our knowledge of each module at the field level. Also remind them that at the beginning of each module we have assessed the status of our Follow-up Plan Implementation. • Inform the participants that in this module we will prepare a comprehensive Follow-up Plan based on the guidelines given in the Resource Book.	Discussion	10 minutes
• Divide the participants into 3-4 groups and ask them to review the implementation status of their previous Follow-up Plans. • Ask them to read the plan and its implementation (strengths and weaknesses) and prepare a report including recommendations for effective implementation/ dissemination of workshop.	Group discussion	60 minutes
• Ask each group to present their report in the plenary. Invite comments from other groups and give your comments after the presentation of each group report. • Compile common recommendations of all groups and write those on the poster paper.	Presentation, Question and answer	60 minutes

Process	Method	Time
• Now divide the participants again in the same group. Ask each group to read the Chapter "Workshop Follow-up" of the Resource Book and prepare a comprehensive Follow-up Plan for their respective local governments following the guidelines given in the Resource Book. While developing the comprehensive workshop Follow-up Plan ask them to consider the compiled recommendations of the groups. • Assist each group in preparing a comprehensive workshop Follow-up Plan. If needed, involve officials of the local government for their guidance.	Group discussion	90 minutes
• Ask each group to present their workshop Follow-up Plan in the plenary. • Invite comments from other groups and give your comments after the presentation of each Follow-up Plan. • Close the session by thanking the participants for their active participation and contribution in all the modules.	Presentation, Discussion	50 minutes

Session 11

Name of the Session: Course Evaluation and Closing.

Objectives: At the end of the session the participants will be able to
    • Provide ratings and comments on different sessions of the module.

Total Time: 3 hours.

Materials: Evaluation form, Certificate.

Process	Method	Time
• Welcome all participants in the session. • Distribute the Evaluation Form to each participant. Ask them to fill up the Evaluation Form individually. • Collect all evaluation forms.	Individual work	15 minutes

Process	Method	Time
• Organise a concluding session having local guests. Ask 2-3 participants to give their remarks on the activities and outcomes of 8 modules including this module. • Invite comments and speeches from the guests. • Invite comments and speeches from the resource persons. • Discuss the overall objectives of 8 modules and expected outcomes and results in the field. • Conclude the session by thanking everyone. • Distribute the Certificate of Participation at the end of the session.	Discussion, Distribution of Certificate	2 hours 45 minutes

■ Course Evaluation Form

1. To what extent did this course fulfil your expectations?

Fully   Partially   Not at all

2. Give your opinion about the course content (check the appropriate column).

No.	Content	Findings		
		Fully	Partially	Not at all

3. Check the appropriate box.

Service	Excellent	Good	Poor	Very Poor
Classroom arrangement				
Quality of food				

Service	Excellent	Good	Poor	Very Poor
Recreational arrangement				

4. Mention the good and poor things about this course (three of each type).

Good things	Poor things
1.	1.
2.	2.
3.	3.

5. Of the total contents of the course, which part did you

a) Like the most

_____

b) Not like at all

_____

6. How would you use the experience from this training?

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7. Give your overall opinion about the course (check the appropriate box).

Service	Excellent	Good	Poor	Very Poor

8. Write if you have any other comments.

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