SIPP Process Monitoring

A Trainers' Guide

January 2005

ITAD CNRS

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COURSE RESOURCES

The course is divided into two parts:

➔ Course 1 – An introduction to Wealth Ranking and Report Cards

➔ Course 2 – An overview to the Process Monitoring System and Tools

The following table provides a detailed list of the modules and content

TRAINERS' RESOURCES	
Document Name	**Content**
SIPP PM Training – Course 1 – outline SIPP PM Training – Course 2 - outline	These provide the course outlines for parts 1 and 2, the overall objectives and give an indication of the ideal length for each session
Introduction to SIPP and the PMA Introduction to Process Monitoring Wealth Ranking Report Cards Field Assessments Note for the Record Focused Group Discussions Case Studies	The training notes are for the trainers. They indicate learning objectives, duration of session, materials needed, etc
Training Evaluation	A form to be given out to each participant at the end of the training to evaluate the training.
Daily Reflection Exercises	If required, daily reflection exercises can be carried out. This document gives examples of daily reflection exercises.
Energisers	This document provides detailed steps for energisers. They are not compulsory but can be used as and when either the trainer or participants feel they are necessary.

PARTICIPANTS' RESOURCES	
Document Name	Content
Notes for Facilitators *These include the following sections:* Facilitation Notes - Introduction Facilitation Notes 1 - Wealth Ranking Facilitation Notes 2 - Report Cards Facilitation Notes 3 - Field Assessments Facilitation Notes 4 - Note for the Record Facilitation Notes 5 - Focus Group Discussions Facilitation Notes 6 - Case Studies Facilitation Notes 7 - Case Studies Facilitation Notes 8 - Holding a Meeting Facilitation Notes 9 - Taking Notes Facilitation Notes 10 - Documentation	These are hand-outs for participants. They clearly describe more detail about the tools and a step-by-step process for using the tool.

COURSE 1: OUTLINE

Title	**Wealth Ranking and Report Cards**	
Duration	4 hours	
Learning Objectives	➔ Participants gain skills that enable them to carryout a wealth ranking ➔ Participants can use report cards for facilitating self-assessment of performance and progress by VDCs or other community groups	
Participants	Staff from Community Support Organisations and Participating Organisations	
Content	Introduction to the course; participant introductions	10 mins
	Outline of SIPP and the role of the Process Monitoring Agency	15 mins
	Introduction to Process Monitoring *Substantially more time may be needed here if participants are not very familiar with the concept of press monitoring – up to 1 hour, to include Question & Answer session*	15 mins *Note comment* ←
	Introduction to Wealth Ranking	90 mins
	Break	
	Introduction to Report Cards	90 mins

COURSE 2: OUTLINE

Title	**Process Monitoring**	
Duration	1.5 days	
Learning Objectives	By the end of the course participants are able to: ➔ Use the process monitoring tools ➔ Implement the process monitoring system used in SIPP	
Participants	Staff from SDF	
Content	**Day 1**	
	Course 1	4 hours
	Lunch	60 mins
	▪ Introduction to Part 2 of the course ▪ Field Assessment	10 mins 90 mins
	Break	15 mins
	▪ Field Assessment (*continued*)	120 mins
	Day 2	
	▪ Summary of Day 1 ▪ Note For the Record (NFR)	30 mins 90 mins
	Break	15 mins
	▪ Note For the Record (NFR) (*continued*) ▪ Focus Group Discussions (FGDs)	60 mins 30 mins
	Lunch	60 mins
	▪ Case Studies	90 mins
	Break	15 mins
	▪ Wrap-up/Summary ▪ Course Evaluation	30 mins 20 mins

VENUE AND MATERIALS

Setting up the training venue

A checklist of issues to consider when setting out the training venue:

☑ Health and safety – assess the risks and take any necessary mitigating action
☑ Registration area
☑ Space at the front (and side?) for role plays, flipchart work, etc – additional rooms may be considered, if necessary
☑ Flipchart stands, or other means of displaying flipchart paper
☑ One laptop linked to a beamer (multimedia projector) plus screen, usually at the front of the room (or alternatively an overhead projector with acetates)
☑ The arrangement of chairs/ tables, to help maximise participation and group work
☑ Wall space for flipcharts – with some pre-prepared flipcharts already put on the walls
☑ Welcome flipchart near the front door, and arrows to the venue (if necessary)
☑ Area for breaks – appropriately set out, with arrangements made for tea, coffee, etc
☑ Pens, notepads and training folders laid out on the desks for every trainee
☑ Toilet facilities – where are they? Are they functional?
☑ Disabled access?

Checklist of suggested training materials

☑ Training Packages (training notes; handouts; presentations), in both paper and electronic forms (with backup copies)
☑ Pens, notepads and training folders for every trainee
☑ Flipchart paper
☑ Marker pens
☑ Stereo tape player, plus tapes/CDs?
☑ Laptop (with PowerPoint), plus beamer, extension cable(s)
☑ Overhead Projector (OHP), plus OHP transparencies?
☑ Blue-tack (or masking tape) for putting up flipcharts
☑ Post-it notes
☑ 'Metacards' (3" x 6" coloured cards for participants to write on)
☑ A4 paper for printing
☑ Copies of the manual and guides – enough for each participant, plus trainers

COURSE 1

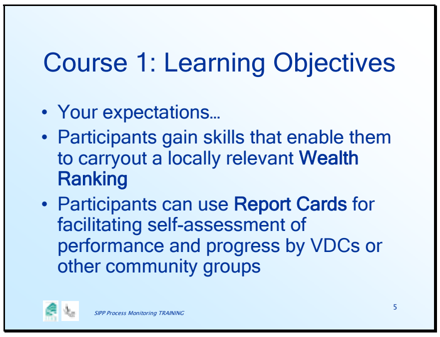
INTRODUCTION, AND BRIEFING ON SIPP AND THE PMA

Objectives	• To introduce the participants to the course objectives, and elicit their expectations about the training • To provide some background on the project and the process monitoring agency • To deal with 'house-keeping' matters
Time	15 – 20 minutes
Resources:	Briefing and background slides (SLIDES 2 – 5)
	Hand-outs of relevant slides
Stationary	Flip-chart and marker pens; blu-tak/tape

1. SLIDE 1 – brief overview to the course. Explain the difference between the two courses and provide a brief overview to each course content and the timetable.

2. Introductions – Trainers introduce themselves and ask participants to introduce themselves (note: depending on numbers you could use an activity for this; name badges may or may not be appropriate).
3. Brainstorm on participant expectations on course objectives and what they will learn.
    - The trainer/facilitator should record these expectations on to a flip chart and fix on to the wall. This can be revisited duration the final wrap-up and course evaluation.

4. The trainer can now present and discuss the objectives for course 1



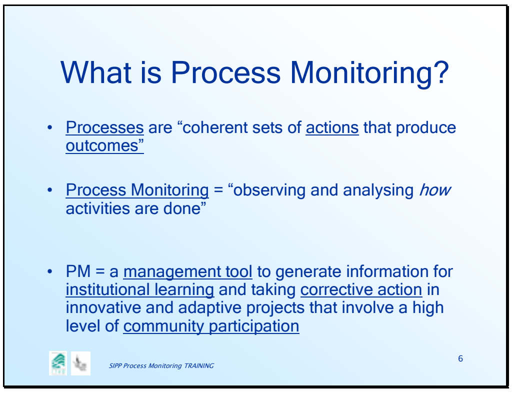
5. Agree on the timing of breaks and lunch if appropriate
6. Agree on daily evaluation sessions and/or end of course evaluation sessions
7. The trainer should start the session by giving an overview to SIPP and especially the function of the PMA. [this can be done verbally or slides can be created]
8. The trainer should summarise the session highlighting the main learning points/issues

INTRODUCTION TO PROCESS MONITORING

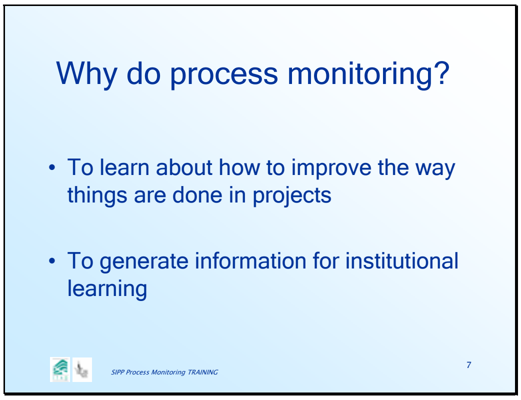
Objectives	• Participants can define process monitoring • Participants are able to describe the SIPP process monitoring system and tools
Time	30 - 40 minutes
Resources:	SLIDES 6 - 9
	Facilitation Notes 1 - Introduction
	Handouts of slides for participants
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

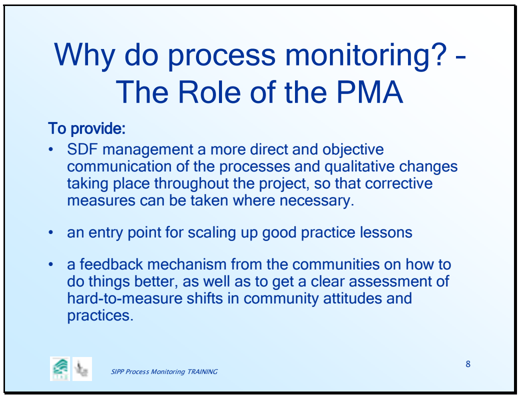
Introduction

1. The trainer should mainly focus on getting participants to understand the meaning and objectives of Process Monitoring.
2. The trainer asks participants to write on cards what they understand by Process Monitoring (2-3 cards per participant. Emphasise that no more than 2 lines of large text should be written on a card, in legible lower case text).
3. Stick the cards on a wall or flipchart and group them under common themes.
4. The trainer should discuss the cards, identifying any that are not relevant and highlighting those that are.
5. The cards should be summarised and then the trainer presents slide 6, which describes what is process monitoring.



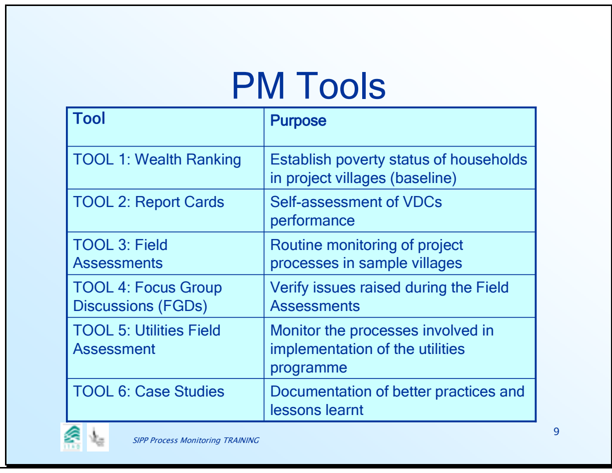
6. and slides 7 and 8, which highlight why we do Process Monitoring.





7. Ask for any issues of clarification or further explanation from participants.

8. Introduce the range of tools that are used in process monitoring and provide a brief overview to the purpose of each tool (Slide 9)



9. Provide participants with handouts of slides 6 to 9.

WEALTH RANKING

Objectives	• Participants understand why a wealth ranking is necessary for identifying different households in a community • Participants gain skills in how to conduct a wealth ranking
Time	2 hours [with 15 minutes break]
Resources:	SLIDES 10 - 14
	Facilitation Notes 2 – Wealth Ranking
	Handouts of slides for participants
	Sets of descriptions of households (1 set per 2 – 4 participants)
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

Introduction

1. The Trainer should begin the session by establishing whether or not participants are familiar with the term wealth ranking and whether or not they have prior experience of wealth ranking.

2. Discuss with participants why it is necessary to carry out a wealth ranking. This could be another brainstorming exercise. Either in groups or individuals writing on 2 – 3 cards (depends on the number of participants)

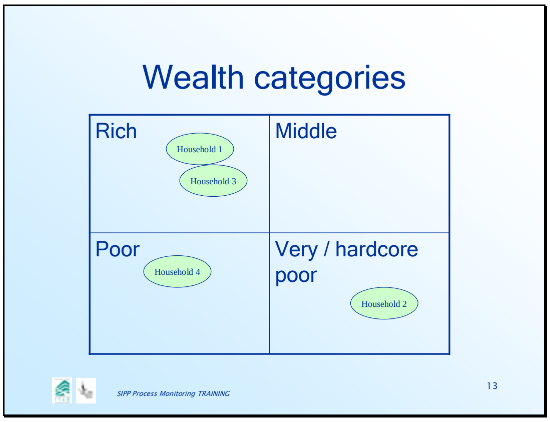
    3. Summarise cards and then show slide 11.

Points to cover include:

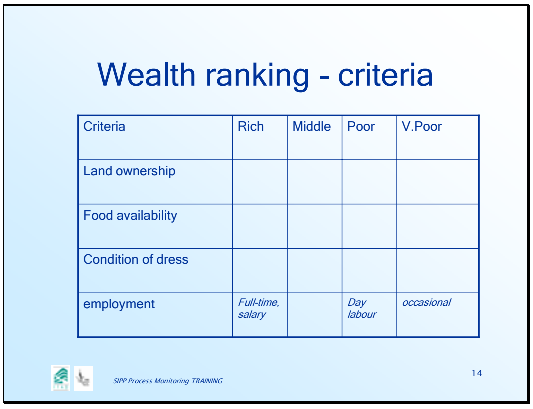
- To identify households on the basis of predefined indicators related to socio-economic conditions, **or** for identifying local indicators of welfare and wellbeing.
- Appreciate the communities views of measuring poverty and welfare compared to outsiders views
- A method that concentrates on a relative ranking of people's socio-economic conditions (e.g., relatively well-off and worse-off), rather than making an absolute assessment.
- This method can help assess which households are benefiting from the project and if these belong to the intended target group (i.e. it is useful for producing a baseline to measure changes in poverty that may be attributed to project interventions).
- Providing a sample frame to cross-check the relative wealth of informants who have been or will be interviewed. Biases against the poor and vulnerable can thus be offset;

4. The trainer should introduce when wealth ranking is used in SIPP and who uses wealth ranking and provide a simple overview to the process of wealth ranking. (slide 12)

5. The trainer should introduce the four wealth categories used in SIPP (slide 13)…



6. …… and the main criteria used to identify levels of poverty (slide 14)



7. Seek discussion from participants on other criteria that can be used to monitor or assess wealth.

Practical Exercise: Wealth Ranking

The trainer should explain the method for carrying out a wealth ranking. Participants are then divided into groups (or it can be done as one group if there are less than 6 participants). It is best to use a number of smaller groups of 2 – 4 people each.

For this exercise there needs to be a set of 20 cards each of which describes a different household. The cards will have different types of information profiling the household, some will have more information that others, e.g: *Monwar Ali: has 2 cows, but no other assets; monthly income is Tk. 1100; takes two a day for 6 months a year and thrice rest of year.* See below for more examples.

Participants read the description of each household. After reading the descriptions they should decided the criteria they will use to place households in one of the 4 wealth categories.

1. first decide on 3 or 4 criteria and the range of the criteria to assess which household will go in which level
2. note down the criteria you select and the reason for the selection
3. once the group has agreed on the rankings, complete FORM 1
4. present this back at a plenary session
5. the trainer can then compare the ranking from different groups, and explore the reasons fro any differences.

8. The trainer should highlight:

- Why there are four wealth categories
- The main criteria used in wealth ranking, but emphasise that these should be context specific

- After carrying out the wealth ranking the ranks should be verified by meeting with the VDC members and the CF or CSO to agree the ranks
- The original forms are kept by villagers/VDCs and a copy is sent to the SDF MIS unit

Examples of household profiles to use for wealth ranking exercise:

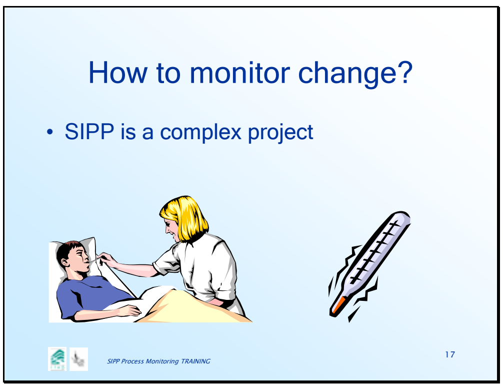
HH No.	Name	Status of wealth
1	Arif Mia	– day laborer – No cultivable land – Family of 6 members – House made with straw – Have only homestead area
2	Milon Rani	– Have only homestead area – Shabby house – Monthly income Tk.1000. – Family of 4 members where 2 are school going child – No domestic animal
3	Rahim Uddin	– Has own house straw made – No land – 4 children (not go to school) – day laborer – took loan from BRAC for cow fattening
4	Azharul Islam	– High school teacher – No cultivable land – One University going daughter – Have a poultry firm
5	Zaheda Begum	– Widow – Occasional day laborer – 2 children – took VGF assistance – lives on others land – no fixed income
6	Karim Uddin	– Has tin shade house – 100 decimals cropland – 1 power tiller – 3 school going children – one big pond, 1 TW, 1 latrine, 1 bamboo garden
7	Salma Begum	– Widow – 2 children, elder one is woman – Semi-pucca building – No cultivable land – Younger son do seasonal business
8	Bulbul Ahmed	– Having 50 decimal cultivable land – 2 tin shed living houses – takes meal 3 times per day – One milk cow – Studio business

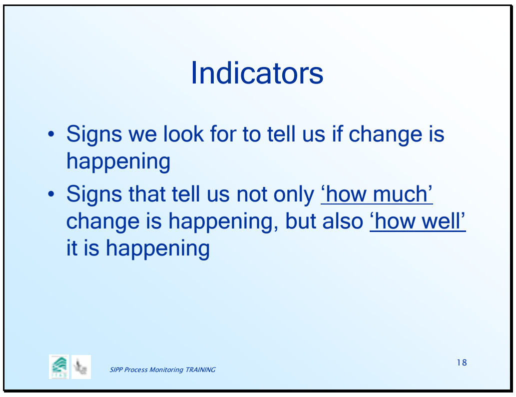
REPORT CARDS

Objectives	• Participants know when to use report cards
	• Participants are skilled in completing report cards
Time	2 hours [with 15 minutes break]
Resources:	SLIDES 15 - 21
	Facilitation Notes 3 – Report Cards
	A Full set of Report Cards
	A 1 page profile of a VDC in a hypothetical village
	Handouts of slides for participants
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

1. The trainer introduces the Report Card. This should provide an overview to the purpose of report cards, when they're used and who uses them. (Slide 16)

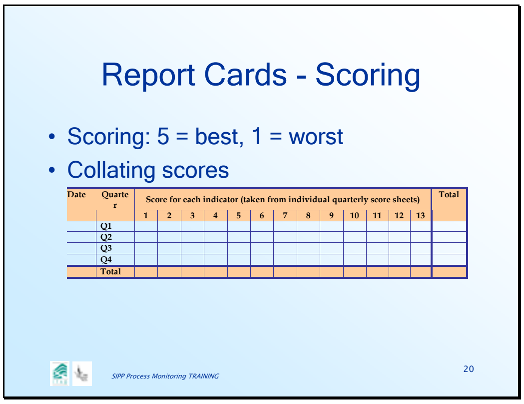
2. The trainer then introduces the concept of measuring change by using indicators. (Slides 17 & 18)



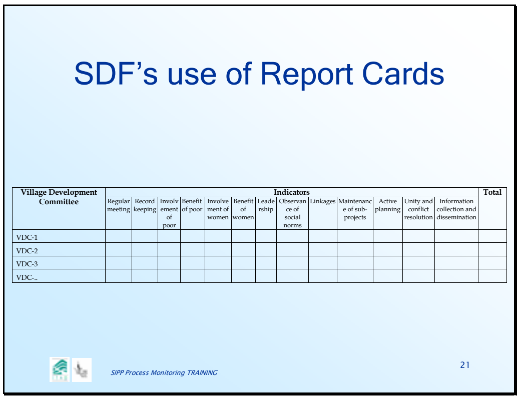


3. Optionally, the trainer shows each Report Card to participants and asks them what the report card measures (or indicates). Indicators that are suggested by participants should be written on cards/flip chart and placed next to the picture card. It may be sufficient to do this with one or two cards only

4. The trainer should show participants how to complete FORMs 2, 3 and 4 (presented in the Facilitation Notes 3). (Slides 20 & 21).



Date	Quarter	Score for each indicator (taken from individual quarterly score sheets)													Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	
	Q1														
	Q2														
	Q3														
	Q4														
	Total														



Village Development Committee	Indicators													Total
	Regular meeting	Record keeping	Involvement of poor	Benefit of poor	Involvement of women	Benefit of women	Leadership	Observance of social norms	Linkages	Maintenance of sub-projects	Active planning	Unity and conflict resolution	Information collection and dissemination	
VDC-1														
VDC-2														
VDC-3														
VDC-..														

5. The use of report cards for self-assessing performance in a group can be demonstrated using a role play. Divide participants into two groups (about 4-5

participants per group). The objective of the exercise is a role play for participants to practice planning and holding a meeting and using the report cards to assess their performance.

6. Explain the role play exercise to participants. You should allow about 30-40 minutes preparation time and then about 10 minutes for each group to present their role play to the other participants. The trainer should then use the flip chart summaries of the report cards to facilitate a discussion of the use of report cards by the VDCs and thence SDF.

Practical Exercise: Role Play using Report Cards

Participants should role play being a VDC. They are meeting to discuss their performance.

Each role playing group should nominate a chairperson, secretary, etc. [See Facilitation Notes 8 - How to hold a meeting, and Facilitation Notes 9 - Taking Notes]

On the basis of the profile they are given, each group should then use the report cards to assess their performance around these issues. They should record their assessment on FORM 2, and make a summary of the scores and indicators on to a flip chart.

Example of a <u>village profile</u> for the Report Cards role play exercise:

"You are members of the VDC in Shapla village in north central Bangladesh, on the banks of the Jamuna. People from an NGO first came to your village in 2003 to tell you about a new project called SIPP. Later in the year a Village Development Committee for the project was formed, and you were chosen to be on the Committee.

Since the Committee first met in November 2003, you have met a further 3 times, but it is not always clear when the next meeting will be because people are involved in other work. However on the VDC the wife of the school master is the secretary and she has been to a school and knows how to keep a minute book. The problem is our treasurer is not very good with figures! The Chairman is a fisherman, and he provides clear information and direction for the VDC and villagers.

The VDC is mainly farmers with because they know how to plan and they know what is best for the village. Sub-projects have been done on roads because that helps everyone, but we are not sure how the road will be kept in good shape. This was agreed in a village meeting, with VDC making the decision. We have about half women on the VDC, one has worked with a woman's NGO before and is very good at making the views of village woman heard by us on the VDC.

Since the SIPP started we have noticed more children going to school, but my friend's daughter was married last week and had to pay a big dowry."

FINAL SESSION

The trainer should finish Course 1 by summarising (alternatively you could ask groups of participants to do the summary)

- what is process monitoring
- why we do process monitoring
- what tools are used in process monitoring
- when and why we use wealth ranking and report cards

END OF COURSE 1

The Trainer should now ask those participants only attending Course 1 to complete the training evaluation form using the following procedure. The evaluation form is given in Annex 1.

TRAINING EVALUATION

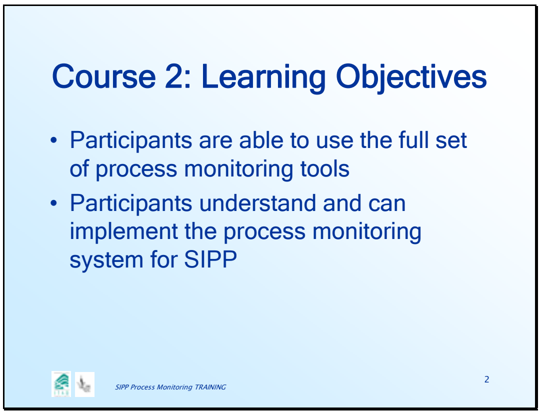
Objectives	• Final evaluation of the course to indicate strong and weak parts of the course • To provide information on participants' views about the training received • To provide guidance on areas where the course needs improving
Participants	All trainees should complete an end of course evaluation form
Time	20 mins
Materials	Evaluation form

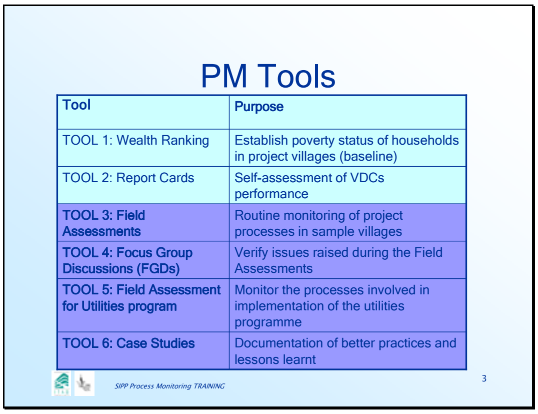
Method

1. The forms should be handed out to participants near the end of the course
2. Every participant should complete a form
3. Ideally, a quick analysis of the forms should take place at the end of the training and the findings immediately fed-back to participants before they depart. If there is not enough time for this, the results can be summarised in a report of the training and shared with participants.

COURSE 2

1. The trainer should present the learning objectives for course 2, and recap the tools that this course will cover (course 2; slides 2 & 3)

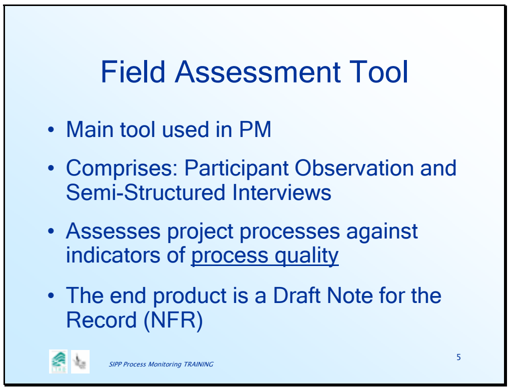


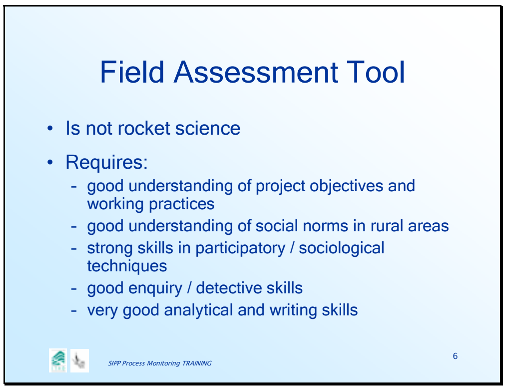


FIELD ASSESSMENTS

Objectives	• Participants are able to carry out a semi-structured interview and a participant observation • Participants can identify the process issues by using these two tools
Time	2 - 3 hours
Resources:	SLIDES Course 2, 4 - 13
	Facilitation Notes
	Handouts of slides for participants
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

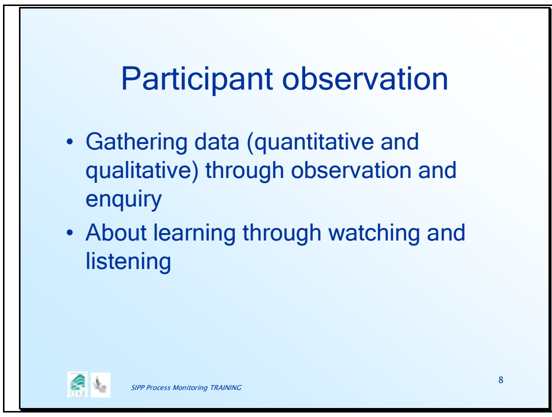
1. Introduce the Field Assessment Tool. Highlight <u>why</u> it is used, <u>when</u> it is used, and the <u>competencies needed</u> by the person doing the assessment. (course 2; slides 5 & 6)

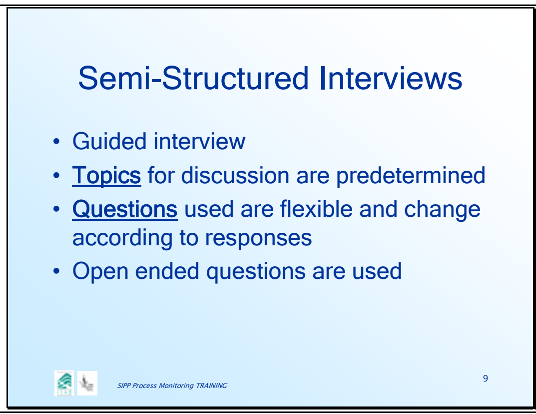




2. Introduce the quality criteria. Ask participants in groups of about 4, to brainstorm on to cards the criteria they think are important in the project processes; i.e. what would define a high quality process in the context of SIPP?
3. Following discussion, the trainer can then compare the groups' criteria with those used in the process monitoring system. (slide 7)

4. Introduce the two tools used in Field Assessment. Participant Observation and SSIs (slides 8 & 9). Explain:
    a. How they are used – either stand-alone or to triangulate findings
    b. Explain the steps for each method, especially highlighting how to select (i) the people/.groups to observe and (ii) participants for the SSIs





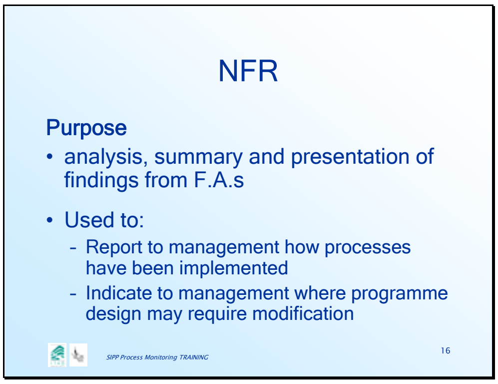
5. The participants should now be introduced to the Field Assessment exercise. In this exercise, which is done in groups of about 4, the participants role play being a Process Monitor, about to undertake a Field Assessment. The exercise starts by the groups being given 15 minutes to read the Field Assessment part of their Notes for Facilitators, with a focus on process quality criteria. The groups are then instructed to use either Semi-Structure Interview or Participant Observation (1 method per group). Each group is then given a scenario or project stage which they have to assess, e.g. CAP formulation, pilot private utilities start-up, sub-project operation, etc. Each group must then produce a list of 10 questions they would ask (semi-structured interview) or 10 issues they would look out for (participant observation). The lists should be recorded on to a flip chart, and each team explains their list to the plenary.

NOTE FOR THE RECORD

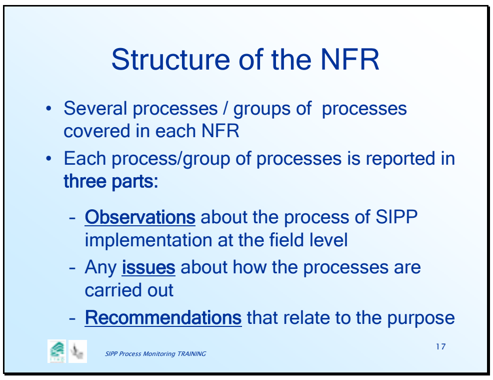
Objectives	• Participants gain skills in completing a Note for the Record
Time	2 – 2.5 hours
Resources:	SLIDES 15 - 19
	Facilitation Notes
	Handouts of slides for participants
	Examples of good and poor NFRs
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

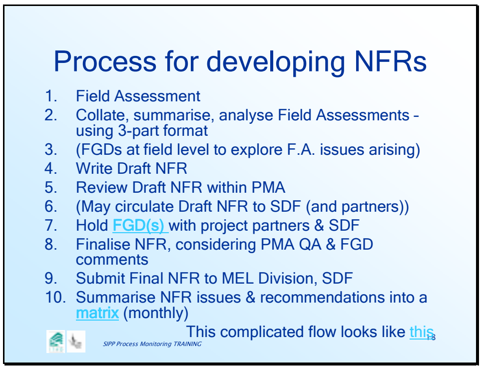
1. Introduce the NFR, explaining that it is produced through a process of observation, interviews and good documentation. It is developed from the previous tools. Explain when it is used and who uses it.

2. Explain why the NFR is one of the most important tools in process monitoring. (slide 16)



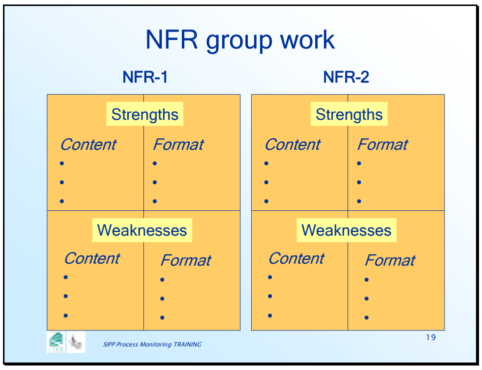
3. Explain the structure of the NFR, and steps in completing them, giving detail on each section. (slides 17 & 18)





4. Hand out examples of a good NRF and a poor NRF (see below).

5. Divide participants in to 3 or 4 groups and get them to quickly (15 mins) summarise the strengths and weaknesses of both NFRs. They should compile comments about each on to a flip chart. The strengths and weaknesses should both be separated in relation to the *content* of the NFR and the *format/ presentation* of the NFR (see slide)



6. Finally, in plenary, the trainer should lead a discussion of how the current NFR format (good NFR structure) might be improved, focusing on issues including:
   - Importance of the issue
   - Length of NFR
   - Ease of use

Examples of NFRs samples (one good and one poor – it should be obvious which is which):

NFR Example No. 1

1. Shapla Village Development Committee:

Physical observation and discussion was carried out with the members of different committees as well as with the other villagers regarding the present sub-project status and future plan. Villagers informed, about 75% earthwork has been completed and they got 2nd installment from SDF. Rest 25% of total will be completed later when weather will be favorable. Partial soil erosion was found as the newly constructed roads are not uncovered with grass. Members of different committees informed, eroded part would be repaired as well as turfing after completion of the road construction.

During discussion, it was found that though female respondents were active in response on different issues but they did not reply clearly which committee they are belonging and also what is the position of them in the committee.

Meeting is going regularly at least one in a month at Union Parishad office. The number of meetings may be more based on requirement. Members of the committee informed, active participation of female in the meeting is high, giving opinion and suggestion on different vital issues that is recorded after internal discussion.

It was observed that joint meeting of VDC and PMC taking place regularly due to sub-project implementation so far.

2. **Financial Contribution:**

Char Union: "About 40 poor villagers will get seed money from the project" – the CG member use this slogan during collection of financial contribution from the poor for sub-project. One poor villager had to take loan for payment his financial contribution with a hope to get seed money in future.

3. **Re-Measurement of Sub-project:**

Initially, the VDC prepares a proposal for a CIW sub-project, with the assistance of CSO. According to the responsibilities, PAST estimates the cost of sub-projects considering all technical aspects. If the deviation between two budgets is high, then the sub-project is measured again by both the community and the PAST. It is a time consuming system and duplication of work. PAST official opined that initial cost estimation of any sub-project should be based on money allocation and care should be given on the accuracy of the budget. **Cost appraisal of any sub-project might be done jointly by the PAST and CSO with the concern of community.**

NFR Example No. 2

1. **Competency of PMC Cashiers:**

Process Observation: In the case of Shapla village, an energetic president of the PMC and his equally energetic wife as president of the VDC are playing sound roles but the PMC Cashier's performance is poor. She does not keep the records, rather the

PMC President does. Despite urging by the partner organisations and recommendations by the PMA, the PMC has not replaced her.

Process Issue: Office-bearers should be energetic, able to devote enough time, have the trust of the community and be competent to do the duty assigned. Some PMC Cashiers fail on the last characteristic. The issue has been highlighted in earlier NFRs. The Program Division of SDF stated to the PMA that it has advised the CSO to probe into this issue.

Process Recommendation: While it is upto the villagers to choose their office-bearers, it is the responsibility of SIPP to guide them otherwise why is SIPP needed for its technical expertise? At least there should be minimum criteria in terms of educational level for cashiers (A student can become a cashier also). Additionally, CSOs should facilitate the choosing of PMC Cashiers by the community *in consultation* with the PAST, as it is the latter who has to work with them in sub-project implementation.

2. List of tube-well sub-project beneficiaries and cross checking

Process observations: The VDC submitted tube-well sub-project proposal to SDF for beneficiary groups with the assistance of CSO. A list of beneficiary's name added with the proposal.

Process issues arising: It was observed in the list that they did not mention the fathers or husband's name and occupation of beneficiaries. Resulted, it is very difficult to identify the beneficiaries individually whenever cross checking whether the actual beneficiaries were selected. Moreover, in some groups, there were no persons whose name mentioned in the list.

Process recommendation: To avoid all types of difficulties and ensure real beneficiaries in future, the name of father/husband and occupation of all beneficiaries has to be mentioned in sub-project proposal.**:**

3. Re-Measurement of Sub-project:

Process observations: Initially, the VDC prepares a proposal for a CIW sub-project, with the assistance of CSO. According to the responsibilities, PAST estimates the cost of sub-projects considering all technical aspects. If the deviation between two budgets is high, then both the community and the PAST measure the sub-project again.

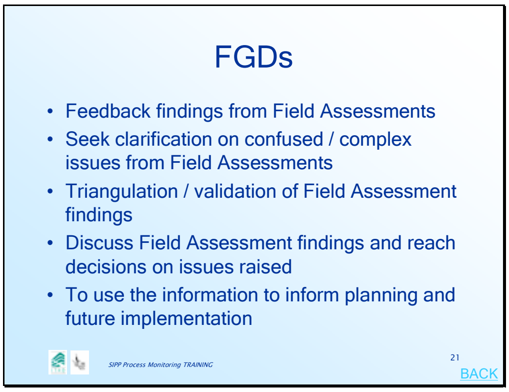
Process Issues: It is a time consuming system and duplication of work. PAST official opined that initial cost estimation of any sub-project should be based on money allocation and care should be given on the accuracy of the budget.

Process recommendations: Cost appraisal of any sub-project might be done jointly by the PAST and CSO with the concern of community.

FOCUS GROUP DISCUSSIONS

Objectives	• participants are able to describe the tool, and understand its role in the process monitoring system
Time	20 - 30 minutes
Resources:	SLIDES 20 - 21
	Facilitation Notes
	Handouts of slides for participants
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

1. Briefly explain to participants what is the tool 'Focus Group Discussion' and why this is used in SIPP

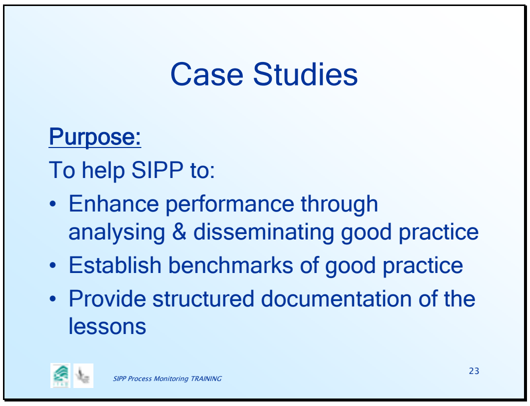


2. Discuss how you select participants for the FGD
3. Discuss how you develop questions and how you ask questions during a FGD
4. Highlight that the FGD validates the NFR which was developed earlier in the training.

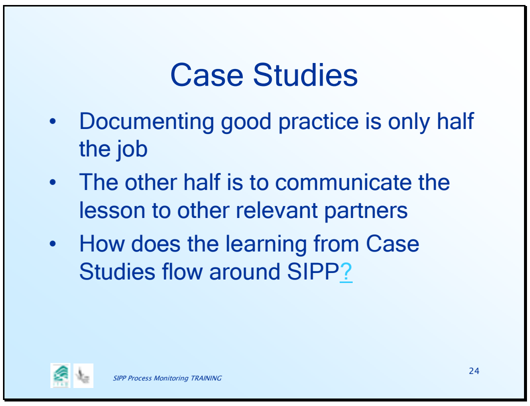
CASE STUDIES

Objectives	• Participants are able to plan a case study • Participants can identify relevant case studies for SIPP • Participants understand the role of case studies in SIPP's organisational learning
Time	90 minutes
Resources:	SLIDES 22 - 25
	Facilitation Notes
	Diagram of information flows in SIPP
	Handouts of slides for participants
Stationary	Coloured cards and pens for brainstorming sessions
	Board/Flip Chart/Wall to stick cards to
	Sticky tape, blue tac or pins

1. Outline to participants the purpose of the 'Case Studies' tool, and why this is used in SIPP. Explain that it is for documenting good or innovative practice and recording 'lessons' that the whole project can learn from.(Slide 23)

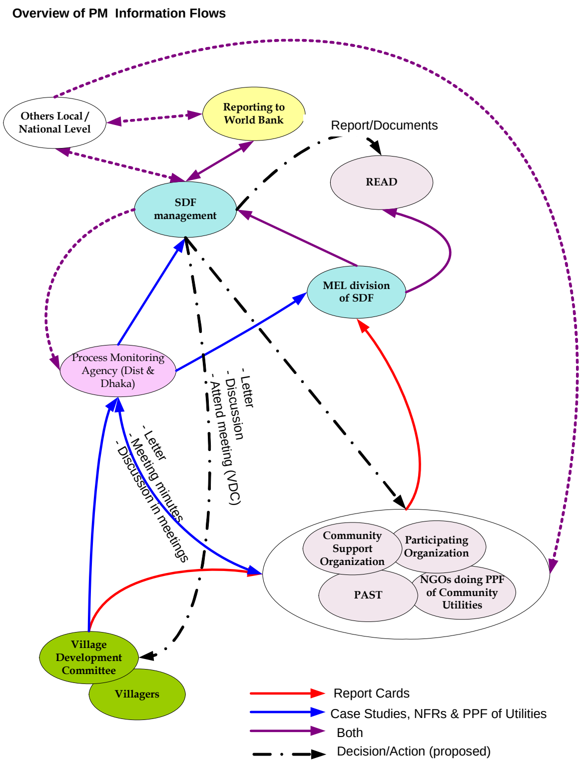


2. Explain that the purpose of Case Studies cannot be fulfilled solely by documentation. There is a need to ensure the learning encompassed in the Case Studies is communicated to the relevant parties in the project. (Slide 24)



3. The trainer should now break the participants into two groups, each to undertake a different exercise. In exercise 1, participants should brainstorm on to cards 10 possible cases studies that highlight important learning points for SIPP. For each potential case study, the group should then use a flip chart to make a simple (one sentence) explanation of why each case study is important, and what process issue it should emphasise.

4. The second group, doing exercise 2, will the proposed information flow for the whole project, with a focus on the Case Studies. The trainer should emphasise that all the tools, and especially the Case Studies, are important for SIPP lesson learning. Thus the group should review the proposed flow (slide), and record on to a flip chart practical steps for putting it into practice.



5. The trainer will conclude the session by getting the two groups to present their flip charts to the plenary, and using them to explore issues relating to organisational learning in SIPP.

SUMMING UP

Objectives	• To bring the course to a conclusion • To summarise on what the course was designed to achieve, and what was accomplished • To focus participants on what the next steps are for building on the course
Time	30 mins
Materials	Course objectives slide Flip chart of participants' expectations

Method

The trainer should now use the Course Objectives slide and the flip chart of participants' expectations to facilitate a discussion of what the course has achieved, whether expectations have been met, and what further actions are needed both from individuals and organisations to build on the training.

TRAINING EVALUATION

Objectives	• Final evaluation of the course to indicate strong and weak parts of the course • To provide information on participants' views about the training received • To provide guidance on areas where the course needs improving
Participants	All trainees should complete an end of course evaluation form
Time	20 mins
Materials	Evaluation form

Method

1. The forms should be handed out to participants near the end of the course
2. Every participant should complete a form
3. Ideally, a quick analysis of the forms should take place at the end of the training and the findings immediately fed-back to participants before they depart. If there is not enough time for this, the results can be summarised in a report of the training and shared with participants.

ANNEX 1. END OF TRAINING EVALUATION FORM

Course title	
Course dates	
Organisation	
Name (opitional)	

Please complete the end of course evaluation form. This will help us improve the course.

How do you rate the training you have received? Against each of the performance criteria, indicate your rating of the course by ticking the relevant cell in the right hand column		Excellent	Very good	Satisfactory	Unsatisfactory	Very Unsatisfactory
Achievement of training objectives The extent to which the training objectives have been achieved...	**By the end of the course, participants will be better able to:** 1. Describe what is meant by process monitoring					
	2. Use the tools of process monitoring					
	3. Support communities, especially VDCs, to use the PM tools					
Quality of training materials	• **Visual aids:** the quality and the appropriateness of slides and handouts					
	• **Exercises:** the relevance and practicality of the exercises					
	• **Participation:** the extent to which *all* trainees were valued, and able to participate					
Quality of training delivery	• **Trainers:** the conduct of the trainers in delivering the materials and interacting with the participants					
	• **Time-keeping:** the time allowed for delivery of materials and the completion of exercises					
Quality of training venue	• **The training room:** the appropriateness of the training room to the type of training provided					

Which part(s) of the training did you like most and why?
Which sessions should be improved? How could they be improved?
Did training materials meet your requirements? If NO, how can they be improved?
Which parts of the training did not meet your requirements? How can they be improved?

Any other comments: please continue below (or attach another page)

ANNEX 2. DAILY REFLECTION EXERCISES

Objectives	• To provide participants with the opportunity to reflect on what they have learnt during each day of the course
Participants	Trainees
Time	5 – 10 mins
Frequency	The Daily Reflection Exercises are suggestions of activities that can be carried out with participants to monitor each days training. The trainer and participants together can decided with tool to use each day – you can use a different one each day, or use the same tool throughout the duration of the course.
Materials	Flip chart, marker pens, coloured cards or post-it notes

Rating Scale

1. Trainer writes on flipchart paper areas requiring feedback or what should be reflected on. For instance, he/she may write content, tools and methods, presentation, trainee participation, and length of each session.
2. Trainer explains that the facilitation team would like to get feedback on the day's learning sessions and is asking participants to provide this feedback.
3. Trainer explains the rating scale, i.e. that 1 = low score and 5 = high score. (Trainer may use a rating scale of 1 to 10 if they prefer).
4. Trainer asks participants to rate each area indicated on the flip chart using the rating scale
5. When participants have finished rating, the trainer may wish to encourage participants to elaborate on the rating by highlighting why some scores are low or high so as to learn from the exercise.

Colour-Cards and Pairs

1. Trainer writes three questions for feedback on flipchart. The three questions are Q.1. What went well? Q.2. What went less well? Q. 3. What are your suggestions for improvement?
2. Trainer asks participants to form pairs
3. Each pair is given three colour-cards and trainer explains that each question must be answered on one card; for instance, Green for Q. 1, Blue for Q 2, and, Yellow for Q 3.
4. The trainer explains that participants should discuss the three questions and write their responses on the cards

5. When participants have finished writing their feedback, trainer should stick the cards on the board or wall and participants should be invited to make some comments or observations.

Strips of Topic Titles

1. The Trainer writes each topic title covered during the day on separate pieces of paper.
2. Participants are divided into as many groups as there are topic titles
3. Each group is given one strip of paper with one topic title on it. They should then discuss and respond to three questions, i.e. Q. 1. Briefly state what was covered in that topic. Q 2. What went well? Q. 3. What did not go so well?
4. After 5 minutes of discussion, the trainer asks each group to give a verbal response to the questions and other participants are invited to make additional comments.

Mood-Reader using faces

1. Trainer draws three faces one happy, one neutral and the third sad.
2. Trainer explains that for to day's reflections participants will be asked to use a mood-reader. The trainer should explain that the mood-reader only summarizes a person's mood.
3. Trainer asks participants to tick using a marker pen against the face that best describes their mood for the day.
4. Trainer encourages participants to explain their moods so as to integrate their observations in the next day's work and thus modify the sessions accordingly.

ANNEX 3. ENERGISERS

<u>Notes to trainers:</u> Energisers are used to break up sessions, re-engage trainees and bring new levels of energy to all! They should be used at regular intervals or when needed. They may be particularly needed in afternoon sessions if trainees show signs of tiredness. Some energisers are given below but trainees may suggest other energizers.

Sinking Boat

<u>Instructions to Participants</u>:
Leader of the energizer says: Find space to move around easily. Imagine that we are on an ocean and the boat is being rowed (using arm and body movements as well as waking around, the leader demonstrates, how this is done). When I say the boat is sinking you should move into groups of a particular number, say 5, given by the leader of the energizer. If you are more than that number or less than that number your boat sinks.

Throwing a ball while thinking of names

<u>Instructions to participants</u>:
Leader of energizer makes a soft ball of crumpled flipchart paper and masking tape. (A small plastic beach ball can be used as a substitute). The leader then asks participants to find space for easy movement. The leader explains that participants are supposed to catch the ball and give a name in the category called out by the leader (e.g. leader says fruit, catcher can say orange, guava, etc) before throwing it to another participant. If they hesitate in saying a right name or throwing the ball, or they say a wrong name, they fall out of the group. The leader calls out the first category and changes at any point during the game. Names vary from names of countries, cars, rivers, birds, animals, trees, people in this room, etc.

Simon says

Instructions to participants:

Leader of the energizer says: Find space for easy movement. The Leader explains that when participants are given instructions with "Simon says" said before the instruction, then they should follow the instruction. But if they are given instructions without Simon says, they should not follow the instructions or else they fall out.

Flip Jacks

Instructions to participants:

Leader of the energizer asks participants to find space and follow her/ his movements. The leader demonstrates how flipping Jacks are done by hopping up and down while clapping his/her hands above his or her head.

Forming a sentence

The objective of the exercise is for each team to complete a full sentence with one participant writing one word only. The team to finish first and complete a comprehensible sentence 'wins'.

Two blank pieces of flip chart paper are pinned to a wall/board about 2-3 meters apart. Participants form two groups. Each group stands in a line, one participant behind another and facing the flip chart.

The first participant in each team writes a word on the flipchart, they then hand the pen to the second person who writes another word and so on until all participants have written a word on the flipchart.

Each person is to write one word only. Nobody should speak to try to pre-determine a sentence. The fastest team wins.