ACCELERATED LEARNING PROGRAM

COMMUNITY PLANNING GUIDE

MINISTRY OF EDUCATION, SCIENCE, AND TECHNOLOGY

SOUTHERN SUDAN

Community Planning Guide

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Module 1
PROBLEM AND GOAL

Learner Objectives: By the end of this session, participants will be able to:

- Identify the problem facing the community ALP program
- Draft a problem statement and goal statement

Time: 3 hours

Overview
Developing a problem statement
Developing a goal statement

Product
A problem statement that clarifies the purpose of the CST workshop
A goal statement that focuses participants' energies towards resolving the problem

Materials: Flipchart Paper and/or blackboard
Markers/and or chalk

Handouts
None

Procedure
After a summary of recent developments within USAID and SBEP the facilitator should make it clear to the group that with this module they will begin the clarifying the situation and their approach to dealing with it. Over the next several days they will be asked to map out a strategy that will better position them to sustain the ALP program in their area. The facilitator should then present the agenda for the next several days on the blackboard or flipchart:

Module 1: Problem and Goal
Module 2: Assessing Sustainability Needs
Module 3: Objectives and Activities
Module 4: Staffing & Implementation
Module 5: Budgeting
Module 6: M&E
Module 7: Recordkeeping & Reporting
Module 8: Moving Forward

I. DEVELOPING A PROBLEM STATEMENT

When formulating a problem statement some of the following questions should be considered (sample answers are given in italics). Put the questions on the blackboard or flipchart paper for participant reference.

a) What is the current situation?
SBEP is withdrawing financial and technical support to ALP before June 2007.

b) What has caused this situation to come about? *A shift in donor strategy has caused this situation.*

c) Who and/or what is affected by the current situation (cite specific quantities)?
2,000 students, 65 teachers and 8 FEOs, 10 communities.

d) What will be the consequences for those named in (c) if the situation does not change?
65 teachers will not be trained, 2000 students will not receive textbooks, 8 FEOs will not be able to monitor teacher and student progress, 10 communities will have large numbers of uneducated youth, a number of people will lose there jobs, etc.

Participants may generate a long list of causes and consequences of the situation as well as those affected. This level of detail and/or generalization need not be included in the actual problem statement. Working through these questions however does provide participants a glimpse of the scope of the problem and its ramifications for all stakeholders. This will underpin the actual problem statement that participants generate so it is worth working through some of these details before composing a more purposeful problem statement.

Once you have generated a representative list ask the participants - individually or in pairs – to complete the following statement:

If nothing is done about the current situation, . . .

Sample responses:

Teachers will not receive training
FEOs won't be able to do their jobs
Students won't receive textbooks
Young adults will not receive any education
A number of people will lose their jobs
The future of the community is at risk

While many of the responses are indeed true they tend to be either too limited or too broad. The facilitator should try to get the group to come up with a rejoinder that captures the breadth of the problem in one statement. Also, the problem statement should reflect a situation that can be realistically dealt with by the community and one that will focus their efforts on a solution. For example:

If nothing is done about the current situation, . . .

There will be no capacity or resources for ALP to continue beyond 2006
OR
The community will not have the resources and/or capacity to support ALP in the future.

This type of problem statement will focus the group's energy to prepare for the formulation of a goal statement of equal breadth and purpose. Once a group consensus is reached, conspicuously display the problem statement on the blackboard or a piece of flipchart paper.

II. DEVELOPING A GOAL STATEMENT

A goal is the solution to the problem that was described earlier. The goal statement represents the solution and should maintain the following characteristics.

- A goal is realistic. Do not state that the project will accomplish more than is realistically possible.

- It is important to develop a goal statement in order to define the scope of the project activity.

The goal statement should be specific and include the following:

- What will be done about the current situation?
- Who will do it?
- In what timeframe will it be accomplished?

For example, like the problem statement the following goals would be either too limited or too broad:

- *FEOs will be given the resources to train 65 teachers in the next twelve months (too limited)*

- *All young adults will receive an education in the next five years (too broad)*

The goal should attempt to turn the problem statement on its head and proposed a focused and realistic goal. For example:

The community will develop a plan (to develop capacity and resources) in the next three months to support ALP in 2007.

Once again, the facilitator(s) should get the group to reach a consensus on their goal statement which can then be displayed alongside the problem statement.

Module 2
ASSESSING SUSTAINABILITY NEEDS

Learner Objectives: By the end of this session, participants will be able to:

- Purpose of sustainability assessment
- Understand the three pillars of project sustainability
- Identify some key questions to be answered to ensure sustainability
- Develop a sustainability needs assessment plan identifying the type of information required (what), its source (from who/where), means of collecting the information (how), and purpose for collecting the information (why)

Time: 3 hours

Overview
Three pillars of sustainability
Assessing sustainability needs

Product:
List of key questions to be asked within the three realms of sustainability
Table outlining needs assessment plan

Materials: Flipchart Paper and/or blackboard
Markers/and or chalk

Handouts
2A Three Pillars of Sustainability
2B Assessing Needs

Procedure

I. PURPOSE OF THE SUSTAINABILITY NEEDS ASSESSMENT
While a problem statement is often generated out of the results of a needs assessment. A problem may also generate the necessity for a needs assessment. In the case at hand, the task is to take a snapshot of the current capacities and resources available and begin assessing the sustainability needs for community ALP. An accurate inventory at this stage can better inform participants when they are trying to devise specific objectives and activities to sustain and, perhaps, expand the ALP in their community.

II. THREE PILLARS OF SUSTAINABILITY
When identifying needs the participants will need to operate in three basic realms which can be represented as three pillars of sustainability (see Handout 2A, below):

- **Financial Sustainability**
- **Institutional/programmatic Sustainability**
- **Political Sustainability**

Module 2
ASSESSING SUSTAINABILITY NEEDS

The facilitator should conduct a blind, channeled brainstorm by posting three, untitled pieces of flipchart paper on the wall or drawing three columns on the blackboard to represent the three pillars of sustainability and then posing the following task:

What questions do you need to ask yourselves in trying to determine the needs of sustaining and/or expanding ALP?

Let participants brainstorm freely and the facilitator can list their questions in the appropriate blackboard column or on the appropriate piece of flipchart paper corresponding to the relevant pillar of sustainability. For example:

Institutional/programmatic Sustainability Pillar
How many teachers are potentially available to teach ALP?
Are teachers sufficiently trained to teach ALP?
What institutional systems need developing to strengthen and maintain ALP?
How do we know whether ALP is yielding results for students?

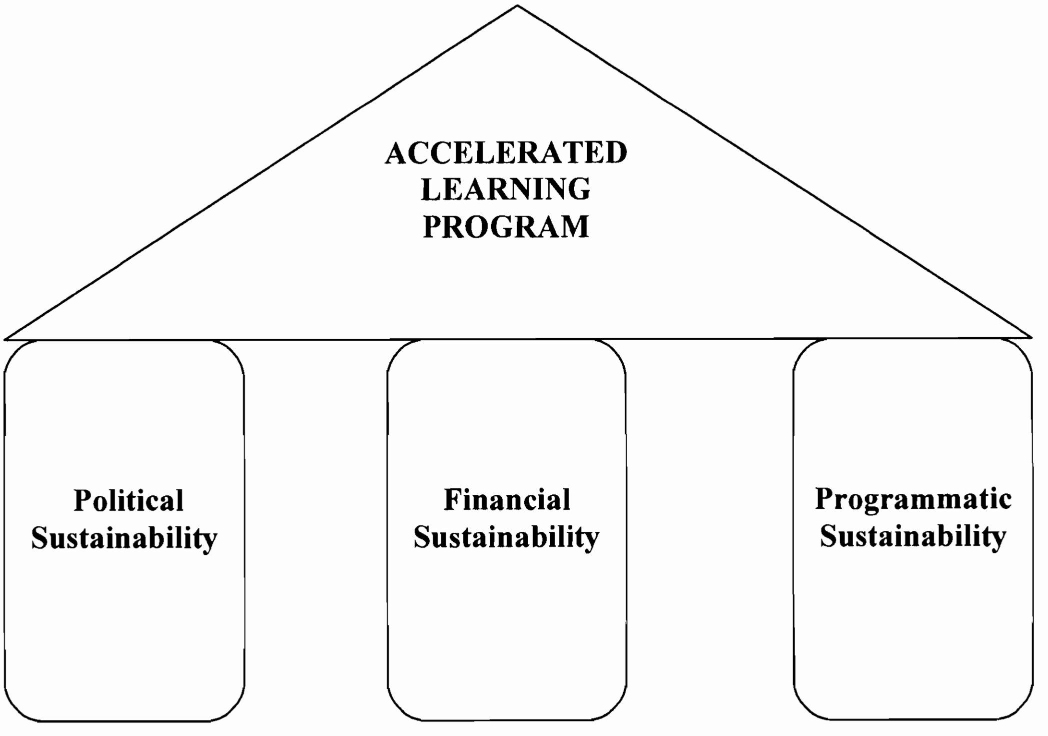
Financial Sustainability Pillar
Are there sufficient structures or venues to sustain or expand ALP classes?
Is there a sufficient source of funding to buy textbooks ALP?
What salary levels are required to retain current ALP staff? Hire new staff?
How can the community generate money or resources to support ALP?
Would the state or other NGOs be willing to support ALP in the area?

Political Sustainability Pillar
Is there support from educational authorities at various levels to support our ALP?
Are educational authorities and/or donors aware of our ALP program and its accomplishments?
What is the demand among the community for ALP?
How can we generate interest in and support for the ALP?

After the facilitator has recorded sufficient key questions s/he should try to elicit the headings for each of the three lists from the participants. This may require some leading questions from the facilitator, but it would be best if the participants themselves were able to see the common theme running through each of the three sets of questions.

Once participants have generated the headings for each of the pillars, the facilitator should pass out the handout below. The facilitator should emphasize that if questions from only two of the pillars are answered the process is weakened and that if questions from only one pillar are addressed the process is unsustainable and will collapse. It is crucial that participants realize this and remember throughout the workshop so that they do not neglect critical questions that require answers. This handout will also be used on the final day of the workshop so it is critical that participants bring this with them the last day if not every day.

Handout 2A: Three Pillars of Sustainability



Copy and label (political, financial, programmatic) the key questions generated in the brainstorm.

Handout 2B

III. ASSESSING SUSTAINABILITY NEEDS
For each of the questions recorded on Handout 2A the participants should fill in the matrix below which they can use as is or reproduce in their notebooks. Questions should be divided amongst the group to save time.

Once participants have filled in the matrix for their question(s), the facilitator should elicit their information for discussion/feedback among the whole group. Once information has been agreed upon the facilitator should record information on the blackboard or flipchart paper for future reference and guidance.

Question	Information required to answer question	Source of information	Means of gathering information	Person responsible

Module 3
OBJECTIVES & ACTIVITIES

Learner Objectives: By the end of this session, participants will be able to:

- Develop objectives based on SMART criteria to meet perceived needs for ALP sustainability
- Differentiate between objectives and activities
- Identify activities to achieve objectives

Time: 3 hours

Overview:
Difference between objectives and activities
Defining and developing objectives
Developing activities from objectives

Product
Document identifying objectives and corresponding activities to realize those objectives

Materials: Flipchart Paper and/or blackboard
Markers and/or chalk

Handouts
3A SMART Objectives

I. DEVELOPING OBJECTIVES
Although participants haven't had an opportunity to answer the sustainability needs questions developed in the previous module, the facilitator should ask that they begin the process of developing objectives on the information they have. These objectives can later be modified better fit the circumstances once more information becomes available. It may be worth pointing out that objectives (and activities) are continually revisited and, if necessary, adjusted to meet changing circumstances. It should also be pointed out that while the workshop is meant to generate some genuine "products", the process that is being learned is perhaps more critical to sustainability.

Explain to participants that objectives are a series of specific accomplishments designed to address the stated problems and/or needs and attain the stated goal. The clearer the objectives, the easier it is to plan and implement activities that will lead to the attainment of these objectives. Writing clear objectives also makes it easier to monitor progress and evaluate the success of projects.

When developing objectives participants need to develop them in each of the three realms, or pillars, of sustainability as well as their main goal. They may use the products produced from the previous modules to guide this process.

Once again, to save time, the facilitator will want to divide the work. Assign a realm (or pillar) to each participant, pair, or group and have them begin generating objectives. After five minutes the facilitator should elicit some of the objectives generated thus far.

Module 3
OBJECTIVES & ACTIVITIES

It is likely that many of the participants are generating activities rather than objectives. For example:

- *Train 65 teachers*
- *Buy 1000 textbooks*
- *Visit state officials to gain support*
- *Write a proposal to get NGO support and/or donor funding*

Point out that an objective is an endpoint, not a process. It is a description of what will exist at the end of a project. For example, the above activities could be written as follows:

- *65 teachers in Pochalla will have received training by the end of 2006*
- *1000 textbooks will have been purchased for students in Pochalla within three months*
- *A meeting to present a proposal to state officials will be scheduled in Pocahlla by the end of the month*
- *A proposal will have been submitted to at least two NGOs and three donors in the project area by May of this year*

The facilitator should pass out Handout 3A SMART OBJECTIVES and explain the SMART approach to developing objectives which appears below. Once these points have been covered the participants may continue to develop objectives under the realm or pillar they've been assigned. These objectives can be recorded on Handout 2A.

SMART Objectives
Objectives must be **specific** (what and when) and **measurable** (how much) and must describe what is **desirable** (suitable and appropriate for the situation) and **obtainable** (realistic).

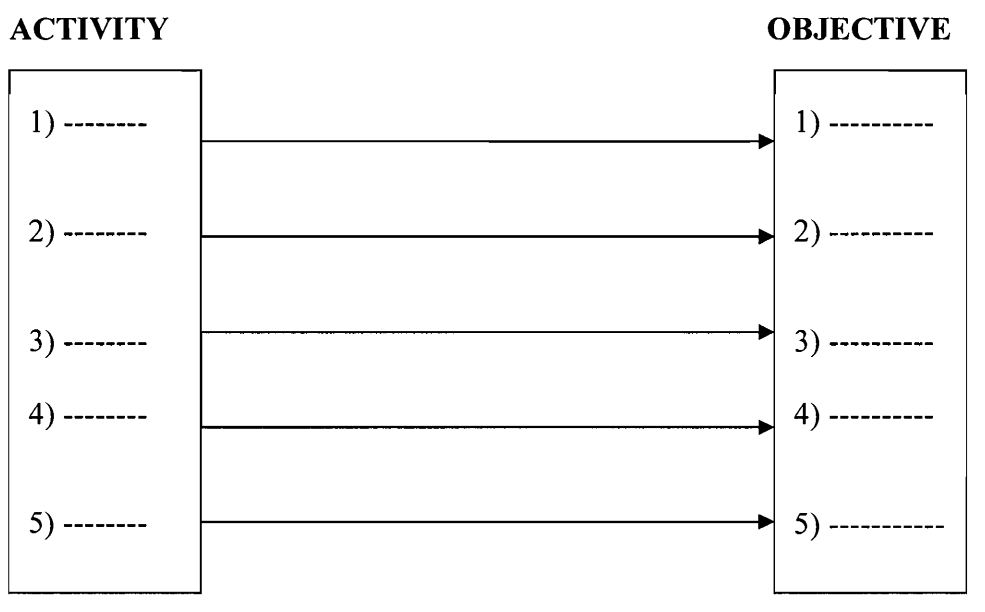
Checklist:

S	**Specific**	Is the objective clear in terms of what, how, when, and where the situation will be changed?
M	**Measurable**	Are the targets measurable (e.g., how much of an increase or how many people)?
A	**Area Specific**	Does the objective delineate an area or population (gender, age, payam, county)?
R	**Realistic**	Is the project able to obtain the level of involvement and change reflected in each objective?
T	**Time-bound**	Does the objective reflect a time period in which it will be accomplished (e.g., during the first quarter or mid-point of the project period)?

After a sufficient amount of time the facilitator should elicit objectives and, along with other participants, make any necessary modifications to fit objectives within SMART guidelines. These SMART objectives can then be recorded in a vertical column on the blackboard or flipchart paper.

II. DEVELOPING ACTIVITIES

The facilitator should illustrate the relationship of activities to objectives. Either draw a vertical column on the blackboard to the left of the column of objectives or place blank flipchart paper to the left of the flipchart paper on which objectives have been recorded. Point out that the objectives are endpoints and the activities are the means by which those endpoints are reached. Draw arrows between blackboard or flipchart columns to demonstrate this relationship (see diagram below).



Ask participants to develop activities for their corresponding objectives. Remind the participants that activity denotes action; they should be using action verbs in their activity statements. For example: hold two teacher training workshops to train teachers. It is also possible that multiple activities will be required to reach one objective and, conversely, that multiple objectives may be reached through one activity.

Once participants have completed this task, elicit their activities for group feedback and recording on the blackboard or flipchart paper.

Handout 3A: SMART Objectives

Objectives must be **specific** (what and when) and **measurable** (how much) and must describe what is **desirable** (suitable and appropriate for the situation) and **obtainable** (realistic).

Checklist:

S	**Specific**	Is the objective clear in terms of what, how, when, and where the situation will be changed?
M	**Measurable**	Are the targets measurable (e.g., how much of an increase or how many people)?
A	**Area Specific**	Does the objective delineate an area or population (gender, age, payam, county)?
R	**Realistic**	Is the project able to obtain the level of involvement and change reflected in each objective?
T	**Time-bound**	Does the objective reflect a time period in which it will be accomplished (e.g., during the first quarter or mid-point of the project period)?

Module 4
STAFFING & IMPLEMENTATION

Learner Objectives: By the end of this session, participants will be able to:

- Develop job descriptions for staff
- Develop an organogram
- Develop a Community Action Plan (CAP)

Time: 3 hours

Overview
Developing job titles, duties (verbs), deliverables (nouns) from objectives and activities
Determining staffing requirements
Creating a Community Action Plan (CAP)

Product:
Job descriptions
Organogram
Community Action Plan (CAP) for sustaining ALP

Materials: Flipchart Paper and/or blackboard
Markers and/or chalk

Handouts
Community Action Plan (CAP) *Excel worksheet, p. 15*

Procedure

I. DEVELOPING JOB DESCRIPTIONS
In order to carry out activities, realize objectives, and achieve goals any organization should have a clear idea of the organizational structure and the responsibilities of staff members within that structure. If this is clearly established, an effective workplan or, in this case, Community Action Plan can be developed.

Although most of the workshop participants have job titles and accompanying terms of reference, the community-based nature of the ALP will require that new positions be created and existing ones clarified or modified.

The first step is to link the activities from the previous module to a particular person or position within the organization. The facilitator can ask the participants to run through key the activities they've identified within the three realms (political, financial, programmatic) and elicit the general tasks connected to those activities. These tasks should, like the activities, be expressed using action verbs and should be of a more general nature.

For example, rather than state, "*organize two workshops to train 65 teachers in 2006*" the task could simply state, "*Organize and implement teacher training workshops*". These tasks should be recorded on pieces of flipchart paper or blackboard space. Thus, each sheet of paper or block of blackboard space corresponds to a job position within the organizational structure.

Once these tasks have been recorded the participants must determine the deliverables to be produced form those tasks. Deliverables are more tangible are can be expressed using nouns as demonstrated below.

Task: Organize and implement regularly scheduled teacher training workshops

Deliverable: Submit quarterly report detailing teacher training activities during that period and the number of teachers receiving training.

Finally, these tasks and deliverables have to be assigned to an existing position or a new position will have to be created. Ask participants to label the lists of tasks and deliverables to signify which position within the hierarchy will be responsible.

II. CREATING AND ORGANOGRAM

Like most of the job descriptions, an organogram probably exists for the educational structures currently in place. However, it would be useful to create a visual representation of the organogram (on the balckboard or with flipchart paper) to highlight the community's place within this structure and clarify the additional tasks or deliverables to be implemented through this structure.

This should be a cooperative effort among participants. Also, the number of positions that may be required at any given level to carry out the tasks envisioned should be duly noted on the organogram e.g, 12 FEOs, 2 program trainers, etc. The facilitator may want to make some suggestions on staffing levels required to run a strong program. Refer to parameters listed below:

Retention Rate					
85%	0.85	**Student: Teacher ratio**		**Teacher: FEO ratio**	
New Enrollments	0.20	BeG, Nuba, Pochalla	25:1	Nuba, UN	6:1
20% of previous year		EQ, Duc, Twic East	25:1	BeG	8:1
Student: text ratio	2;1			EEQ	12:1
				WEQ	8:1

This exercise will also give the payam, county, and state educational authorities a better idea of the real staffing requirements of robust ALP program.

III. DEVELOPING A COMMUNITY ACTION PLAN (CAP)

A Community Action Plan is essentially a workplan that is rooted in and driven by community needs in the three realms identified in module 2. The actual product that will come out of this exercise will be appear the same as any workplan that an organization might develop to schedule, prioritize, and sequence activities. The facilitator should be sure however that the workplan or CAP the participants develop is not confined solely to programmatic sustainability objectives. Make sure there is a realistic balance of all three objectives so that sustainability is assured.

Participants should refer to products from previous modules (objectives and activities) to facilitate development of a workplan. The workplan or CAP could be created as an integrated whole, divided according to realms (political, programmatic, financial), or organized according to levels within the organization.

A suggested template that could be modified for any approach appears on the attached Excel spreadsheet. Although this handout should be distributed as a sample and may be used for the exercise, participants may want to simply sketch out a similar template in their notebooks that can then more be easily adapted to group needs.

Remind participants to schedule realistically and flexibly to allow for sudden and unexpected changes in the political, financial, or programmatic environment.

COMMUNITY ACTION PLAN														
Activities	Project Month												Resources Needed	Person Responsible
	1	2	3	4	5	6	7	8	9	10	11	12		

Module 5
BUDGETING

Learner Objectives: By the end of this session, participants will be able to:
- Develop a budget format to suit their purpose
- Understand budgeting as an exercise in setting and negotiating priorities
- Create a budget for sustaining (and expanding) ALP

Time: 3 hours

Overview
Creating a budget format
Budgeting priorities
Negotiating the final budget

Product
Budget for sustaining ALP

Materials: Flipchart paper and/or blackboard
Markers and/or chalk

Handouts
5A Budget Categories with (or without) Line Items

Procedure

I. DEVELOPING A BUDGET FORMAT
Before splitting the group, brainstorm the budget categories and line items that may need to be considered in costing out the ALP. Handout 5A provides some typical budget categories and line items for guidance and explanation, but this template need not be used for this or subsequent exercises in this module if the group is either familiar with budgets.

Furthermore, not using this handout may be more instructive if the group of participants has to work through the categories and line items relevant to their needs rather than simply copying a template. This process may also illuminate the priority categories seen from different perspectives within the group. However, if the group is unfamiliar with budgets or can not generate categories and line items reasonably quickly the facilitator may choose to use the handout in an appropriate manner to facilitate the process.

Once the group has brainstormed the categories and line items and justified the need for their inclusion, record them on the board or flipchart. Also, be sure that any budget format contains unit cost, # of units, amounts, and totals. It is also helpful if there are subtotals calculated for each budget category.

II. SETTING PRIORITIES
Separate participants along local, regional, and/or state lines. Then give these pairs a fixed sum of money that may realistically cover the costs of implementing the CAP to run the ALP. Instruct pairs or groups to allocate the money across the budget categories

and line items as they see fit and prepare an explanation for their choices. After a sufficient amount of time ask the each pair or group to present their budget to the rest of the participants and to explain the choices they made in allocating funds. Provide time for feedback on each presentation. Make sure that participants understand that budgeting is simply more that than plugging numbers into a spreadsheet. It is, among other things, an exercise in determining priorities which will set the stage for the next step in the process – negotiation.

III. NEGOTIATING THE BUDGET

Once the participants have identified and justified their priorities have the whole group discuss the final shape the budget should take. This process will involve negotiation and although this is not an exercise in negotiation, group members should justify their choices and be aware of the effects of these choices on other budget categories. The goal of the exercise is to simply arrive at a consensus on the budget that everyone can live with.

The facilitator should either appoint or take on the role of secretary to record the budget on paper. The negotiated budget arrived at will represent the key product from this module.

Handout 5A: Budget Categories (**UPPER CASE, BOLD**)
Line Items (*lower case, italics*)

I. PERSONNEL (Salaries and Wages)
- *professional staff*
- *Administrative and support staff*

II. FRINGE BENEFITS (Percentage of salary)

III. CONSULTANTS
-honorariums
-volunteers

IV. TRAVEL AND PER DIEM
-airfare
-ground transportation
-per diem/hotel/meals

V. DIRECT COSTS
-office rent
-office supplies
-telephone/telegraph
-postage/shipping
-reproduction/printing
-utilities
Electricity
Water
-outside services

VI. EQUIPMENT
-vehicle
-computers
-fax machine
-photocopier

VII. SUBCONTRACT/SUBAGREENTS

VIII. TRAINING

IX. INDIRECT COSTS

X. FIXED FEES

Module 6
MONITORING AND EVALUATION

Learner Objectives: By the end of this session, participants will be able to:
- Understand the difference between monitoring and evaluation
- Develop indicators against established objectives
- Outline an MIS system for community ALP

Time: 3 hours

Overview
Defining monitoring and evaluation
Developing indicators
Developing a basic M&E plan

Product
Basic monitoring and evaluation plan

Materials: Flipchart Paper and/or blackboard
Markers and/or chalk

Handouts
6A M&E Matrix

Procedure

I. DEFINING MONITORING AND EVALUATION
Begin the module by asking participants to define monitoring and evaluation and to describe any differences between the two processes. It may be best to reproduce an empty table similar to the one below with the column headings and row leaders only to guide the discussion.

It is likely the facilitator will receive a number of differing responses to this request. Although opinions differ on what constitutes monitoring and evaluation and what sets the two apart, the table on the next page offers some broad guidelines on which to base further activities in this module.

	MONITORING	EVALUATION
Definition	Process of routinely gathering information on relevant aspects of the project	Process of gathering and **analyzing** information to determine whether project is carrying out activities and meeting objectives
Why?	To provide a continuous flow of relevant and timely information to on trends, patterns, and problems that may affect project activities and objectives (attendance, financial information, dropouts and retention, etc.)	To learn whether objectives are being met and activities are being suitably implemented. Consequently, decisions can be made regarding changes in activities or objectives
When?	Continuous and routine	Periodic depending on objective and activity
Who?	Internal	Internal and/or external

II. DEVELOPING INDICATORS

Use objectives from module 3 as shown in handout 6A - M&E Matrix.

The facilitator should elicit some indicators for the objectives previously developed, but should avoid getting into complicated explanations of input, output, and impact indicators at this point. It may be best to see what participants come up with before deciding whether to get into a more detailed definition of indicators. For reference, however, these types of indicators are defined briefly below:

Input indicators – describe what goes into a project, such as the number of hours of training, the amount of money spent on learner kits, the number of textbooks distributed

Output indicators – describe activities such as the number of teachers trained, the number of children receiving and using learner kits, the number of children actually using textbooks at school

Impact indicators – measures the actual change in conditions such as an improvement in the quality of teaching (as a result of training), improved learning outcomes (as a result of access to learner kits and texts)

Have participants fill in the INDICATORS column making sure each indicator is appropriate to capture achievement of objective. Once again, it may be best to divide this task and discuss responses as a group afterwards.

Remind participants that although objectives are sometimes not achieved due to development of unrealistic objectives or inadequate levels of activity poor choice of indicator can also be to blame. The indicator must be capable of doing exactly as advertised; indicate the extent to which the objective is being met. If the indicator cannot fulfill this criterion, it is of little value and should be discarded in favor of a more valid and accurate indicator.

III. DEVELOPING A BASIC M&E PLAN

Maintaining reliable indicators to evaluate progress towards project activities and objectives requires a continuous, timely, accurate flow of information. To ensure that indicators remain relevant, participants should develop a basic M&E plan that enables the proper use of indicators and therefore an accurate measure of progress toward established objectives.

Divide objective/indicators among individual or pairs of participants. Again, make sure there is an adequate representation of political, programmatic, and financial objectives and their corresponding indicators. The monitoring and evaluation matrix is fairly straightforward, but the facilitator may want to provide some explanation by going over the example on the handout. Also, participants may choose to reproduce the matrix in their notebook; this is fine as long as they include the relevant column headings.

Once the M&E Matrix has been completed have individuals, pairs, or groups share and discuss their ideas. The product of this exercise should be a basic M&E plan on which participants agree. The facilitator should ensure his matrix is recorded in its entirety for future reference.

The actual instruments used for collecting data and how they are to be used for reporting purposes will be covered in module 7.

Handout 6A: M&E Matrix

MONITORING & EVALUATION MATRIX						
Objective	**Indicator**	**What data to collect?**	**From where and how often should data be collected?**	**Who collects data?**	**Who uses data?**	**How often should data be analyzed?**
65 teachers will have been trained in Pochalla by Dec. 2006	-# of teachers receiving ALPITT -Effective implementation of refresher training by teachers in their classes	-Attendance at trainings –Teacher classroom performance	-Attendance sheets from trainings (monthly) -FEO observation forms (monthly)	FEO	CED	quarterly

Module 7
RECORDKEEPING & REPORTING

Learner Objectives: By the end of this session, participants will be able to:

- Identify and design key recordkeeping forms
- Understand the importance of a timely and accurate flow of information throughout the organization
- Understand the characteristics of effective reporting

Time: 3 hours

Overview
Creating and Evaluating Recordkeeping Instruments (forms)
Generating Effective Reports

Product:
Key recordkeeping forms
Organogram reflecting flow of information and reporting lines
Report form templates

Materials: Flipchart Paper and/or blackboard
Markers and/or chalk
Organogram (from Module 4)
Handout 6A: M & E Matrix (from Module 6)

Handouts:
Existing recordkeeping instruments, if available (forms)

Procedure

I. CREATING AND EVALUATING RECORDKEEPING INSTRUMENTS
Distribute copies of one or two of the forms currently in use by the ALP (e.g., biodata, enrollment, daily attendance record, teacher observation, etc) among pairs or groups of participants. The trainer needn't distribute a different form to each group as this would require time-consuming explanations from each group. While the group is examining the recordkeeping instruments, the facilitator should reproduce the organogram from Module 4 on the blackboard or flipchart paper.

For the purposes of this exercise the trainer only needs to ascertain whether the participants grasp the key concepts illuminated by the guiding questions and key points provided below.

Ask participants to examine forms and answer the following guiding questions:

- *What data does the form track?*
- *From where or whom would the data be collected?*
- *How would the data on the form be collected?*
- *Who will collect the data to fill out this form?*

- *How often should the form be circulated?*
- *Who would ultimately use the form and to what purpose?*

Ask participants to describe their instrument (form) and their answers to the guiding questions to the rest of the group. Also, ask the participants to signify on the organogram the flow of data contained in their recordkeeping instrument (form). At the end of these presentations the trainer should elicit (or state, if necessary) the following key points about recordkeeping instruments:

- **The data should be relevant and purposeful.**
- **The data source should be accessible, reliable, and appropriate.**
- **The method of data collection should be simple and quick.**
- **The person assigned to collect data should be in a position to do so.**
- **The person receiving the data for analysis is in a position to act upon it.**

Once the trainer has determined that participants understand the concepts s/he should ask participants to reference the **organogram** reproduced from Module 4 and the **Handout 6A: M&E Matrix** from the Module 6.

Individually, in pairs, or in groups, participants should design recordkeeping instruments (forms) that would capture critical data for indicators and objectives. Once again break up the tasks to save time.

Participants should use questions and key points from above to guide and inform the design of their recordkeeping instrument.

Once forms have been sketched out, ask participants to present their ideas to the rest of the group. Elicit feedback from the group to determine whether the recordkeeping instruments meet criteria framed by the questions and/or key points

II. GENERATING EFFECTIVE REPORTS

Brainstorm with the group the key elements of good report formatting. Although this may vary according to context some suggestions follow:

- *Period which the report covers*
- *Objectives (or planned targets) for the period*
- *Actual achievements during this period in pursuit of these objectives and the indicators used to measure these achievements.*
- *Resources used to realize these achievements and their adequacy in completing the task. Actual expenditure of money (and if relevant, shortfall of money) spent on activity in pursuit of objective*
- *Challenges which may have arisen during the period in question and the manner in which these challenges were dealt with.*

- *Lessons learned and the implications for making modifications to project resources, activities and/or objectives.*

Try to reach a consensus among the group on the key elements so that they can make informed decisions to support achievement of their goal. List these elements of effective reporting on the blackboard or on flipchart paper.

Next, ask participants to fill in their recordkeeping instruments with fictional information. There is no need to spend too much time for this as it is only preparation for the reporting component of the module.

Once, they have completed their own forms they should write a short narrative report on a blank piece of paper that captures the vital information from the form and elaborates using the key elements agreed upon previously. Participants should be reminded that although the report is based on fictional information, it should be written to inform the reader so that s/he can make sense of the data and events that are being reported.

Narrative reports (without the recordkeeping instrument form from which it was composed!) should then be given to another member of the group. The recipient of the report should then read it trying to recreate the key data from which the report was drawn and what action s/he should take.

Once the recipients have completed read the reports given them, they should share their understanding of the information in the report with the rest of the group. A determination should be made as to whether their understanding of the report is consistent with intention of the author as well as the information contained in the recordkeeping instrument upon which the report was based.

If there is a disconnect between the report and the data from the recordkeeping instrument (form), the trainer should get the participants to determine the root of the problem; a faulty report, insufficient or flawed data, etc.

The trainer needs to make it clear to the participants that a good report not only is well written and formatted, but also captures reliable data and information that can be effectively and efficiently acted upon.

Reporting is only as good as the reliability, accuracy, and timeliness of the information upon which it is based.

Module 8
MOVING FORWARD

Learner Objectives: By the end of this session, participants will be able to:

- Identify immediate key tasks to be completed by group members to begin the process of sustaining the ALP

Time: 90 minutes

Overview
Review of three pillars of sustainability and group goal
Identify and assign key tasks to maintain pillars and move toward achievement of goal

Product
TO DO list for steering committee (CST participants) to ensure ALP sustainability

Materials: Flipchart Paper and/or blackboard
Markers and/or charts

Handouts
2A Three Pillars of Sustainability (from Module 2)
Goal (from Module 1)

Procedure

I. TASKS FOR MAINTAINING THE THREE PILLARS OF SUSTAINABILITY
Ask participants to reference Three Pillars of Sustainability and review the key concepts as detailed in Module 2. They should also be reminded of the goal they set in Module 1.

Next, have participants reflect upon the work they've done over the past several days and how this has affected their understanding of the three pillars of sustainability. Have them brainstorm what they perceive as critical tasks to be completed over the next several weeks to maintain the strength of the structure and move the group toward its goal. Record these ideas on the blackboard or flipchart and ask the group to prioritize them keeping the following in mind:

- Will the prioritized list maintain the strength of all the pillars?
- Are the tasks on the list achievable and suitable to the group's goal?
- How can the tasks be delegated so that some individuals or groups are not overburdened with responsibilities?
- Is/are the person(s) or group(s) delegated to do the task the best choice? Why or why not?

Ask the group if there are other factors that need to be considered. Once the group is in agreement as to the tasks and the parties responsible for carrying them out, this should be duly noted and deadlines set.

Module 8
MOVING FORWARD

The completion of these tasks will form the basis of the next meeting to take place in approximately 8-10 weeks time. If possible the participants and facilitator may want determine a definite date and draft agenda for the next meeting.

Thank all the participants for serving the ALP serving committee and wish them luck on completing their tasks.

Ministry of Education, Science, and Technology

Southern Sudan