

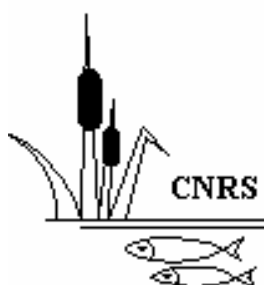
## Social Investment Program Project (SIPP)

### Process Monitoring Consultancy Services for SIPP

#### Report on Training on Process Monitoring



in association with



#### **ITAD**

Information, Training And Development  
12, English Business Park  
English Close  
Hove  
BN3 7ET  
U.K.

Telephone: +44 1273 7654 250  
Fax: +44 1272 7653 251  
e-mail: mail@itad.com

#### **CNRS**

Center for Natural Resource Studies  
House # 14 (2<sup>nd</sup> Floor), Road # 13/C  
Block # E, Banani  
Dhaka-1213  
Bangladesh

Telephone: +880-2-9886700  
Fax: +880-2-9886700  
email: cnrs@dominox.com

June 2005

## Glossary of Abbreviations and Acronyms

CF	Community Facilitator (of CSO)
CIW	Community Infrastructure Works
CSO	Community Support Organisation
FF	Field Facilitator
FGD	Focus Group Discussion
NGO	Non Governmental Organisation
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation and Learning
MIS	Management Information System
NFR	Note For the Record
PAST	Project Appraisal and Supervision Team
PM	Process Monitoring
PMA	Process Monitoring Agency
PMC	Project Management Committee
PO	Participating Organisation
PPF	Pilot Private Financing
RO	Research Officer (of PMA)
SAP	Social Assistance Program
SDF	Social Development Foundation
SIPP	Social Investment Program Project
SRO	Senior Research Officer (of PMA)
SW	Social Worker
VDC	Village Development Committee

### **Acknowledgements:**

This report was written and edited by Julian Barr and M. Anisul Islam. The Training Course Outline and Trainers' Notes were written by Abigail Mulhall.

---

**Contents**

<b><u>Glossary of Abbreviations and Acronyms</u></b>	<b><u>i</u></b>
<b><u>1. Executive Summary</u></b>	<b><u>1</u></b>
<b><u>2. Introduction</u></b>	<b><u>2</u></b>
<b><u>3. Details of Trainers and Participants</u></b>	<b><u>4</u></b>
<b><u>4. Participant Evaluations of the Course</u></b>	<b><u>6</u></b>
4.1. ACHIEVEMENT OF COURSE OBJECTIVES	7
4.2. QUALITY OF TRAINING	9
4.3. BUILDING ON THIS COURSE	11
<b><u>5. A Selection of Course Outputs</u></b>	<b><u>13</u></b>
<b><u>6. Annex 1. Powerpoint Slides Used in the Course</u></b>	<b><u>17</u></b>
<b><u>7. Annex 2. Training Course Outline (for Participants)</u></b>	<b><u>18</u></b>
<b><u>8. Annex 3. Trainers' Notes</u></b>	<b><u>19</u></b>

---

## 1. Executive Summary

This report provides feedback on two short courses on process monitoring, run for organisations involved in the implementation of the SIPP.

A half day course was run for the various partner organisation, covering a general introduction to process monitoring and use of the process monitoring tools, notably Report Cards, that they would have to use.

A one and a half day course was run for SDF staff, covering in more detail the other process monitoring tools in use, and the outputs from the monitoring, especially the Notes for The Record.

Evaluation results are presented showing that the course was rated as *very good* on average, by the participants. They liked the format of the course, but considered that a larger venue and a slightly longer course would have been an improvement. Consideration may need to be given to delivering a refresher once the Report Cards tool is in extensive use.

## 2. Introduction

This report summarises the results of a two training courses in Process Monitoring, delivered by ITAD and CNRS at the offices of SDF on 17<sup>th</sup> and 18<sup>th</sup> of January 2005.

In summary, the two courses covered:

- Course 1: A half-day course, covering introduction to process monitoring and the role of the process monitoring agency, Wealth Ranking, and Report Cards
- Course 2: A one and a half day course, covering other process monitoring tools in detail: field assessment, focus group discussion, and case studies

Full details of the participants is given in Section 3. However, Course 1 was primarily designed for staff from SDF, plus staff from the partner organisations implementing SIPP (CSO, PO, PAST, etc), while Course two was design for SDF staff only.

Course details are as follows:

### Course 1

<b>Title</b>	<b>Wealth Ranking and Report Cards</b>	
<b>Duration</b>	4 hours	
<b>Learning Objectives</b>	<p>➔ Participants gain skills that enable them to carryout a wealth ranking</p> <p>➔ Participants can use report cards for facilitating self-assessment of performance and progress by VDCs or other community groups</p>	
<b>Participants</b>	Staff from SDF< Community Support Organisations, Participating Organisations, and other project partner organisations	
<b>Content</b>	<ul style="list-style-type: none"> <li>▪ Introduction to the course; participant introductions</li> </ul>	10 mins
	<ul style="list-style-type: none"> <li>▪ Outline of SIPP and the role of the Process Monitoring Agency</li> </ul>	15 mins
	<ul style="list-style-type: none"> <li>▪ Introduction to Process Monitoring</li> </ul>	15 mins
	<ul style="list-style-type: none"> <li>▪ Introduction to Wealth Ranking</li> </ul>	90 mins
	<i>Break</i>	
	<ul style="list-style-type: none"> <li>▪ Introduction to Report Cards</li> </ul>	90 mins

**Course 2**

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

### 3. Details of Trainers and Participants

The training course was delivered by Julian Barr from ITAD. Julian led the design of the process monitoring system for SIPP, and is both an experienced M&E specialist and trainer. He was the process monitoring specialist for the World Bank District Poverty Initiatives Project in Andhra Pradesh, and has been directing the Rural Livelihoods Evaluation Partnership, which is contracted to make annual evaluations of all DFID’s rural livelihoods projects in Bangladesh.

The course was facilitated with M. Anisul Islam, Ashitava Halder and Md Alam Hossian from CNRS. M. Anisul Islam is the Local Coordinator of SIPP’s process monitoring, and was closely involved in developing the design system for SIPP. CNRS and Anisul both have long experience in implementing CDD projects in Bangladesh. Ashitava Halder has been leading the Jamalpur district SIPP process monitoring team. He was directly involved in the process mapping exercises and report card development process for SIPP. Ashitava is experienced in M&E systems and worked as Monitoring Officer in the UNDP supported SEMP project. Md. Alam Hossain has been leading the Gaibandha district SIPP process monitoring team. Alam, being a PDO, has long experience in monitoring and evaluation of different CARE-Bangladesh projects such as NOPEST and LIFE-NOPEST.

The following participants attended the two courses:

Sl #	Name of Participant	Designation	Name of Organization
<b>Participants for Course 1 and Course 2</b>			
1.	M. Hafizuddin Khan	Managing Director	SDF
2.	AKM. Rahmat Ullah	GM	SDF
3.	Muhammad Abu Taher Khan	GM	SDF
4.	Masud Al Mamun	Manager	SDF
5.	Syed Md. Mosuddeque Hossain	TM	SDF
6.	M. Shahjahan Muntu	SAM	SDF
7.	A. K.M. Mahbubur Rahman	SAM	SDF
8.	F. U. Ahmed Mia	TA (water)	SDF
9.	Shams Uddin Md. Rafi	CDM	SDF
10.	Md. Kamal Bashar	TM	SDF
11.	Ireena Jahan	Manager, Procur. & Adm.	SDF
12.	Morshed Chowdhury	TA (H)	SDF
13.	Md. Lutfar Rahman	Manager, MFL	SDF
14.	Nazrul Alam Sarder	CDM	SDF
15.	Md. Abdul Kayum	Accounts Officer	SDF
16.	Md. Shoharab Ali Khan	Finance Manager	SDF
17.	M. I. M. Zulfiqar	MIS Specialist	SDF
18.	Md. Kamal Basher	TM	SDF
19.	Ashitava Halder	S. Research Officer	CNRS

20.	Md. Alam Hossain	S. Research Officer	CNRS
21.	Md. Touhidul Islam	Research Officer	CNRS
22.	Maheen Newaz Chowdhury	Research Officer	CNRS
<b>Participants for Course 1 only</b>			
23.	K.N. Sarker	Team Coordinator	ESDO
24.	Md. Abu Hanif	Field Supervisor	ESDO
25.	Maruf Ahmed	F.S	ESDO
26.	M. Zakir Hossain	F.S	DORP
27.	Foyzoon Nahar	TC (SAP)	TMSS
28.	Ekramul Haque	ATO (SAP)	TMSS
29.	Ms. Shahzadi Begum	PC. (SAP)	TMSS
30.	Amir Hossain Mollah	PC (DAM)	DAM
31.	Kakhal Chandra Das	TC	DAM
32.	Banari Saha	Sr. Program Officer	READ
33.	Fahmida Karim	D.D. Research	READ
34.	S. R. Kadir	Team Coordinator	DORP

#### 4. Participant Evaluations of the Course

Participants were requested to complete course evaluation sheets anonymously, rating their satisfaction with the course and providing comments on areas of particular success or where improvements could be made.

Tables 1 and 2 summarise the participant responses. These tables show the number of participants applying which rating to each criterion – for example, 2 (out of 12, = 17%) of participants rated as *excellent* their ability by the end of the course to explain what is meant by process monitoring, while 7 (out of 12, = 58%) rated their ability as *very good*). Table 1 is from SDF staff, and Table 2 is from participants from all other organisations.

**Table 1: Summary of course evaluations from SDF staff (n = 12)**

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 (5)	Very good (4)	Satisfactory (3)	Unsatisfactory (2)	Very Unsatisfactory (1)	Average
<b>Achievement of training objectives</b>  The extent to which the training objectives have been achieved...	<b>By the end of the course, participants will be better able to:</b> 1. Describe what is meant by process monitoring	2	7	3			3.9
	2. Use the tools of process monitoring	2	5	5			3.8
	3. Support communities, especially VDCs, to use the PM tools	4	4	4			4.0
<b>Quality of training materials</b>	• <b>Visual aids:</b> the quality and the appropriateness of slides and handouts	3	7	2			4.1
	• <b>Exercises:</b> the relevance and practicality of the exercises	4	3	5			3.9
	• <b>Participation:</b> the extent to which <i>all</i> trainees were valued, and able to participate	3	3	6			3.8
<b>Quality of training delivery</b>	• <b>Trainers:</b> the conduct of the trainers in delivering the materials and interacting with the participants	5	5	2			4.3
	• <b>Time-keeping:</b> the time allowed for delivery of materials and the completion of exercises	3	4	5			3.8
<b>Quality of training venue</b>	• <b>The training room:</b> the appropriateness of the training room to the type of training provided		1	6	5		3.8

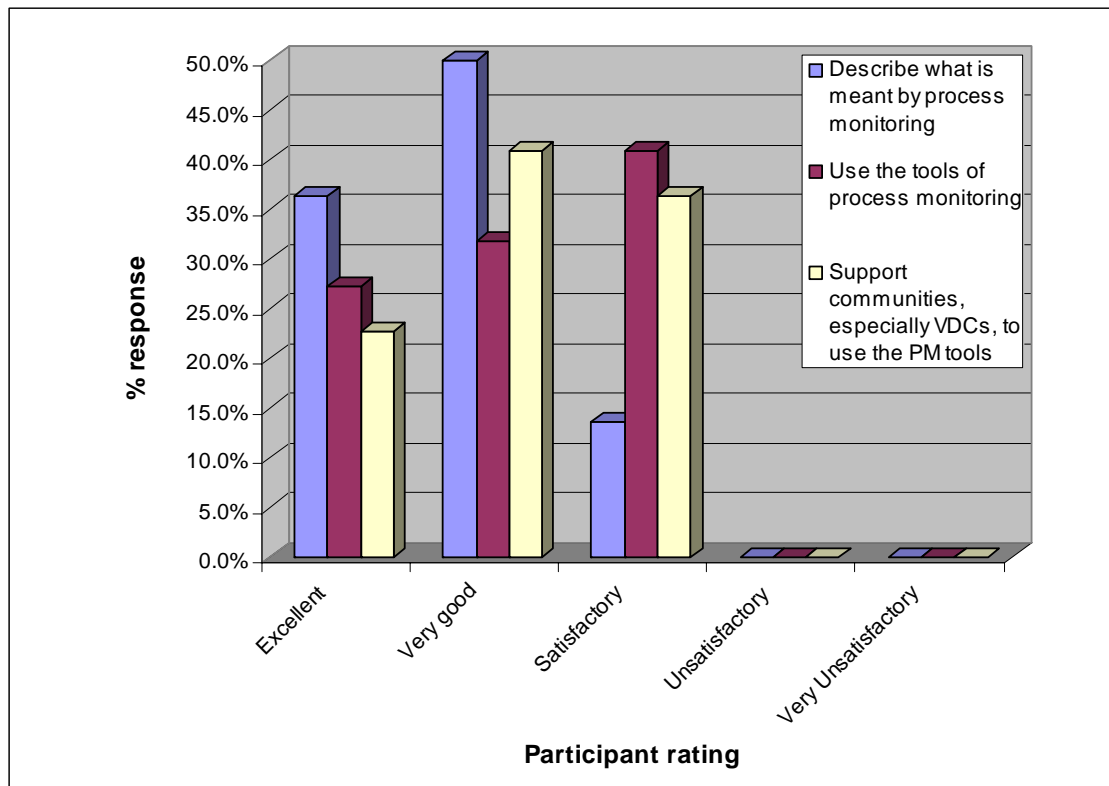
**Table 2: Summary of course evaluations from staff of other organisations involved in SIPP (n = 10)**

Attributes		Excellent (5)	Very good (4)	Satisfactory (3)	Unsatisfactory (2)	Very Unsatisfactory (1)	Average
<b>Achievement of training objectives</b>  The extent to which the training objectives have been achieved...	<b>By the end of the course, participants will be better able to:</b> 1. Describe what is meant by process monitoring	6	4				4.6
	2. Use the tools of process monitoring	4	2	4			4.0
	3. Support communities, especially VDCs, to use the PM tools	1	5	4			3.7
<b>Quality of training materials</b>	• <b>Visual aids:</b> the quality and the appropriateness of slides and handouts	4	5	1			4.2
	• <b>Exercises:</b> the relevance and practicality of the exercises	4	4	2			4.3
	• <b>Participation:</b> the extent to which <i>all</i> trainees were valued, and able to participate	4	3	3			4.1
<b>Quality of training delivery</b>	• <b>Trainers:</b> the conduct of the trainers in delivering the materials and interacting with the participants	4	6				4.4
	• <b>Time-keeping:</b> the time allowed for delivery of materials and the completion of exercises		1	7	1	1	3.8
<b>Quality of training venue</b>	• <b>The training room:</b> the appropriateness of the training room to the type of training provided	2	2	4	1	1	3.3

#### 4.1. Achievement of Course Objectives

Figure 1 below shows that the participants rated all the training objectives as having been achieved, to at least a satisfactory degree. Participants' ability to describe what is meant by process monitoring was achieved most successfully (achieving an average rating of 4.2, = 84.5%), while participants' ability to use the tools of process monitoring, and participants ability to support communities, especially VDCs, to use PM tools, both received average rating of 3.9, = 77.3%.

**Figure 1: Participants' Percentage Rating of Achievement of Training Objectives**



During the introductory session of the training, the trainer asked participants to give their expectations of what the course would explain. This list is as follows:

**Participants' expectations:**

- Why monitoring?
- What is PM
- Why PM is needed?
- What is monitoring indicators?
- How it be implemented?
- PM tools numbers and use
- Scope and limitations
- Who will monitor?
- Difference between Process monitoring and Progress Monitoring
- Impact and output of PM
- Monitoring process of PM
- Advantages and disadvantages of PM
- Reporting of PM
- What benefit derived from PM (for a short duration project)
- How it support in decision making process?
- Difference between participatory monitoring and process monitoring.

During the final session of the course, participants looked at this list again. It was agreed that the training course had addressed their expectations.

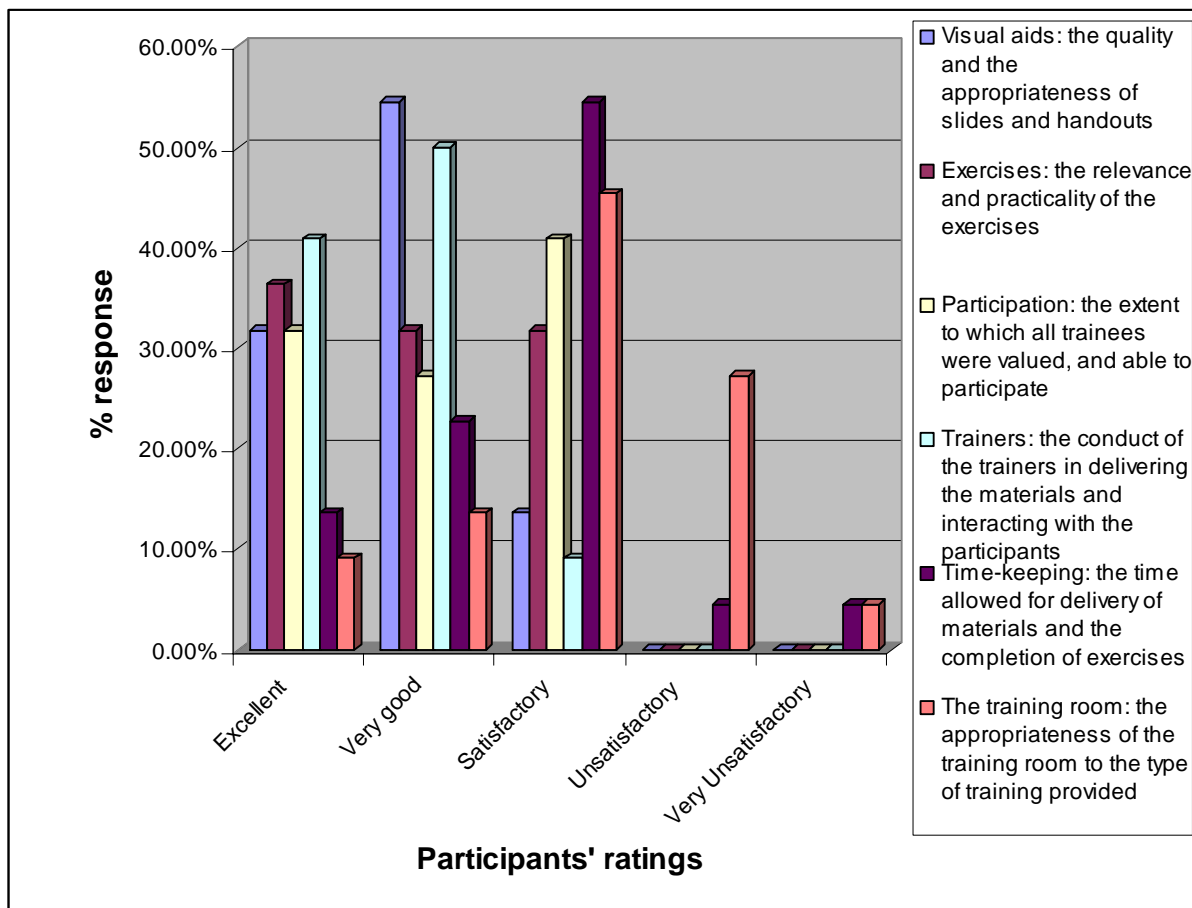
In summary, the course successfully delivered an understanding of process monitoring and its application in the Social Investment Program Project. It was most successful in ensuring the participants were able to describe what is meant by process monitoring.

#### 4.2. Quality of Training

Figure 2 below shows that most aspects of training quality were rated as *very good* (average rating 4.0, = 79%). The most successful aspects were the training quality of the visual aids (rating 4.2, = 84%), and the conduct of the trainers in delivering the materials and interacting with participants (average rating 4.3, = 86%).

#### Figure 2: Participants' Percentage Rating of Quality of Training

Although the average ratings were good across the board (Table 3), there were two noticeable areas which received some low ratings; this can be seen in Figure 2. These areas were time-keeping, and the training room. As can be seen from the participants' feedback comments, there was a feeling that the training would have benefited from being a little longer, probably 3 days in total for both courses:



- Increase time for each section
- Time will extended to the process
- There should be enough time for the training course
- Should provide more time
- Time of exercise should be increased
- Time is not sufficient
- Should organize 3 days training
- Training duration must be extended and provide training certificate.

The duration of training is always problematical as short courses result in not covering material in sufficient depth, but long courses conflict with people’s other commitments and often result in lower attendance rates. Nonetheless, the comment about duration has been noted by the trainers.

Several of the participants expressed dissatisfaction with the training venue. Eg: “Venue or training is more closely. So, we are not scope to face or eye contact. I think in this training would be arrange in ideal training centre/room/venue.” The two problems related to this are the lack of space for the interactive/participatory elements of the training, and the long narrow aspect of the room, which puts some participants a long way away from anything projected on the screen at the front. It would be useful for SDF to note this for future training.

**Table 3. Participants’ Average Rating of Quality of Training**

	Average rating	Average %
<b>Visual aids:</b> the quality and the appropriateness of slides and handouts	4.2	84%
<b>Exercises:</b> the relevance and practicality of the exercises	4.0	81%
<b>Participation:</b> the extent to which all trainees were valued, and able to participate	3.9	78%
<b>Trainers:</b> the conduct of the trainers in delivering the materials and interacting with the participants	4.3	86%
<b>Time-keeping:</b> the time allowed for delivery of materials and the completion of exercises	3.8	76%
<b>The training room:</b> the appropriateness of the training room to the type of training provided	3.5	70%

In summary, training quality was rated very highly. The training powerpoint presentation and handouts and the interaction of the trainers/facilitators with the participants was very much appreciated. However, participants felt that a 3 day course may have been warranted, and they believed that a room better designed for training would have been beneficial.

### 4.3. Building on this Course

The course evaluation asked participants which parts of the training they like best, and why; which they considered could be improved, and how; and which parts of the training did not meet their requirements. The responses to the evaluation questionnaires are summarised below:

**Table 4. Summary of evaluation questionnaire responses.**

<b>Best parts of the training</b>	<b>Sessions which could be improved</b>
<b>Course design</b> <ul style="list-style-type: none"> <li>▪ Course outline and concept of process monitoring, implementation process</li> <li>▪ Description of Process of Monitoring. Due to set up an simple example and use projector</li> </ul>	
<b>Process monitoring tools</b> <ul style="list-style-type: none"> <li>▪ Use of PM tools because we will be able to monitor the process</li> <li>▪ Process monitoring tools technique.</li> <li>▪ Tools of PM</li> <li>▪ PM tools, to be elaborated all the process</li> <li>▪ Field assessment tool and quality criteria</li> <li>▪ Use the tools of PM</li> <li>▪ I like report card because the report format is very easy.</li> <li>▪ I like report because the format easy</li> </ul>	
<b>NFRS</b> <ul style="list-style-type: none"> <li>▪ NFR issues - SDF can execute their opinion on formats and contents</li> <li>▪ The issue related to NFR. Because it is the output of the whole process</li> <li>▪ Structure of NFR</li> </ul>	<ul style="list-style-type: none"> <li>▪ Process of developing NFR and flow charts</li> <li>▪ Comments on NFR part</li> </ul>
<b>Minute taking</b> <ul style="list-style-type: none"> <li>▪ Minute writing or taking notes for minutes, may by through exercise</li> <li>▪ The last part that is note writing</li> </ul>	
<b>Group work &amp; role playing</b> <ul style="list-style-type: none"> <li>▪ Group work. As I have the opportunity of communicating by feelings &amp; experience</li> <li>▪ Group work- learning by doing</li> <li>▪ Role play parts on wealth ranking</li> <li>▪ Group exercise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Group work, reading the materials and time consideration for conceptual direction</li> <li>▪ The group exercise session should be improved. It could be the four members group.</li> <li>▪ Role play ranking of report card of VDC</li> <li>▪ FGD. They improved by facilitation</li> <li>▪ VDC scoring sessions improved</li> <li>▪ Should be improved VDC</li> </ul>

From this summary it can be seen that the participants were in general very positive about the course, however it would appear that from the trainers' perspective, more attention needs to be paid to two areas. While there was a mixed response to these two areas (some positive feedback, and some constructive criticism), the trainers have noted that some changes could be made to suit all participants. The two areas were: (i) training in understanding the development and use of the NFR. NFRs are only written by PMA staff, thus the issue for trainees is mainly in understanding how to use the recommendation contained therein. And (ii) running the group work sessions, and especially the role playing of process monitoring a VDC. As noted above, more space in the training venue may have helped here.

One participant commented "The training is very much helpful. Refresher is needed." It is thus worth SDF considering if follow training is indicated at some point in the future, and if so, whether SDF's in-house training section could provide this.

In summary, the overall course design, and the parts dealing with the process monitoring tools were well received. Some participants considered the group work/role play and the section on NFRs could have been improved. As commented by one participant, a refresher may be indicated, particularly once the various organisations have started to implement the report cards.

## 5. A Selection of Course Outputs

The following are examples of outputs produced by the participants during exercises in the course:

1. Outputs from the **wealth ranking** exercise; from two different groups. Criteria used to differentiate between four wealth groups:

Rich		Middle	
Criteria	Persons	Criteria	Persons
<ol style="list-style-type: none"> <li>1. Reside in building/half-building.</li> <li>2. Cultivable land more than 250 decimal.</li> <li>3. Regular service/ large business.</li> <li>4. Have a lot of assets</li> <li>5. Have access to education facility.</li> <li>6. Can maintain regular savings.</li> <li>7. have other sources of income such as poultry, cow rearing, fishery etc.</li> <li>8. have electricity facility at home.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parimal Das</li> <li>2. Bulbul Islam</li> <li>3. Zahurul Islam</li> <li>4. Ois uddin</li> <li>5. Rahmat Ullah</li> <li>6. Karim Uddin</li> </ol>	<ol style="list-style-type: none"> <li>1. Reside in tin shade house.</li> <li>2. Cultivable land 50 to 250 decimal.</li> <li>3. Low paid service/ small business</li> <li>4. Have assets such as radio, bicycle, TV etc.</li> <li>5. Access to intermediate level education facility.</li> <li>6. Have some sort of savings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Bulbul Ahmed</li> <li>2. Salma Begum</li> <li>3. Azharul Islam</li> <li>4. Monwar Hossain</li> </ol>
Poor		Very Poor	
Criteria	Persons	Criteria	Persons
<ol style="list-style-type: none"> <li>1. Land Hold less than 50 decimal</li> <li>2. Get employed more than 6 months.</li> <li>3. have domestic animal</li> <li>4. Have meal twice a day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Karim Uddin</li> <li>2. Resma Bewya</li> <li>3. Amir Ali</li> <li>4. Hafizur Rahman</li> <li>5. Zahidul Islam</li> </ol>	<ol style="list-style-type: none"> <li>1. No house/homestead</li> <li>2. No Land</li> <li>3. No access to education facility</li> <li>4. Get employed less than 6 months.</li> <li>5. Woman headed family or disable person in family.</li> <li>6. No access to micro credit facilities.</li> <li>7. Have meal only once in a day.</li> </ol>	<ol style="list-style-type: none"> <li>1. Zaheda begum</li> <li>2. Arif Mia</li> <li>3. Rahim Uddin</li> <li>4. Rokeya Begum</li> <li>5. Alam Mia</li> </ol>

Rich		Middle	
Criteria	Persons	Criteria	Persons
<ol style="list-style-type: none"> <li>1. Have more than 250 decimal land</li> <li>2. Monthly income more than Tk. 2000</li> <li>3. Have enough resources</li> <li>4. Have access to higher level education facility</li> </ol>	<ol style="list-style-type: none"> <li>1. Monwar Hossain</li> <li>2. Rahmat Ullah</li> <li>3. Zahrul Islam</li> </ol>	<ol style="list-style-type: none"> <li>1. Have less than 250 decimal land</li> <li>2. Monthly income not more than Tk. 2000</li> <li>3. Have some significant resources</li> <li>4. Have access to high level education facility</li> </ol>	<ol style="list-style-type: none"> <li>1. Parimal das</li> <li>2. Hafizur Rahman</li> <li>3. Ois Uddin</li> <li>4. Azharul Islam</li> <li>5. Salma Begum</li> <li>6. Bulbul Ahmed</li> </ol>
Poor		Very Poor	
Criteria	Persons	Criteria	Persons
<ol style="list-style-type: none"> <li>1. Have not more than 50 decimal land</li> <li>2. Monthly income less than Tk. 1500.</li> <li>3. Have no resources</li> <li>4. Have little access to education facility</li> <li>5. Reside in tin shade house.</li> </ol>	<ol style="list-style-type: none"> <li>1. Zahidul Islam</li> <li>2. Reshma Bewya</li> <li>3. Amir Ali</li> <li>4. Bulbul Islam</li> </ol>	<ol style="list-style-type: none"> <li>1. Have only homestead.</li> <li>2. Monthly income less than Tk. 800.</li> <li>3. Have no resources</li> <li>4. Have no access to education facility</li> <li>5. Reside in tin shade/straw made house.</li> </ol>	<ol style="list-style-type: none"> <li>1. Zaheda Begum</li> <li>2. Alam Mia</li> <li>3. Arif Mia</li> <li>4. Milon Rani</li> <li>5. Rokeya Begum</li> <li>6. Rahim Uddin</li> </ol>

2. Results of 4 groups' (VDCs 1 – 4) scoring of the hypothetical Shapla village VDC, using the **Report Cards** tool:

Sl. No.	Indicator	VDC-1	VDC-2	VDC-3	VDC-4
1	Regular Meeting	4	3	2	5
2	Record Keeping	3	1	1	3
3	Involvement of Poor	5	4	3	3
4	Benefit of Poor	5	3	4	2
5	Involvement of Woman	5	5	4	5
6	Benefit of Woman	5	3	3	3
7	Leadership	5	5	4	5
8	Social Norms	3	2	3	2
9	Linkages	2	1	4	2
10	Maintenance	2	1	2	2
11	Active Planning	4	3	2	5
12	Unity	4	2	3	3
13	Information	5	2	4	3

3. Summary of participants' criteria for process quality, to be used when undertaking the **Field Assessment**:

Active community Participation	Awareness about process of the stakeholder	Ensure participatory decision making	Quality of leadership	Need and expectation of poor and hardcore reflected in the plan
To ensure bottom up –planning	Clear understanding about the implementation process	Active participation with equal authority and rights		Felt needs are prioritized in sub-project
Maximum presence and active participation assured in PRA session	Villagers know about objective, goal, approach and strategy of SIPP			
	Proper information Sharing			

4. Results from **Field Assessment** exercise. Participants had to work in groups to produce a list of questions that they would ask in **semi-structured interviews** (CAP and pilot private utilities programme), or factors/issues they would aim to look out for in **participant observation**:

Semi-structured interview (CAP):

- i. Are/How the villagers involve in prioritization of needs/CAP?
- ii. How the people know about their prioritized sub-project?
- iii. Did the villagers contribute their portion?
- iv. How the community will be benefited from this road sub-project?
- v. Are the PMC and purchase committee formed properly to implement the sub-project?
- vi. Do the people know the cost of the sub-project? Was it shared with the community?
- vii. How the project will be maintained afterward?
- viii. Do you think the quality and cost is reasonable in compare with others?
- ix. What is the feeling about the sub-project?

Participant Observation (CAP formation)

- i. Representation from all para/every corner of the village.
- ii. Male/female participants were present and participating?
- iii. All/majority participants expressed their opinion/comment
- iv. women's opinion are accepted
- v. Whether all participants stayed during the whole PRA?
- vi. Facilitator lead the PRA session directly
- vii. felt needs identification and prioritization
- viii. Opportunity to express opinion
- ix. Timely start and timely end
- x. Sharing of collected information in the planning.

Pilot Private Utility program (using semi-structured interview)

- i. How the information was disseminated to you?
- ii. Why you have decided for rural piped water supply?
- iii. Why you are ready to share the cost?
- iv. What should be your share?
- v. How you will collect your share/deposit?
- vi. What benefit do you expect?
- vii. How you will maintain the water supply system after the sponsor withdraws?
- viii. How you will bear the maintenance and operation cost?
- ix. Do you consider that the total cost is affordable to you?
- x. Do you think that water will be Arsenic and bacteria free?

5. One group's assessment of the strengths and weaknesses in content and format of two sample NFRs:

**NFR Group Work (NFR -1)**

<b>Strength</b>	
<b>Contents</b>	<b>Format</b>
<ul style="list-style-type: none"> <li>▪ In content women participation focused.</li> <li>▪ Comments are specific and clear regarding joint meeting of VDC &amp; PMC and female respondents.</li> <li>▪ Financial problem identified specifically.</li> <li>▪ Villagers are aware about sub-project status/progress.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comments are placed in bold form.</li> </ul>
<b>Weakness</b>	
<b>Contents</b>	<b>Format</b>
<ul style="list-style-type: none"> <li>▪ Misinformation about the roles of VDC &amp; PMC.</li> <li>▪ Contents not pin pointed.</li> <li>▪ Specific recommendation is absent.</li> <li>▪ Comments are not provided under way heading.</li> <li>▪ Date and period of reporting are not mentioned.</li> <li>▪ Contents of NFR-1 is not clearly described eg . Villagers informed but not quantify how many villagers.</li> <li>▪ Misinformation in NFR 1(2&amp;3).</li> <li>▪ No recommendations.</li> <li>▪ Place/date are not specified in NFR.</li> <li>▪ Did not follow the proper R- structure.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Not organized.</li> <li>▪ Format is absent.</li> <li>▪ Did not follow R- structure.</li> </ul>

### NFR Group Work (NFR - 2)

<b>Strength</b>	
<b>Contents</b>	<b>Format</b>
<ul style="list-style-type: none"> <li>▪ Process recommendations are well defined (eg 2 &amp; 3).</li> <li>▪ Specific statement.</li> <li>▪ Process recommendation is specific under SL-2.</li> <li>▪ Field assessment exercise was done.</li> <li>▪ Quality of process is well identified.</li> <li>▪ Helpful in future planning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Structure of the report is good.</li> <li>▪ Language is very simple and understandable.</li> <li>▪ Format seems to be better.</li> <li>▪ Content described under specific reading.</li> </ul>
<b>Weakness</b>	
<b>Contents</b>	<b>Format</b>
<ul style="list-style-type: none"> <li>▪ Process observation wrongly described.</li> <li>▪ Irrelevant issues were raised. eg . Office bearers.</li> <li>▪ Contents of NFR are not reflected the critical path.</li> <li>▪ Date /places are not specified.</li> <li>▪ Contents with some misinformation and incomplete information.</li> <li>▪ Process recommendation is wrongly suggested under SL.1.</li> <li>▪ Under SL.3 Wrongly observed the process.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Absent of matrix/matrix are not used.</li> <li>▪ Summary matrix is absent.</li> </ul>

#### 6. Plenary recommendations from **NFR** exercise, for strengthening NFRs:

- Factual information is good
- Key success should be clearly highlighted
- Date and place should be clearly mentioned
- Critical path-project cycle should be followed (VDC not PMC, submit the final sub-project report)
- Language should be specific and clear
- Managers like to have specific recommendation
- NFR should be submitted with summery matrix
- NFRs issues should be discussed in the monthly meeting at the district level and decisions should be incorporated in the next months report/NFR
- Recommendation should be supported by reasons /rational
- Critical issues shall be submitted to MD, SDF directly
- Follow up of implementation of recommendation by quantity and shared in the quarterly meeting.

**6. Annex 1. Powerpoint Slides Used in the Course**

**7. Annex 2. Training Course Outline (for Participants)**

**8. Annex 3. Trainers' Notes**