

PERFORMANCE MEASUREMENT TRAINING IN AN ORAL CULTURE

By

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Executive Summary

This project, entitled *Performance Measurement Training in an Oral Culture*, and authored by Justin Hettinga, examines an organizational capacity building intervention in Cusco, Peru, that focuses on the development of culturally appropriate performance measurement systems within the context of locally defined and cultivated leadership. A literature review was done on organizational capacity building in non-governmental development organizations (NGDOs), results-based methods of performance measurement, and a culturally appropriate model of learning for oral cultures. Using what was learned in the literature review, curriculum was developed for a five day workshop involving two Quechua non-governmental organizations (NGOs). During the workshop, each organization developed results indicators for their *Results-Based Management* strategic plans as well as a system for collecting information on these indicators. They also developed preliminary systems for reporting based on results rather than activities.

The project met its objectives and goals by providing useful information and experiences related to performance measurement capacity building initiatives in oral cultures. Other NGDOs, around the world that work in development, will be interested in this project because these issues are relevant and meet a genuine felt need. This felt need is for NGDOs to build the organizational capacities of local community organizations so that they can lead their own development. Included in this felt need is the increasing pressure from Western stakeholders to demonstrate results (Hailey & Sorgenfrei, 2004). Most NGDOs recognize the need for this, but they struggle with how to implement it and with how to make it a reality. They will be interested in not only the literature review but also the author's experiences and the simple curriculum that was developed.

Supplementary Summary

This supplementary summary begins by giving an introduction to this project through stating the project objectives and explaining the organization of the paper. This is followed by a brief statement about the background of the South Peru Project and how this project fits into it. ATEK and AIDIA, two NGOs that participated in this training, are briefly described. The author also presents the three project questions which are the focus of the literature review. A brief overview of the five day workshop on performance measurement comes near the end, followed by some concluding remarks.

Introduction

The focus on increasing accountability in the third sector is a global phenomenon that affects non-profits in places from Canada to Cusco, Peru, nestled high in the Andes Mountains. Part of what motivates this is a push by funders to make non-profits demonstrate the social value that they are creating with the resources that have been entrusted to them. This has led to an increasing focus in the third sector on performance measurement. The use of value added indicators at various levels has become one of many tools that non-profits need to effectively utilize in order to demonstrate accountability.

This project sought to provide Wycliffe Bible Translators (WBT) and the Summer Institute of Linguistics (SIL) with useful information and experiences pertaining to building the capacity of its non-Western partners in the development of culturally appropriate performance measurement systems.

This project accomplished the following objectives:

1. Reviewed the literature related to capacity building initiatives in performance measurement in a non-profit and non-Western context.
2. Applied critical understandings gained in the literature review to the workshop curriculum.
3. Led two non-Western and non-profit organizations through a five day workshop in which they developed a system for measuring their organizational performance.
4. Analyzed the results of the workshop in light of the workshop objectives.

Chapter one is an introduction to this project. Chapter two gives a background to the South Peru Project and the two organizations, ATEK and AIDIA, who are involved in the project. Chapter three looks at literature on organizational capacity building and NGOs, results-based models of performance measurement, and culturally appropriate models of adult learning. Chapter four examines various elements of a workshop that was held in February 2007, in Cusco, with ATEK and AIDIA. Chapter five concludes the paper.

The South Peru Project

In order to understand this project it is necessary to know something about the wider context in which it fits. In describing this context the author briefly explains the vision of the team in which he works, as well their basic strategies. He also introduces ATEK and AIDIA, the two Quechua organizations whom he is training and who participated in this project.

The author is a part of the South Peru Team, which is made up of eleven missionaries from Wycliffe Bible Translators. Wycliffe Bible Translators is leading the global Bible translation movement. Its vision is to see every person on earth have access

to the Bible in the language that they best understand. The South Peru team works locally under the Peru branch of the Summer Institute of Linguistics, which is Wycliffe's primary field partner. The team's vision is to build the capacity of the Quechua Church in life-changing and sustainable use of the Quechua Scriptures. They work in two distinct Quechua language groups, the Cusco Quechua and the Eastern Apurimac Quechua.

Their strategy is to build up the capacity of a local organization, in each language group, that will in turn train local churches. It is a *train the trainer* strategy.

Organizational capacity building has become an important part of their work. It is critically important that these organizations become viable and sustainable: they must carry on this work after the South Peru team's departure from Peru in 2010. The author has been intimately involved in the development of these two organizations, from their conception to where they are today.

ATEK works among the Cusco Quechua people. The organization is completely made up of Quechuas, primarily Quechua church leaders. The Bible has been translated into their language and they are the primary organization involved in promoting its use and training churches to use it. The organization is only four years old but they have a strong united vision. What they lack at this point is the organizational capacity to be a sustainable ministry that continues to create social value, as well as spiritual value, long after the South Peru team leaves in 2010.

AIDIA is a similar organization, but they work among, and are made up of, the Eastern Apurimac Quechua people. They have only recently begun to translate the Bible into their language. They, like ATEK, are involved in leadership training on various

fronts, but primarily through evangelical churches. Organizational capacity building is the focus of the author's current work with them.

Literature Review

The literature review answers the following three project questions:

1. What are the challenges that northern NGDOs face as they seek to build the capacity of their southern partners in the use of performance measurement systems?
2. What is the best way to build the capacity of a non-profit organization, which is based in an oral culture, in results-based performance measurement?
3. What is an effective approach to performance measurement in a non-Western, primarily oral, and non-profit context?

A Workshop on Performance Measurement

Using the knowledge, skills and attitudes discussed in the literature review, a curriculum was developed for a five day workshop. During the workshop, ATEK and AIDIA developed indicators for the various levels of desired results in their *Results-Based Management* (RBM) strategic plan. They developed a system to collect relevant information on indicators and used that information to report on results instead of activities.

The workshop did not fully accomplish its stated objectives but additional value was created as a by-product of the workshop. This was primarily an increase in networking relationships and horizontal and external communication.

Conclusion

The project objectives were accomplished to an acceptable degree. The lack of literature that dealt with performance measurement capacity building interventions in oral, or at least non-Western cultures, was a limiting factor in this project. This only reinforces the relevance of the project to other NGOs.

This project will be of interest to NGOs involved in organizational capacity building initiatives in the developing world. No indigenous organization, no matter where in the world it is, exists in isolation or is isolated from the global push to increasing accountability. A basic version of the curriculum that was developed for this workshop is found in appendix E.

Acknowledgements

There are numerous organizations and individuals that have enabled me to do this project. I thank God for giving me the perseverance and an ability to write which was beyond my natural self. He answered the prayers of many people who have prayed for me throughout this process.

Bill Beatty, my project advisor, was a wealth of information and encouragement. Karen Lange, Peter Beck and my wife, Tammy, spent a significant amount of time editing this document, making me sound more intelligent than I actually am. Irma Phelps edited the Spanish workshop materials that I developed and translated certain sections that were beyond my Spanish abilities. Carletta Roche did the majority of the work in developing the workshop devotionals. My boys, Caleb and Jesse, both grew several inches since I began this project. They heard the phrase, “Daddy can’t play right now” more than a nine and seven year old are supposed to hear it.

Larry Sagert, my administrator and supervisor, understood the impact that this project would have on our work in Peru, and around the world, and so he granted me the time needed to do the best job I possibly could. Fredi Quintanilla Palomino, the director of ATEK, and Adrian Campero Quintana, the director of AIDIA, allowed me to test my new curriculum on their staff. They are the primary stakeholders in this project.

Several organizations and individuals helped me financially make it through my studies: The Summer Institute of Linguistics, the Master of Arts in Leadership (MAL) scholarship program, and several individuals who believed in what I was doing and sacrificially gave to help me study. This was definitely a team project. Thanks.

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Chapter 1: Background

Project Description

There once was a time when non-profit organizations worked largely on their own with very little accountability to their stakeholders. The focus on increasing accountability in the third sector is a global phenomenon that not only affects non-profits in Canada, but also in places like Cusco, Peru, a city nestled high in the Andes Mountains.

There are various dimensions to this focus on increasing accountability. Part of this is a push to make non-profits demonstrate the social value that they are creating with the resources that have been entrusted to them. The use of value-added indicators at various levels has become one of many tools that non-profits need to use effectively in order to demonstrate accountability.

This project studied current literature around the topic of organizational capacity building initiatives among indigenous organizations in developing nations. It also studied the current literature on several results-based models of performance measurement. The author also developed curriculum for a five-day workshop to train two indigenous organizations in southern Peru in the development of a simple performance measurement system. This will enable them to accurately report on results to their stakeholders.

All of the workshop activities and its materials were developed in Spanish and have been translated into English for this paper. During the literature review, the author found almost no relevant materials in Spanish.

This project answers the following questions:

1. What are the challenges that northern NGOs face as they seek to build the capacity of their southern partners in the use of performance measurement systems?
2. What is the best method of building the capacity of a non-profit organization, which is based in an oral culture, in results-based performance measurement?
3. What is an effective approach to performance measurement in a non-Western, primarily oral, and non-profit context?

Perhaps most important to this project is the story that it tells, how it weaves together academic theory, educational curriculum, life experiences, leadership and relationships. The author has spent nearly seven years living in Cusco and working alongside the Quechua people. In this paper he has sought to communicate not only academic theory and models but to share what his experiences have been on his personal journey of organizational capacity building. This journey has been as much about relationships as about statistics and theories. Organizations are living organisms, complex adaptive systems, not machines. Learning about a complex adaptive system happens best through story (Hayday & Zimmerman, 1999).

Project Objectives

This project has provided Wycliffe Bible Translators and the Summer Institute of Linguistics with useful information and experiences pertaining to building the capacity of its non-Western partners in the development of culturally appropriate performance measurement systems.

This project accomplished the following objectives:

1. Reviewed the literature related to capacity building initiatives in performance measurement in a non-profit and non-Western context.
2. Applied critical understandings gained in the literature review to the workshop curriculum.
3. Led two non-Western and non-profit organizations through a five day workshop in which they developed a system for measuring their organizational performance.
4. Analyzed the results of the workshop in light of the workshop objectives.

Project Methodology

This project has drawn heavily upon a literature review and has sought to apply the literature review to a real-life service improvement project. The application stage, which is phases 2 through 4, has incorporated elements of action research methodology. The author was by no means a passive researcher in this project. He was a fully engaged change agent seeking to build critically important leadership capacities in two indigenous organizations that desperately need social capital.

Phase One. This phase is comprised of a literature review focused on the project questions.

Phase Two. In the second phase, the knowledge, skills and attitudes gained in the literature review have been applied to the curriculum of a workshop that was held in February 2007.

Phase Three. This phase was the actual execution of the workshop with two non-Western and non-profit organizations.

Phase Four. In the final phase, the author analyzed the workshop results in light of the literature review and the workshop objectives.

Organization of Paper

Chapter 1 is an introduction to this project, describing the project, its objectives and its personal significance to the author. Chapter 2 provides background information on the organizations involved and the broader project. A systems thinking perspective is used to give an overview of the significant systems at play in the project. Chapter 3 is a summary of the literature review which focuses on the three project questions.

Chapter 4 details the workshop curriculum and the various elements of the workshop. The author also evaluates the outcomes of the workshop in light of the workshop objectives. This section concludes by noting what the author has learned through the process of leading the workshop as well as what changes will be implemented the next time he leads this workshop with other organizations.

Chapter 5 concludes the paper by giving a project summary, stating the limitations of the project, laying out questions and issues for further study, and explaining the relevance of this project for other NGOs. In the appendices, there is an English translation of the workshop manual that was developed as a core element of the curriculum. There is also a summary of the evaluation forms completed by the workshop participants.

Personal Significance

Since I was in high school I have had a desire to serve God in a place of the world where I knew my efforts would go a long way and where I could truly affect change. In the year 2000, my wife Tammy and I packed up our meagre apartment and two infant children, put our worldly possessions into four suitcases and hopped on a plane for Peru. Did we know what we were getting ourselves into?

We had been preparing for a long time for this moment. We had spent years studying about cross-cultural missions, linguistics, and literacy. But our training prepared us in a traditional paradigm where the foreigner goes into another country and does everything and controls everything. After several years of working in the southern Peruvian Andes, I began to recognize that if I wanted to affect change on a large scale I needed to focus all my energy on building the capacity of local indigenous organizations. In this way they would be empowered and equipped to lead sustainable change among their own people.

I was not academically prepared to be involved in organizational development. As a team, we felt as though we were on our own in terms of many of the capacity building initiatives we were involved in. There did not seem to be much literature available or other organizations with experience in addressing the issues that we were facing. This led to my desire to write this paper.

I have spent the past five years doing organizational capacity building with two organizations, ATEK and AIDIA. The capacity to use value-added indicators and to report to stakeholders on results is one piece in the larger capacity building puzzle in which I am currently working. By helping them with their accountability systems I am giving them an important piece that they will need in order to function independently in the future. This will allow them to continue their ministries to the Quechua people of the southern Peruvian Andes after our team leaves Peru in 2010.

This paper is much more than a simple academic exercise. It is my life's passion to build organizational capacity into indigenous organizations, helping others learn how

they can contribute to significant sustainable change among some of the world's most disadvantaged peoples.

Basic Assumptions

Perspective

This paper was written from the perspective of international development interventions. The principles and practices that are considered were chosen because of their applicability to development work in a non-Western, developing world context. This paper is also written with a Christian worldview. It says that the only life worth living is a life lived for others and for God. A life of service to others, and particularly the disadvantaged indigenous peoples of the world, is the life that the author believes God has called him to.

Servant leadership principles permeate this whole project. Greenleaf tells us that the servant-leader is first and foremost a servant. "Then conscious choice brings one to lead" (1991, p. 13). In order to lead a capacity building initiative in an oral culture, in a developing country, one needs to be willing to lay aside one's own selfish motives and place others at the top.

Anyone that spends significant time in another culture and learns to speak another language will change. Therefore, the author's perspectives on the issues discussed in this paper have been influenced by the fact that he has spent considerable time in the Peruvian, as well as Quechua, culture. He no longer sees the world as most Canadians do. This shift in worldview includes a shift of what he considers to be leadership. Quechua culture has taught him that leadership has more to do with relationships than with

completing a task. He now believes that the ability to facilitate healthy relationships both horizontally, hierarchically, and externally is essential to effective leadership.

Definition of Key Terms and Concepts

What is an NGDO?

NGDOs are a part of the third sector, or the voluntary or non-profit sector.

NGDOs are one small part of the non-profit sector. They are generally focused on poverty alleviation in the developing world. They include both aid and development agencies. Table 1 compares the three sectors with regards to performance measurement.

Table 1.

Sector Comparison

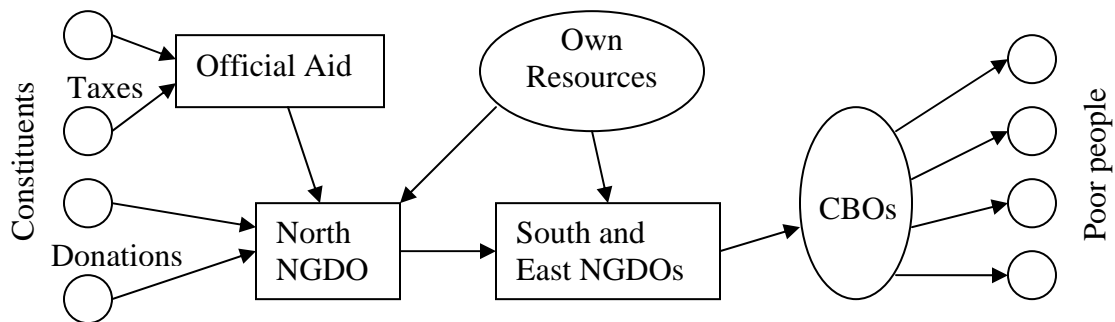
Characteristic	Sector		
	First Government	Second Business	Third Voluntary*
Relationship to those served based on:	Mutual obligation	Financial transaction	Personal commitment
Approach to external environment:	Control and authority	Conditioning and isolation	Negotiation and integration
Resources from:	Citizens	Customers	Donors
Feedback on performance:	(In)direct politics	Direct from market indicators	Constructed from multiple users

*service providers, not mutual benefit such as membership organizations

(Fowler, 1997, p. 27)

What is the aid chain?

Figure 1. NDGOs in the Traditional Aid Chain



(Fowler, 1997, p. 26)

In the context of this paper, the Northern NGDO is the Summer Institute of Linguistics. The Southern NGDOs are ATEK and AIDIA. The community based organizations (CBOs) are local churches or local municipalities. Funding for these programs currently comes from donations and not from official government aid. It could be argued that ATEK and AIDIA are at the level of CBO and that SIL Peru is the Southern NGDO. Either way, the figure helps us visualize how aid flows through the traditional aid chain.

What is a result?

“A result is a describable or measurable development change resulting from a cause and effect relationship” (*RBM handbook on developing results chains*. 2000, p. 6). This paper frequently refers to three levels of results which are (a) outputs, (b) outcomes, and (c) impact.

Performance measurement and accountability systems.

This paper refers extensively to performance measurement systems and occasionally refers to accountability systems. Performance measurement is one component of a larger accountability system. Organizations need to be accountable for the resources entrusted to them and measuring their performance is one part of this puzzle (Norris, 2005, pp. 116-117). The Canadian International Development Agency (CIDA) has defined what they consider to be accountability and how demonstrating results fits into it.

Accountability refers to the situation of stewardship in which the steward must demonstrate results in the fulfillment of a given mandate and the wise use of resources put in his or her trust. This basic definition of accountability obliges

CIDA to determine its objectives, demonstrate how the resources allocated to CIDA for international development purposes are managed in achieving intended development results, and report the results achieved to Parliament and the Canadian public. (2007, ¶ 10)

Acronyms Used

The field of international development is very diverse and there are various acronyms used throughout the current literature. The following is a list of acronyms used in this paper.

Table 2.

Acronyms

AIDIA	Asociación Interdenominacional para el Desarrollo Integral de Apurímac. Translation: The interdenominational association for the holistic development of Apurimac.
ATEK	Asociación Tawantinsuyuman Evangelioq K'ancharininpaq. Translation: The association that shines the gospel to the Quechua speaking world.
BSC	Balanced Scorecard
CB	Capacity building
CBO	Community based organization
CD	Capacity development
CIDA	Canadian International Development Agency
INGO	International non governmental organization
NGDO	Non governmental development organization
NGO	Non governmental organization
NNGO	Northern non governmental organization
RBM	Results-Based Management
SIL	Summer Institute of Linguistics, the principle field partner of Wycliffe Bible Translators.
SNGO	Southern non governmental organization
SPP	South Peru Project
WBT	Wycliffe Bible Translators

Chapter 2: The South Peru Project

Project Description

The Cusco Quechua language is spoken by at least 1.5 million people (Ethnologue, 2007a). There are 46 distinct Quechua languages within the Quechua language family (Ethnologue, 2007c). In 1988 the Peruvian Bible Society published the Bible in the Cusco Quechua language. By the late 1990's, the Quechua churches were still primarily using the Spanish Scriptures. At that point the Peruvian Bible Society came to SIL and asked for help to promote the use of the Cusco Quechua Bible. In 2000, a team of nine SIL members were assigned to the Cusco Quechua language group and charged with the task of promoting the Quechua Scriptures. The author was one of the nine people, South Peru team and he came as an adult literacy specialist.

The team determined that the Quechua Scriptures were not being used for three principle reasons.

1. Illiteracy: Few Quechuas could read their native language.
2. Accessibility: Most Quechuas were unable to acquire a Quechua language Bible.
3. The prevailing Peruvian attitude towards the Quechua language: Those pastors that did receive training, received it in Spanish by people that looked down on the Quechua language and culture. Most Quechua pastors have no formal training and only a primary education. Also, general language attitudes were that Spanish was much better than Quechua and that God prefers Spanish.

During their first two years in Cusco, the South Peru team focused on learning the language and developing relationships with those involved in Quechua ministries in both the Evangelical and Roman Catholic Church. They also began working with the bilingual

education department in the Ministry of Education. After a couple of years, they began to focus on facilitating the development of a local Quechua organization that would carry on the promotion of the Quechua Scriptures. As a result of this, ATEK was formed.

At about this time they began to realize that in the neighbouring state of Apurimac the Quechuas spoke a fairly different variety of Quechua. They had originally considered them to be part of the Cusco Quechua language group, which they believed to number two million. After an extensive language survey, they concluded that the Apurimac dialect is a distinct language from Cusco Quechua. Eventually a Bible translation project was started with AIDIA heading up the translation. AIDIA also runs literacy programs and other church leadership development programs.

The South Peru Team Vision and Impact Statements

The South Peru team has developed the following vision or purpose statement. “The South Peru Team is building capacity into the Quechua church of southern Peru, until the year 2010, in life-changing and sustainable use of the Quechua Scriptures.”

Their impact statement, according to the RBM model that they are using, is the following, “There exists a core of indigenous churches brought to maturity through the use of the vernacular Scriptures.”

Throughout this paper, the author primarily talks about ATEK. In most cases, AIDIA is very much the same. For this reason, and for the sake of simplicity, he mostly focuses on ATEK.

ATEK

The following section describes the organizational and cultural dynamics of ATEK, beginning with a brief analysis of the systems in which they exist. The author

then describes the organization through several of their published statements, from affirmative statements and values through to vision and outcome statements.

System Analysis

The South Peru Project functions within various systems. In this section the author analyzes the systems in which ATEK functions. These systems are dynamic and each one is affected by the other. In order to affect positive change into this context, one must recognize the incredible complexity of what is going on and understand which systems are most critical to influence.

“Systems thinking is an approach to analysis that is based on the belief that the component parts of a system will act differently when isolated from its environment or other parts of the system” (Wikipedia, 2007d, ¶ 3).

Systems thinking is a way of understanding reality that emphasizes the relationships among a system's parts, rather than the parts themselves.... A system is a group of interacting, interrelated, and interdependent components that form a complex and unified whole.... In its simplest sense, systems thinking gives you a more accurate picture of reality, so that you can work with a system's natural forces in order to achieve the results you desire. (Pegasus Communications, 2007)

The social system in which ATEK exists is quite complex. On one side, ATEK is made up of people that come from the Quechua culture. They speak their own language. They have their own customs. But that culture does not exist in isolation. The Quechuas live in Peru, which has its own culture, which is by no means homogenous. The variation of Peruvian national culture that the Quechuas interact with, and are a part of, is referred to as *Mestizo* or mixed blood culture. But *Mestizo* culture has now taken on a life of its

own in much the same way as Metis culture in Canada. The main difference between Metis and Mestizo is that Mestizo is the dominant culture in Peru. The Mestizos generally view Quechuas as less intelligent and of little significance. The interaction of these two systems is evident in the fact that most Quechuas are now bilingual, Spanish/Quechua speakers.

Many of the social struggles that the Quechua people deal with are similar to the struggles of the First Nations people in Canada. The struggle to find their rightful place in the National context is a struggle that most indigenous peoples around the world share.

The Spanish speaking Mestizo culture is the dominant culture and the Quechua culture is being swallowed up by it. More and more Quechuas are turning away from their traditional culture to seek better economic opportunities in the cities. The loss of indigenous cultures and languages is a global phenomenon, and in order to slow it down, or even reverse the trend, one must understand the various systems at play.

Another part of ATEK's system is the Evangelical Church. The Evangelical Church is growing among the Cusco Quechua people at a rapid pace. It is growing faster than in the urban Mestizo culture. In the Evangelical Church the common Quechua farmer is generally accepted, respected and loved. There is a level of acceptance and respect found in the church that is not found in the wider society.

ATEK sees itself as an organization that primarily serves the Quechua Evangelical Church to better enable her to fulfill her mission. In the few years that ATEK has existed, they have affected significant change in this system by promoting the use of the Quechua Scriptures in large numbers, which has resulted in a small shift in language attitudes. This is quite significant, considering how many other systems around them are

pushing for Spanish and look down on the Quechua language. For example, in many schools Quechua children are punished for speaking their language. There is also a social stigma associated with being a *campesino*, a country person.

ATEK is also connected to educational systems. This was recently felt when the Ministry of Education made plans to begin a massive literacy program. This government literacy program came with millions of dollars and it changed social attitudes towards literacy programs, including ATEK's.

What it did was increase the *hand-out* mentality and reinforced the idea that educational development is the responsibility of the government rather than the people. ATEK views this change in attitude as very destructive to the development of the Quechua people. There is also a sense in ATEK that government policies are very volatile and difficult to control and so it is best to focus on ministries where ATEK can have more direct control over outcomes. So, in a sense, ATEK has tried to distance itself from this system in order to minimize risk. But in its place it has invested more heavily in its relationship with the Evangelical Church system. The full repercussions of this change in direction have yet to be seen. However, it appears that this change will give greater stability and sustainability to ATEK because it will be viewed as an organization within the local Quechua culture as opposed to an organization from the outside.

ATEK is also connected to international development systems. ATEK's recent shift to be associated more closely with the church also has to do with social attitudes towards development agencies. Traditionally development agencies have been concerned with poverty reduction. Unfortunately, for far too long the strategy to combat poverty has been to give people things for free. In this case, things may be anything from a tractor, to

a road, to agricultural skills. But rarely did the local community ever have a say in what went on and rarely did the local communities pay anything for them. This created a hand-out mentality that actually made sustainable development even more difficult to achieve (Fowler, 2000, pp. 26-28).

These development agencies are viewed as being rich organizations with an endless supply of money. This attitude is destructive to sustainable development. For this reason also, ATEK has sought to align themselves as a ministry of the church rather than a development NGO. By doing this they have been able to initiate sustainable interventions that truly empower local people and churches because they do it together in a participative process, from the ground up. By being viewed as a ministry of the church people are willing to sacrifice and invest something of themselves in the success of ATEK. If ATEK were to be viewed as an NGO nobody would sacrifice of themselves since they would expect to receive not give. When people sacrificially give something to a cause they feel like they are a part of it and that they have a stake in ensuring its success. This sense of ownership by the local community is critical for the sustainability of an effective non-profit.

The local economic systems are not strong. The Quechua people are primarily subsistence farmers that barely manage to eke out a life in the high Andes Mountains. The economy around the city of Cusco is heavily based on tourism because of Machu Picchu and other Inca ruins, but the rural Quechua people do not receive much benefit from this. It would be impossible for ATEK to do what they do without international funding. There are possibilities for some local earned income ventures to supplement

foreign funding, but economic conditions are so poor that outside assistance will be needed well into the future.

These international funding systems are heavily rooted in Western culture and particularly North American culture. This means that ATEK needs to be able to communicate with those in the Western world. In practical terms, this means that they have to be able to write reports and apply for grants in English. The current push to train ATEK and AIDIA and mentor them in the full use of RBM methods is also a direct result of their involvement with international funding systems. Up to this point, the South Peru team has been actively involved as an intermediary between ATEK, AIDIA and Western donors. Little by little there is more direct communication.

This coming together of Western culture and Quechua culture is no easy task. Western culture is extremely *task oriented*. Quechua culture is *relationship oriented*. For example, a Western donor agency might send an evaluator down to evaluate the project that they are funding. In the mind of a Westerner it is completely logical that someone can evaluate a project without first building a genuine personal relationship with the people involved. The Western evaluator sees the task of evaluating a project to be a relatively objective task in which relationships do not play a part. In the mind of the Quechua, this should never happen. In the mind of the Quechua, whose project is being evaluated, they want to get to know the evaluator on a personal level before any sort of evaluation can begin. To not do this is completely rude, inappropriate, and disrespectful.

So how are these differences to be reconciled? What needs to happen is for both sides to consider and understand the other. This requires high levels of communication, particularly in terms of listening. The author considers it part of his job as a trainer and

mentor of ATEK and AIDIA to educate them on these types of issues. They need to understand the perspective of the Westerner if they want to effectively engage with the Western donor system.

Another element that comes into play with the interaction of the Western donor system and ATEK is the issue of oral culture versus print-based culture (see figure 5). This is closely related to the issue of task versus relationship thinking. Oral cultures are virtually always relationship based. Print-based cultures, such as North American culture, are heavily task oriented (Ong, 2002). This is natural since any culture that makes the transition from an oral society to a print-based society will give up significant relationship orientation by the very fact that the majority of communication is done via print rather than face-to-face contact.

Western donors require high levels of print communication in the form of reporting. This is very difficult for those coming from oral cultures that are only minimally literate. This is a great challenge for both ATEK and AIDIA, yet it is something that must be well addressed if they are to become sustainable local organizations that are engaged at a global level.

What is ATEK?

“ATEK is an interdenominational Christian institution which was established to work with the Quechua community in the south of Peru for her spiritual and social growth and development” (ATEK, 2007, ¶ 1). Using an appreciative inquiry model, ATEK has written the following affirmative statements regarding themselves.

1. Training of trainers. ATEK is an organization that offers a high level of progressive training.

2. Empowerment. ATEK is actively contributing to the empowerment of Quechua church leaders so that, in turn, they can promote their own growth.
3. Teamwork. With a common vision, ATEK's ministries, in cooperation with local churches, work together in a holistic manner.
4. Valuing our cultural identity. ATEK values the identity of the Quechua people and elevates its self-esteem.
5. Give hope and vision to the Quechua people. ATEK produces a vision and hope in the Quechua people through their attitude of service (ATEK, 2006a).

In summary, the two main ideas in these statements are that ATEK is a Christian organization which serves the Quechua people.

ATEK's Impact Statement

“We envision healthy Quechua families, contributing to strong Quechua churches, contributing to unified and organized Quechua communities” (ATEK, 2007, ¶ 2).

This impact statement is a part of ATEK's RBM plan. The outcome level results that will lead to this impact can be found in appendix A (ATEK, 2006b).

ATEK's Mission

We believe that we, the Quechuas, are a hard working community created by God, with a wealth of customs and traditions inherited from the rich historical culture of the Incas. As members of ATEK, we are committed to serving God and our fellow man. We seek to contribute to the holistic and self-sustaining development of Quechua communities by providing training and developing tools that will aid in evangelization and in strengthening Quechua families, churches and communities. (ATEK, 2007, ¶ 3)

ATEK's Ministries

To this end, ATEK works in cooperation with churches, institutions and individuals interested in offering their help. ATEK trains Quechua speaking leaders who in turn can teach the knowledge, attitudes and skills they have learned in their churches and communities, and by so, doing bring spiritual, moral and socio-economic change to their communities. We have five ministry areas: family ministry, literacy, publications, non-print media and community development. (ATEK, 2007, ¶ 4)

AIDIA

AIDIA is very similar to ATEK. For this reason this section does not go into great detail to explain AIDIA, but instead it describes some of the key differences between the organizations. The author also presents AIDIA's five affirmative statements that express their heart of service towards their people.

AIDIA works among the Eastern Apurimac people which number approximately 200,000 (Ethnologue, 2007b). Most of this language group lives in remote areas that do not have road access or electricity. Compared to the Cusco Quechua people, with whom ATEK works, the Eastern Apurimac people have much less access to education, economic opportunities and other basic services. Poverty rates are also much higher among these people. They are not recognized by most people as a unique language group. Most people assume that they are part of the Cusco Quechua people. Linguistic/Cultural prestige for this group is lower than in Cusco Quechua.

The principle business of AIDIA is translating the Bible into Eastern Apurimac Quechua. As of mid 2007 the book of the gospel of Luke is ready for a trial printing. A

rough draft of the other gospels is near completion. AIDIA has many other ministries much like those found in ATEK.

AIDIA's Affirmative Statements

AIDIA has written the following statements in response to the question, "What gives life and passion to AIDIA?" They have chosen to place Philippians 3:13-14 at the top.

Brethren, I do not count myself to have apprehended; but one thing I do, forgetting those things which are behind and reaching forward to those things which are ahead, I press toward the goal for the prize of the upward call of God in Christ Jesus. (*The Bible: The new king James version*, 1984)

1. To train churches, so they can develop the gifts that God has given them, to serve Him and their neighbours.
2. To promote the unity between the believers through working as a team to have greater spiritual impact in the community.
3. To strengthen the church so that it fulfills the task entrusted to it by God.
4. To give the Word of God in their heart language so that the Quechua community comes to love and serve God.
5. To raise the esteem of Quechua so speakers are not ashamed to communicate the Word of God in their own language (AIDIA, 2006).

Chapter 3: Literature Review

The following chapter reviews the literature related to the three project questions:

1. What are the challenges that northern NGOs face as they seek to build the capacity of their southern partners in the use of performance measurement systems?
2. What is the best way to build the capacity of a non-profit organization, which is based in an oral culture, in results-based performance measurement?
3. What is an effective approach to performance measurement systems in a non-Western, primarily oral and non-profit context?

The knowledge, skills and attitudes developed in the literature review have been used in the development of curriculum for a five day workshop and were used to analyze the results of the workshop.

The author begins by describing the methods used in the literature review. Organizational capacity building, from an NGO perspective, is the first topic discussed. This topic lays out foundational theory about why this is important for sustainable development in the developing world. The next section introduces four common performance measurement schemas used today by NGOs. The section ends by comparing their strengths and weaknesses. The final section considers the literature on transcultural models of adult learning as well as the influence of oral cultures on capacity building initiatives.

Literature Review Methods

A variety of methods were used to search for relevant literature. The primary method of searching was through online databases accessed via the website of the Norma

Marion Alloway Library at Trinity Western University. The primary databases searched were Academic Search Premier and the Business Source Elite. Other online searches were conducted through Google (www.google.com) and Google Scholar (<http://scholar.google.com>). Searches of websites of influential development agencies, such as: the United Nations Development Program (www.undp.org), and the Canadian International Development Agency (www.acdi-cida.gc.ca), proved to be solid sources of literature on current development issues.

Literature from the MAL program was used. Consultations with former professors as well as colleagues also produced relevant literature. Searches in physical libraries and the subsequent use of substantial published texts was limited due to the fact that the author lives in Cusco, Peru and did not have access to traditional libraries.

Organizational Capacity Building and NGOs

“There is an image which comes to mind: the concept of capacity building as a captured member of a foreign people (perhaps called Development) about whom we would like to know more but who remain a strange and elusive tribe forever beyond the borders of our realm” (A. Kaplan, 2000, p. 517). Organizational capacity building has become one of the central elements in development practice today. In order to understand the significance of the capacity building event talked about in this paper, it is important that one understands the basic issues surrounding this focus on organizational capacity building.

In this section, the author answers the following questions: What is organizational capacity and what is organizational capacity building? Why is it a central theme among

NGDOs? What are some of the barriers to successful North-South organizational capacity building efforts?

What is organizational capacity?

The simplest way to define organizational capacity is to say it is “the capability of an organization to achieve what it sets out to do: to realize its mission” (Fowler, 1997, p. 43). This simple definition is useful because it links an organization’s capacity to its results. Therefore, according to this definition, organizational capacity must be viewed in light of external change. You cannot simply look at an organization—its people, its programs, its resources—and evaluate its organizational capacity. You must begin by looking at the results produced by an organization and compare it to its vision or mission in order to determine its level of organization capacity.

The United Nations Development Program (UNDP) is heavily focused on capacity building initiatives. They give the following definition of capacity. “Capacity is the ability of individuals, organizations and societies to perform functions, solve problems, and set and achieve goals” (United Nations Development Program, ¶ 1).

The UNDP’s and Fowler’s definitions are quite useful, but there is still a sense in which the reader needs to know what that capacitated organization looks like, not simply indirectly via its produced results. Kaplan gives the reader six indicators or characteristics of organizations with well developed capacities. This list of characteristics is a hierarchy. The last three are visible elements of capacity, but they can only be effective when the first three exist, in the order listed. The first three are difficult to quantify. They are invisible characteristics that the sustainable organization must possess.

1. A conceptual framework which reflects the organization’s view of the world;

2. an organizational attitude, which incorporates the confidence to act in, and on, the world in a way that the organization believes can have an impact;
3. clear organizational vision and strategy and sense of purpose;
4. organizational structures and procedures supporting the vision and strategy;
5. relevant individual skills, abilities and competencies;
6. sufficient and appropriate material resources (A. Kaplan, 2000).

It is a common tendency to focus too much on skills when one talks about capacity. According to Kaplan, skills are number five on the hierarchy. This paper deals with a workshop that is focused on developing skills and competencies, but the workshop indirectly builds some of the higher elements on this hierarchy. “If you interview organisations that suffer from a lack of capacity, you will find that they complain readily about lack of resources, lack of skills, inappropriate structures, an unfavourable history or an impossible context” (A. Kaplan, 2000, p. 520).

These organizations end up placing the blame for their lack of capacity on elements that are at the bottom of the hierarchy. They tend to place the blame on what they believe is out of their control and tend not to take responsibility for their own capacity development.

Interview organisations that have developed a certain strength, robustness, or resilience, and you will discover that they generally take responsibility for their lack of capacity, that they attribute it to their own struggles with organisational culture and value, with lack of vision, lack of leadership and management, and so on. Put another way, they manifest self-understanding. Capacitated organisations will manifest both stronger invisible elements as well as an ability to reflect on

these elements--which is itself a feature of these stronger invisible elements situated at the top of the hierarchy (A. Kaplan, 2000, p. 520).

Fowler gives another definition when he defines NGDO capacity as, “the measure of an NGDO’s capability to satisfy or influence stakeholders consistent with its mission” (1997, p. 43). This definition leads one to ask several questions. First, who is the primary stakeholder? Second, what about conflicting stakeholder interests? Regarding the first question Fowler makes it clear that the primary stakeholders must always be the poor and disadvantaged whom the NGDO is serving. This is people-centred development. It is not the donors, it is not government agencies, but it is the poor who must always remain the primary stakeholders (Fowler, 1997). In business terms one would say that the primary stakeholder is the customer.

This then leads into the second question regarding conflicting stakeholder interests. There are many stakeholders in the world of development and their interests often conflict. For this reason, it is important that the NGDO have a clear sense of mission so that they can filter out the noise created by those stakeholders with high levels of influence but low levels of interest (Cox, 2006).

Table 3.

Evaluating Stakeholders Interest and Influence

	<i>High</i>	<i>Influence</i>	<i>Low</i>
<i>High</i>	High interest and high influence	High interest, low influence	
		<i>Protect the interests of these and increase their influence. Usually this is where our primary stakeholders are found.</i>	
<i>Interest</i>	<i>Build a coalition of support.</i>		
	Low interest and high influence	Low interest and low influence	
<i>Low</i>	<i>Caution, pay attention and be careful of these stakeholders. Risk assessment needed.</i>		<i>Spend more time on the other stakeholders.</i>

(Cox, 2006)

What is Organizational Capacity Building?

Capacity building is a common phrase that is used throughout the non-profit sector, yet it does not have a common definition. “‘Capacity building’—though widely alluded to in international organizations, assistance program, and scholarship—often has no clear definition, nor does the term evoke a common set of strategies among its users” (Vandever & Dabelko, 2001, p. 20). The UNDP uses the phrase “capacity development” in the sense of capacity building. “Capacity is the ability of individuals, organizations and societies to perform functions, solve problems, and set and achieve goals. Capacity Development (CD) entails the sustainable creation, utilization and retention of that capacity, in order to reduce poverty, enhance self-reliance, and improve people's lives” (United Nations Development Program, ¶ 1).

The significant part of this definition is that CD is far more than simply creating capacity. This definition involves the ability to use the new capacity in an intelligent way. These last two aspects of capacity building must not be forgotten. They are essential for sustainability. The author has participated in many training events where people have learned a new skill, but lost it because the implementation and retention of that skill was not properly addressed in the event nor in a follow-up stage.

Capacity building is at the heart of current approaches to development interventions. It goes well beyond simply passing on knowledge and skills. “The range of issues highlights the distinction drawn between administrative capacity (specific attributes such as adequate staff, equipment, etc.) and institutional capacity (‘organic’ attributes of an organisation such as the ability to cope with change and to remain viable)” (Low & Davenport, 2002, p. 369).

“If we think of development processes as being comprised of a capacity dimension and a relations dimension (i.e. institutional), affecting three different levels—individuals, organisations, and communities—we can build up a development conceptual map” (Rodríguez-Carmona, 2004, p. 354).

Table 4.

The key components of development

Dimension	Levels		
	Individual	Organization	Community/Society
Capacities	Human learning	Organizational learning & capital	Learning society
	Human capital	Institutional strengthening	Strengthening of
	Empowerment	Capacity building	civil society
		Civil engagement	
	Social capital		
Relationships	Networks of contacts	Networking	Participation
	Gender relations	Coordination	Democratization
Institutions	Human rights	Codes of conduct	Governance

(Rodríguez-Carmona, 2004, p. 354)

Considerations of local learning processes and of social capital formation have important implications for development NGOs.... The progressive handing-over of intervention management to local organisations should be accompanied by their adoption of new functions such as capacity building, the organisation of exchange workshops, the coordination of disparate efforts, the provision of research resources, the sharing of lessons learned, and the encouragement of linkages across sectors and geographical areas. Perhaps most important is that they should be sufficiently flexible to adapt dynamically to local processes within each beneficiary community. (Rodríguez-Carmona, 2004, p. 363)

What is the role of the NGDO in capacity building?

NGDOs are primarily interested in sustainable poverty reduction. So how does organizational capacity fit in? The best way for outsiders to encourage sustainable poverty reduction is to help people establish their own organizations and infrastructure that will enable them to direct their own development.

There are two stages to development action at the micro-level. The first involves poverty reduction in ways which are sustainable and which lead to the growth and functioning of strong and autonomous organizations. These organizations represent people who were poor but who have gained the ability to engage with other social actors on their own terms. The second stage is a process through which these disparate groupings collaborate, associate and form other social structures with which they exert themselves and pursue their interests. (Fowler, 1997, p. 8)

Organizational capacity building is a central tenet to this model of development. If externally supported development efforts are going to have sustainable impact, it is necessary that they be rooted in a local community-based organization (CBO) (Fowler, 1997). These organizations are made up of the people whose lives are being affected by the development, the primary stakeholders. The challenge for NGDOs is to build the capacity of these CBOs so that the primary stakeholders have control over their own development. It is important that the primary stakeholders produce their own development, not the external NGDO. “It is the poor and marginalized that produce their own development, not NGDOs or other aid agencies” (Fowler, 1997, p. 9).

By focusing on organizational capacity building, NGDOs begin to empower those who have traditionally been powerless and under-privileged. This is very significant since it is the powerlessness that keeps people held down and does not allow them to break out of their degrading cycle of poverty. “Accumulated practice indicates that empowering approaches in development are usually more effective if they relate to people’s concrete actions to solve identified problems. Success in overcoming a problem reinforces motivation, which is itself empowering; it contributes to organizational capacity and can initiate a positive spiral of further action without external support” (Fowler, 1997, p. 9).

So if the primary stakeholders are to be the ones producing their own development, what then is the role of the NGDO? It is one of supporter, guide, advisor and a facilitator of new resources. “A critical balance, therefore, has to be achieved to ensure that with external aid local institutions become self-sustaining and effective. Getting this right is probably the most vital element in the long term” (Fowler, 1997, p. 9).

“...One of the most decisive contributions of NGOs has been the provision of communication channels and strategic alliances at the international level, in other words cross-cutting or horizontal links. We should then underline that the presence of NGOs has contributed to a broadening of the precious little social capital found in many rural areas (traditionally based only on strong links)” (Rodríguez-Carmona, 2004, p. 356).

Facilitating the building up of this social capital is a very important role that NGDOs need to play.

What are some of the barriers to successful North-South organizational capacity building efforts?

Historical background: the need for genuine partnerships.

The process of capacity building is heavily influenced by the subtle North-South relationships between those who have money and the poor. Several decades ago the process of development was a one-way process. The North controlled everything, and money flowed to the South. The South had virtually no say or influence on the process (Nyamugasira, 1998).

Eventually NGOs began popping up in the South and some of those in the south started to exert more influence on the process of development. This led to the idea of partnerships. The North began to see the importance of having locals/nationals as an important part of the process. Local NGOs in the South have come a long way in the past several decades, yet still today many struggle to demonstrate their legitimacy. They are too often not treated as equals in the process (A. Fowler, 1997, p. 107).

The false rhetoric about partnerships.

The NGO community talks a lot about equal North-South partnership but all too often its actions do not line up with the partnership ideals of which it speaks of. Warren Nyamugasira, from Uganda, understands well this challenge.

The North-South relationship, as defined in the stated goals, objectives and mission statements of most Northern and Southern NGOs, is supposed to be one of equal partnership, founded on shared values and goals, and on principles of mutual respect, self-reliant, people-centered development... Yet... the relations are unequal and socially constructed. They revolve around money from the rich North

to the poor South and one-way communication where the South does the bidding of the North. The so-called Southern partners are often just subcontractors who must still refer back to the North for every major decision. Southern indigenous knowledge, even from the NGO staffs themselves, let alone from the poor, is devalued, and there is insincerity in giving recognition and praise. (2002, pp. 16-17)

Yet things are beginning to change and the North-South partnership challenge is improving. “The context for development work has changed dramatically, as Southern NGOs have increased in size and capacity. In many cases, they have (legitimately) displaced Northern NGOs as implementers, or even as channels for aid from government or multilateral agencies” (Coates & David, 2002, p. 530).

Dependency.

Possibly the most challenging barrier to successful organizational capacity building efforts is the issue of patterns of dependency. There are parts of the world that have been receiving aid and other hand-outs for many generations and so an attitude of dependency has developed.

In Peru this is the case as the poor have become accustomed to receiving help from outsiders, which has had a negative impact on development and poverty alleviation. Much of this dependency is a direct result of top-down approaches to development; these approaches do not empower the poor but instead communicate that the poor are helpless and that it is only through aid from the rich North that people will be helped.

An old paradigm.

Another barrier to many capacity building initiatives is that they focus on the individual instead of the organization. Table 4 shows that development must focus on more than simply building capacity at an individual level, it must also include the organizational level.

Examining the project in terms of local organisational learning and social capital allows us to see the limitations of NGO interventions and their failure to promote sustainable change. Development NGOs have traditionally focused on household benefits such as improving living conditions and income. This is clear from the fact that training models are generally aimed at individuals—as opposed to organisations—and that they tend to convey technical knowledge and some understanding of social change, but not organisational and methodological knowledge, upon which their own role as intermediaries in the aid chain ultimately depends. (Rodríguez-Carmona, 2004, p. 363)

Communication challenges.

In the days of Mwalimu Julius Nyerere's Tanzania, we used to meet with colleagues from there and see them painfully struggle to communicate in English. They would appear mediocre or even incompetent. But when they had the chance to express themselves in Swahili, which is second nature to every Tanzanian, they suddenly became alive, animated and sounded very competent indeed, even sophisticated. (Nyamugasira, 2002, p. 23)

Northern NGDOs must be extremely careful not to associate a lack of fluency in a foreign or second language as incompetence or lack of capacity. This may seem obvious

but it is a very easy mistake to make. The same goes for skills in reading and writing. Most of the people that the South Peru team serve come from oral cultures. Reading and writing are not a regular part of everyday life for most people in rural areas of developing nations.

When a Northerner reads a report from a Southern partner that contains numerous spelling errors, he may assume that the Southern partner is uneducated or incompetent and thus should not be a leader in a local organization. But by doing this, the Northerner has judged the Southerner using Northern values and without consideration of the context. The author has encountered this northern bias on many occasions as he has read reports or the work of his southern colleagues in Spanish. Their writing is usually terrible by his northern standards, but he must remind himself where these leaders are coming from. This highlights the need for NGOs to develop and use more culturally validated communication tools.

Working in Rwanda, a predominantly Franco-phone country, in a senior position for World Vision for four years, I found myself at the receiving end of the incompetence charges when my staff wrote reports in faltering English, the standard for all our donor reporting. Yet when these people expressed themselves in French, or better still in Kinyarwanda, their mother tongue, they were truly impressive. (Nyamugasira, 2002, pp. 23-24)

Most of the time those who are involved in capacity building efforts need to work in a local language, or in a national language. In the case of South America, this usually means Spanish or Portuguese. Yet for almost all of the people that the author works with, Spanish is still a second language. Most of them also come from an oral culture and their

literacy skills have not been developed to the standard of the North. Consequently, Northern NGOs must take care not to associate low literacy skills with incompetence in leadership.

Most of the indigenous leaders with whom the South Peru team work have unique leadership capacities that are difficult for Westerners to recognize. They have leadership skills that are very relevant and powerful in their own culture but that may not be considered significant in a Western culture. Northern NGOs concerned about capacity building in other cultures must have the cultural sensitivity to recognize these capacities and take them into account (Harris, Moran, & Moran, 2004, p. 26).

Working with just one local partner.

Development interventions must always take into consideration the various systems that are at play. There is great danger in only focusing on one system or even on one organization. The international NGO can help the CBO with whom they are working by facilitating networking and an increase in social capital. This is what is happening in the South Peru Project. They are focusing the majority of energy into two local organizations but a major element of their work is to facilitate networking opportunities and greater social capital.

The case study illustrates the enormous difficulties experienced by NGOs in promoting learning among local organisations and in strengthening the social fabric of the wider community. First, the rigidity of conventional project-based interventions usually requires association with only one local partner. Interpreting this relationship in exclusive terms (and sometimes even basing it upon some ideological affinity with the partner organisation) results in the loss of capacity to

work with other social actors. It is therefore necessary to consider other modes of intervention, such as the facilitation of networks or South–South cooperation.

(Rodríguez-Carmona, 2004, p. 363)

The inappropriate implementation of project management models.

Results-based project management schemas that use results indicators and qualitative objectives can be dangerous if they do not take into account qualitative objectives related to long-term organizational learning and long-term development of social capital. Many donor agencies push for short-term results which jeopardizes the long-term development of organizational capacities and social capital. The push for short-term results is a reflection of Western culture and a lack of understanding of the complex systems involved in development.

Another problem is that conventional project management methodologies based on quantitative objectives and result indicators (like the Logical Framework Approach) have proved to be ineffective instruments in following up and evaluating learning processes and the formation of social capital. Since both dimensions—learning and social capital—form part of long-term processes, this task cannot be tackled within a classical evaluation framework centred on short time periods. (Rodríguez-Carmona, 2004, p. 363)

This is not to say that these project management methods are entirely wrong.

They need to be used to serve the vision of the organization, not the other way around.

The Global Focus on Performance and Results

“Government likes to begin things—to declare grand new programs and causes.

But good beginnings are not the measure of success. What matters in the end is

completion. Performance. Results. Not just making promises, but making good on promises” (Bush, 2002, p. 1). There was a time, a decade or two ago, when the work of NGDOs went largely unchecked. Donors gave their money to what they believed to be worthy causes and then they left it at that. Today’s world is quite different. Today people are sceptical. They have heard about corruption in the third world. They have heard how money meant to help alleviate poverty has often times ended up in the bank account of local leaders. They have also seen this happen in North America in both the corporate world as well as the non-profit world (Niven, 2003, pp. 5-7).

Accountability has become an important issue for NGDOs, and it is often what makes or breaks organizations in today’s world. Closely linked to the issue of accountability is the focus on performance and results. NGDOs are being called upon to demonstrate the results of their development initiatives. Demonstrating results is one of the best ways to build accountability and trust (Dees, Emerson, & Economy, 2001, pp. 114-119).

Results in a Non-Profit Context

In the for-profit world, results are relatively simple to measure. Usually results are equated to profits. In the non-profit world, results are often quite difficult to quantify. There is such a wide variety of results that are sought by non-profits that it would be impossible to set a standard for all to measure their results.

Measuring results in a non-profit context usually has two objectives. First, and most importantly, it gives the organization useful data which can be used to make decisions for the continued growth and innovation of a program. Next, it provides hard data that can be used to demonstrate to key stakeholders the results that a program is

producing. “The two principal functions of performance measurement systems are, firstly, to ensure organisations are held accountable for their performance and actions; and, secondly, to facilitate learning and improve performance” (Hailey & Sorgenfrei, 2004, p. 3).

Performance Measurement versus Evaluation

Performance measurement is objective and does not necessarily involve judgement or evaluation. It is simply stating a fact by using some type of measurement. For example, program X, involved in community literacy, uses a measurement of how many adults have learned to read. At the beginning of their program, they would have measured the level of literacy in the communities in which they work. Throughout the life of their program, they would measure literacy levels. If they started with 20% literacy and after five years there was 30% literacy, they would have some hard data on the performance of their program. One does not know if the 10% increase was a result of program X or a mixture of outside factors. As well, a person really does not know what impact the increase in literacy has had on society. These questions lead one into impact assessment and evaluation. Indicators, and performance measurement, simply give people data that needs to be interpreted.

It is important that NGOs understand the difference between performance measurement and impact assessment. They must understand the limits of performance measurement and understand that it is simply a measuring tool, not an evaluation tool. Performance measurement data will be useful for evaluation, but it is not evaluation in itself. “Performance measurement is the use of statistical evidence to determine progress toward specific defined organizational objectives” (Wikipedia, 2007c, ¶ 1). “Evaluation

is the systematic determination of merit, worth, and significance of something or someone...It is an informed act of ascertaining or fixing the value or worth of a given project or product” (Wikipedia, 2007a, ¶ 1).

Results-Based Models

There are various models for project planning and management that are results focused and which use performance measurement. This section discusses several different models. At the end of the section a comparison is made of the various models noting their comparative strengths and weaknesses.

The Balanced Scorecard and NGDOs

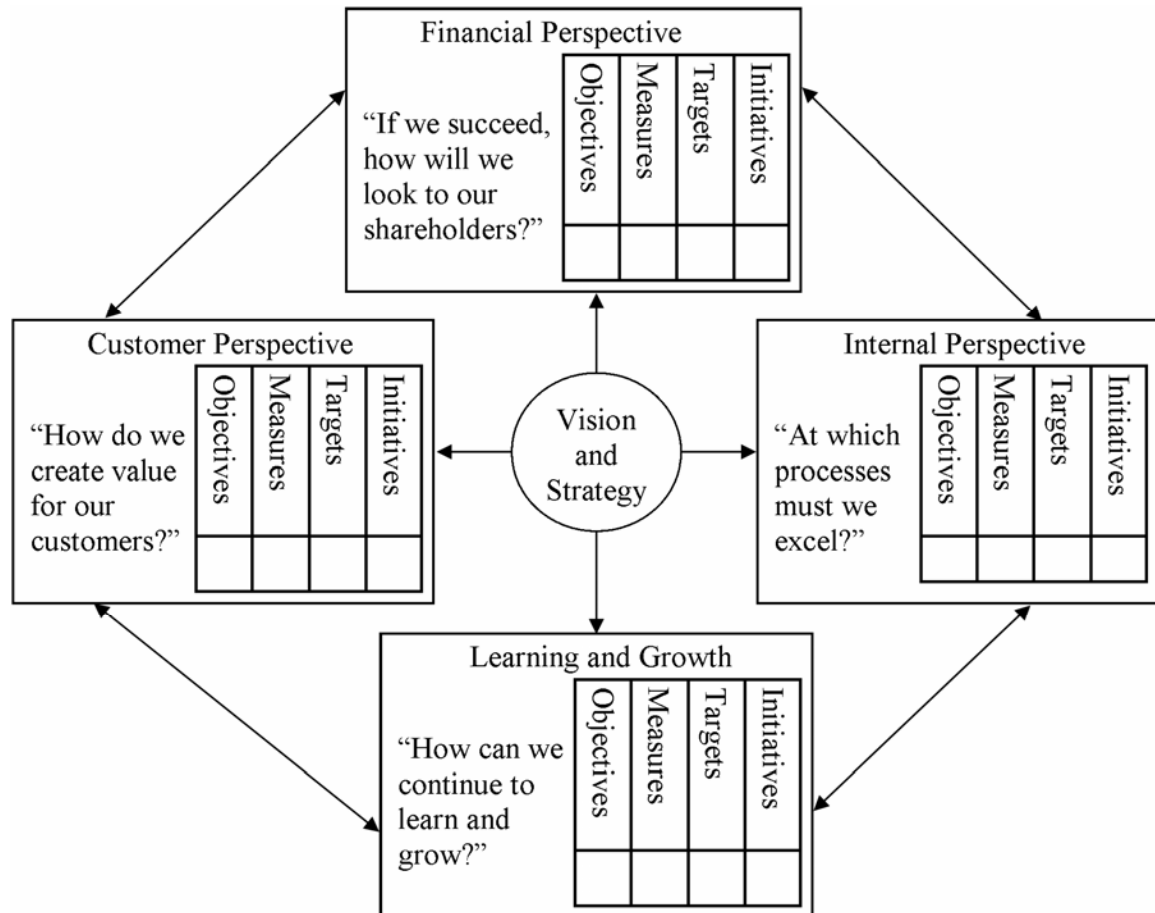
The most widely used performance measurement model is the Balanced Scorecard (BSC) (Niven, 2003, p. 14). It was developed for use in the for-profit world, and its use in the third sector is slowly growing.

The Balanced Scorecard was developed for the private sector to overcome deficiencies in the financial accounting model, which fails to signal changes in the company’s economic value as an organization makes substantial investments (or depletes past investments) in intangible assets, such as the skills, motivation, and capabilities of its employees, customer acquisition and retention, innovative products and services, and information technology. (R. S. Kaplan, 2001, p. 357)

Figure 2 illustrates the most common version of the BSC. One will notice that it is balanced in the sense that it measures more than just financial objectives. It is designed to help people take a broader perspective and measure all the important elements of an organization that contribute to its overall value. It is built on the idea that there are many intangible elements in a business that contribute to its real value. The financial

perspective only sheds light on one of these elements. For example, if the organization sacrifices in the learning and growing scorecard and only focuses on the financial perspective, they will be in trouble in the long-term even though their short-term financial objectives may be on track.

Figure 2. The Balanced Scorecard



(R. S. Kaplan, 2001, p. 355)

The BSC schema keeps the vision in the middle. This ensures that all strategic objectives directly relate to the vision.

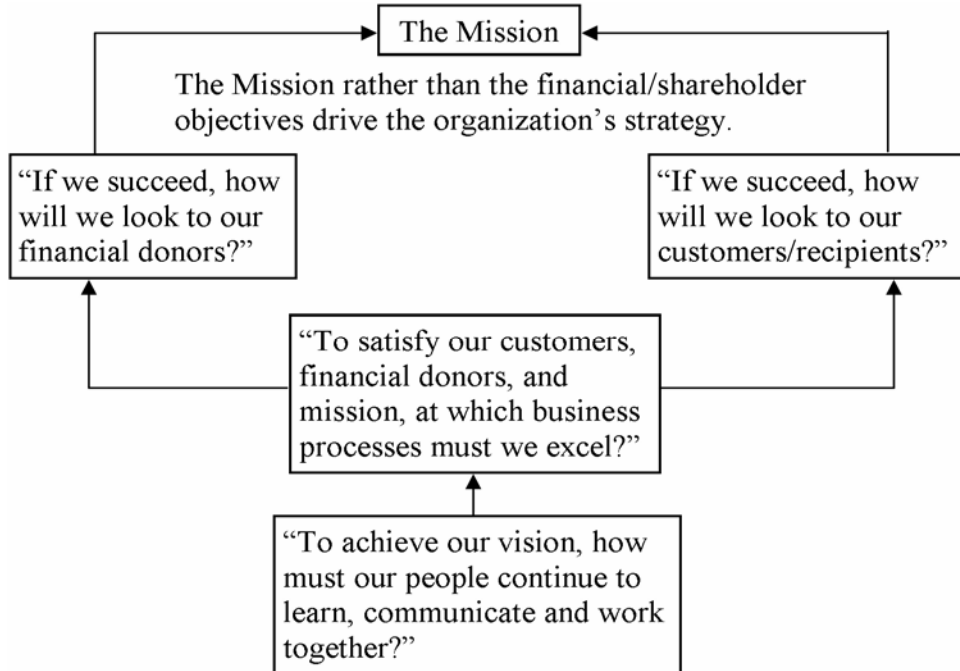
Initially, the BSC was not meant for non-profits. Even though it helped to bring a balance in the sense of bringing in other important elements, it still had the financial scorecard at the top. This does not work in the third sector. "Rather, nonprofits are built

around their mission, which is hardly measurable, and they serve a multitude of constituencies whose goals and needs may be quite heterogeneous. Therefore, it seems obvious that private-sector concepts and tools for performance measurement and management are not (easily) transferable to non-profit organizations” (Speckbacher, 2003, p. 268).

Various modifications have been made to the BSC in order to contextualize it to the third sector. Some simply put the customer perspective at the top. Some models, like that in figure 3, place the mission at the top. They let the mission drive everything since the mission is the bottom line in the third sector. “Most non-profits had difficulty with the original architecture of the Balanced Scorecard, which placed the financial perspective at the top of the hierarchy...Many non-profit organizations have rearranged the geography of their Balanced Scorecard to place the customer perspective at the top” (R. S. Kaplan, 2001, p. 360).

“The mission should therefore be featured and measured at the highest level of its scorecard. Such an objective may only show progress with long lags, which is why the measures in the four main perspectives of the Balanced Scorecard will provide the short-to intermediate-term targets and feedback” (R. S. Kaplan, 2001, p. 360).

Figure 3. A Non-Profit Balanced Scorecard



(R. S. Kaplan, 2001, p. 361)

The model found in figure 3 has placed financial donors and beneficiaries parallel to one another. “Who is the customer, the one paying or the one receiving? Rather than making such a decision, organizations have placed the donor perspective and the recipient perspective in parallel, at the top of their Balanced Scorecards” (R. S. Kaplan, 2001, p. 361).

Herein lies a major issue in the way those non-profits have set up their scorecards. Figure 3 clearly shows that the financial donors have been placed alongside the recipient. This is a result of trying to fit a for-profit model into a non-profit context. Since the original model simply had customers, many non-profits have made their donors a type of customer, on par with their beneficiaries. However, in international (as well as domestic) development work, the poor, the powerless, the recipients must be at the top and they cannot be placed alongside the donor. The needs of the poor must supersede the donor

perspective; their needs must drive the mission. This by no means signifies that the donor perspective is not considered. What it simply means is that the needs of the poor, which drive the mission, must remain at the forefront. This is true people-centred development that incorporates servant leadership. Too much focus on donors will result in mission drift and a donor-centred development (Dees, Emerson, & Economy, 2001).

The BSC offers non-profits a reminder to consider these various areas of the organization that need to be considered when planning and implementing plans. Other schemas tend to focus only on mission and the customer; the areas of employees, organizational learning and finances are not given much consideration.

Although financial indicators do not play a primary role in non-profits, they can provide important information on strategic trade-offs...In this sense the balanced scorecard can be used as a communication tool between the organization and its key stakeholders and hence as a substitute for the financial statements that profit-seeking firms publish to inform shareholders about the value of their implicit claims. (Speckbacher, 2003, p. 278)

The BSC is a very simple tool that makes for simple and easily understood communication, communication between the organization and other stakeholders as well as communication within the organization. “By communicating the top-level and departmental scorecards throughout the organization, individuals in every department could align their day-to-day actions with helping the organization achieve its strategic objectives” (R. S. Kaplan, 2001, p. 363).

Logical Framework

“The Logical Framework Approach (LFA) is a management tool mainly used in the design, monitoring and evaluation of development projects. It is also widely known as Goal Oriented Project Planning (GOPP) or Objectives Oriented Project Planning (OOPP)” (Wikipedia, 2007b, ¶ 1). The original logical framework was developed in 1969 by Rosenburg under contract for USAID (Wikipedia, 2007b). It is possibly the most common schema used in the world of NGOs. It is quite simple to use and easy to understand. Many funding agencies around the world require projects to be presented using this matrix. Many other models used today, such as RBM and TOC, have evolved from the logical framework. This is one of the original models that used results indicators and that logically linked activities to the long-term goal.

The Logical Framework rests on the idea that there is a logical progression of results that starts with activities. If the activities are implemented and the assumptions were correct then the outputs will be accomplished. If the outputs are accomplished and its assumptions hold, then the purpose will be accomplished and eventually the goal will also be met (Blackman, 2003).

Table 5.

The Logical Framework Matrix

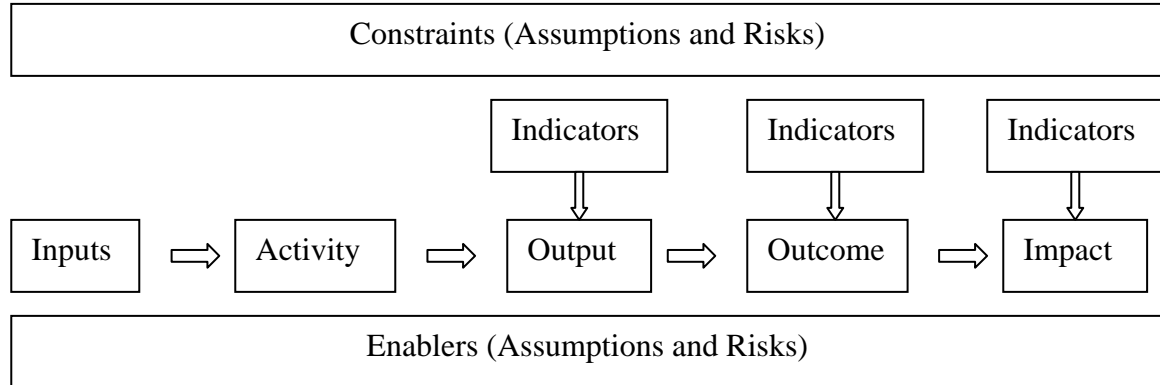
	Summary	Indicators	Evidence	Assumptions
Goal				
Purpose				
Outputs				
Activities				

(Blackman, 2003, p. 38)

The Results-Based Management Framework

The South Peru Project is currently using the RBM framework. This model has been heavily developed and used by various Canadian government agencies, particularly CIDA (Canadian International Development Agency). Its use is growing in the INGO world. RBM is often referred to by other names or presented in a slightly different manner. But the common thread is that the organization must focus on the outcomes and impact that they want to see happen in the wider society rather than focus on the activities of the organization.

Figure 4. The Results-Based Management Framework



(Befus et al., 2004, p. 2)

These results are linked together into what is commonly referred to as a results chain...It is very difficult to contribute to the impact without first achieving some intermediate steps: the outputs or short-term results and outcomes or medium term results. In other words, results at each level aggregate to contribute to the results at the next higher level. (*RBM handbook on developing results chains*, 2000, p. 6)

This is the model that SIL is beginning to use throughout its organizations at an international level; although, there are very few of its organizations actually implementing it at this point. ATEK and AIDIA are beginning to use this schema.

Planning using this schema usually goes in reverse. One starts with impact and works backwards. This helps maintain a focus on the ultimate impact rather than building everything on activities. The organization will usually have 1 or 2 impact statements, 3 to 5 outcome statements and 3 to 5 outputs for each outcome. Every output has one activity. Once activities are established, inputs can be listed, and a budget can be developed that is based on results. The budget is logically linked to the social value (impact) that is to be created.

It is important to note that the impact of any project will not usually be felt until well after the project is complete. “Impacts are the long-term socio-economic consequences, at the societal level, of achieving a combination of outputs and outcomes. They occur mostly after the recipient partner has taken full ownership of the initiative and may take 10 to 20 years or longer after the termination of the CIDA initiative” (CIDA, 2007, ¶ 42) It is also much more difficult to control impact than it is to control outputs and outcomes. The impact needs to take into consideration many other systems that are at play and that will contribute to the impact. For example, organization X wants to affect the following impact, “the Quechua people frequently read in their mother tongue.” Organization X needs to consider how other organizations and other programs will ultimately contribute to this. If the government is implementing a literacy program that will teach people to read, then organization X needs to ask, what is still needed? What do we need to do? They may realize that the impact will only happen if there are more books to read and that those books are accessible. So they will focus on producing books, knowing that their desired impact is dependent on other players that are outside of the control of organization X.

The use of indicators in RBM is similar to that found in the logical framework approach. Indicators for outputs are quite simple and are usually easy to measure. Indicators for the outcome level become increasingly complex since outcomes are slightly removed from activities and outputs and because they begin to measure social value that is created as a result of various outputs. Impact level indicators are very important, but they are also the most difficult to implement. Because impact does not happen until well after a project is complete, it is important to set indicators for the

impact level that will help evaluators understand and predict the level of impact that the project will ultimately have.

For each indicator, it is important to consider and clearly identify all that is involved in collecting the appropriate information. Table 6 shows some considerations that must go into implementing a system for collecting result indicator information. These considerations must be well thought through so as to establish indicators that will not be overly burdensome to the organization. Information on indicators should be relatively simple to collect. The information is meant to serve the greater purpose of the organization; therefore its collection should not be so complex and costly as to inhibit the effectiveness of the organization.

Table 6.

Information Gathering Plan

Results	Indicators	Information source	Collection method and frequency	Person responsible
Write outputs, outcomes and impact statements here.	Write indicators for each set of results.			

(Befus et al., 2004, p. 15)

Reporting for INGOs is a very important task. Reports are needed for funders as well as other stakeholders. Instead of reporting on activities RBM users report on results. Table 7 demonstrates how a report can use results and indicators to show current progress. This type of reporting requires that an organization is doing a good job of collecting the appropriate information on indicators. The format of these various tables is not important. What is important is that these tools help to maintain a focus on the outcomes and results that the organization wants accomplished. Too often, organizations become focused on executing activities, and they lose focus on what they are there to accomplish. By keeping a focus on results, it is easier to change and modify the lower levels of the plan along the way; for example, when assumptions change or another change is introduced, in order to better accomplish the long term outcomes and impact.

Table 7.

Reporting Against Results

Planned Results for this period	Progress to date	Analysis of the variation	Priorities for the next period

(ECG planning for impact workshop, 2005)

Theory of Change

Theory of Change (TOC) is a variation of the RBM model. It is discussed here because it has two useful contributions to understanding and using RBM. The first useful contribution is referred to as *backwards mapping*. This concept is used in RBM, but TOC has made it more explicit and has provided a useful term.

The second contribution is the narrative explanations that TOC uses to explain the logical links and cause and effect relationships that are at play. RBM uses cause and effect relationships in the results chain, but TOC makes the user explain these relationships adding to greater rigour in the logic used and ensuring that the results chain is fully explained. “A Theory of Change would not be complete without an articulation of the assumptions that stakeholders use to explain the change process represented by the change framework. Assumptions explain both the connections between early, intermediate and long term outcomes and the expectations about how and why proposed interventions will bring them about” (*Theory of change: ActKnowledge and the Aspen roundtable*. 2007, ¶ 3).

Comparing the various results focused models

Each one of the results-based models that have been considered in this paper is a very effective model. More important than the model that is chosen, is the commitment at all levels of the organization to its implementation (Hailey & Sorgenfrei, 2004, p. 14). Anyone of these models, if well implemented, would have the potential to increase community impact. Yet each of these models has its own unique strengths and weaknesses. By comparing these strengths and weaknesses, from the perspective of an NGDO, one can learn from each model and take from these models elements that could be incorporated into one's own contextualized models. The following table considers the strengths and weaknesses that are unique to each model. There are many strengths in these models that are common and shared by each model and therefore are not mentioned.

Table 8.

Comparing Results-Based Schemas

	Strengths	Weaknesses
Balanced Scorecard (BSC)	<ol style="list-style-type: none"> 1. Simple and effective for measuring short-term outcomes and outputs. 2. BSC considers internal institutional elements (internal processes, employee learning and growth, and financial) as related to the strategy or mission. NGOs often leave these out of their planning process. 	<ol style="list-style-type: none"> 1. 3 out of the 4 scorecards are internally focused when NGOs must primarily be externally focused. 2. The internal focus of the scorecards makes it difficult to create a participative process where the primary stakeholders influence the development of the scorecards. 3. BSC does not adequately take into consideration long-term (10 plus years) outcomes and impact. 4. Each scorecard is disconnected; there is no mechanism to demonstrate how each strategic objective will logically lead to the fulfilment of the vision. 5. Donors and recipients are often lumped together at the top,

		<p>leading to the potential for donor interests to be on par with recipient interests.</p> <p>6. Designed for for-profits and adapted to the non-profit context which has lead to most of the other weaknesses listed.</p>
<p>Results- Based Management (RBM)</p>	<p>1. RBM allows NGDOs to visualize the logical chain of results from activities to long-term impact (10 plus years).</p> <p>2. The simplicity of the logic chain framework allows the primary stakeholders to participate in its development.</p> <p>3. RBM considers the effect of other players on the impact. It recognizes that impact involves the input of more than one institution and is not achieved until after the project or program finishes.</p> <p>4. Designed specifically for</p>	<p>1. RBM tends to be exclusively outward focused and does not adequately consider internal institutional elements such as the three scorecards: (a) internal processes, (b) employee learning and growth, and (c) financial. The author has dealt with this by encouraging ATEK and AIDIA to add an outcome that deals with internal organizational development.</p>

	government and non-profits.	
Theory of Change (TOC)	<ol style="list-style-type: none"> 1. TOC makes the logical links in the results chain explicit by requiring that the logic be explained. 2. <i>Backwards mapping</i> is a useful phrase. Others use the concept but do not have a good phrase to describe it. 	<ol style="list-style-type: none"> 1. While backwards mapping is the general flow, the planning process is often cyclical in that it starts at the impact level and works backwards but it often returns to previous levels and revises.
Logical Framework	<ol style="list-style-type: none"> 1. Simple and easy to use. 2. Many donor agencies, particularly from Europe, still require that projects are presented using this model. 	<ol style="list-style-type: none"> 1. It lacks a visually simple way of seeing the logical links between activities, outputs, and goals.

But the power of the schemas presented here lies not in the schema itself but in the leadership that implements it. Each one could be a great tool for the non-profit that has leaders that wholeheartedly and fully implement it. Success in implementation has more to do with leadership than with which model is used. “Leaders set the tone for organizations, and employees tend to take their cues from the actions they see modeled every day. If your leaders are providing only casual support for the Scorecard, their apathy will be manifested in product that is weakly embraced and rarely used” (Niven, 2003, p. 73).

Developing a Culturally Appropriate Model of Adult Learning

In order to effectively facilitate learning on performance measurement systems it is important to consider a culturally appropriate model of adult learning. The adult learning models that are presented in the following section are transcultural (Vella, 2002, p. 3). It is the way in which the learning is facilitated (teaching) that may vary from culture to culture.

This section highlights the adult learning principles of two adult educators. It also introduces the *Learning that LASTS* model which is currently being used in hundreds of different cultures around the world. At the end of the section there is a discussion on orality and its impact on adult education.

Malcolm Knowles' Basic Adult Education Principles

Malcolm Knowles is known as the father of adult education. His principles of adult learning have influenced many educators in the past half century by showing that adults do not learn in the same way as children. He also showed that most of those involved in adult education teach as though they were teaching children. His idea of moving from being a teacher to a facilitator of learning is a very significant paradigm shift with which many adult educators have troubles, particularly in academic settings (Knowles, 1984, pp. 189-191).

Knowles' basic principles of androgogy are the following:

1. Adults need to know why they need to learn something. They want to know how they will be able to apply it in real life. This is closely linked to what Paulo Freire refers to as "consciousness raising" (1970).
2. Adults learn best when their learning is self-directed.

3. Adults have a tremendous amount of life experience that needs to be incorporated into their learning. Their identities are tied to their life experiences. “The implication of this fact for adult education is that in any situation in which adults’ experience is ignored or devalued, they perceive this as not rejecting just their experience, but rejecting them as persons” (Knowles, 1984, p. 58).
4. Adults are motivated to learn when the learning helps them deal with real life situations.
5. Adult learning must be life-centred or problem-centred as opposed to subject-centred. Problem-centred learning not only increases motivation but increases the effectiveness of the learning.
6. Adult motivation for learning is primarily internal (job satisfaction, self esteem, etc.) as opposed to external (job promotions, higher salaries etc.) (Knowles, 1984, p. 61).

Jane Vella’s Basic Adult Education Principles

Jane Vella’s most popular book, *Learning to Listen, Learning to Teach*, is perhaps the most practical of today’s texts on adult education. She studied and mentored under Paulo Freire. She was able to take his theoretical and philosophical theories and make them practical. Her twelve principles of adult education overlap with those of Knowles (Vella, 2002).

1. Learning needs and resources assessment: adults have a tremendous variety of life experiences and needs. No two adults are the same. The teacher must be active in the process of assessing the needs and the resources that learners bring to the learning environment.

2. Safety: adults need a learning environment and a learning process that are safe. The context for learning can be made safe.
3. Sound relationships: adults need to have a relationship of mutual respect between teacher and learner and learners.
4. Sequence and reinforcement: learning and reinforcement must follow proper steps. This requires adequate planning and preparation on the part of the teacher.
5. Praxis: this is action with reflection. Learning happens best when learners actively do something with new knowledge and then reflect on the action.
6. Respect for the learners as decision makers. Learners decide what and how to learn. Learning can never be imposed on adults.
7. Ideas, feelings, and actions: engaging minds, hearts and hands in learning.
8. Immediacy: learning what can be immediately put to use. Adult learners are generally not interested in learning something that might help them in ten years. They must see immediate applicability.
9. Clear roles: both the teacher and learner are learners. True dialogue cannot happen when the teacher is somehow elevated above the students. This principle speaks to humility and servant leadership.
10. Teamwork: learning and working together. This creates safety and deeper learning as everyone's life experiences are brought into the learning activity.
11. Engagement: when adults are thoroughly engaged, in mind and body, in a learning activity, it is often difficult to extract them from it.

12. Accountability: teachers are accountable to learners to accomplish the proposed learning objectives. Learners are accountable to the other learners as well as the teacher (Vella, 2002).

The Learning that LASTS Model

The Learning that LASTS (LTL) model is SIL's adaptation of Jane Vella's program. Roland Walker, an SIL member, adapted her program to our unique context. Walker believed that as Christians we must keep Jesus Christ as our ultimate model of a master teacher. He liked Vella's principles, but he wanted to incorporate the model of Jesus into it. The result was the LTL program (Walker, 2004).

LTL summarizes Vella's twelve principles into five principles that form the acronym LASTS. The principles are:

1. Learner-centred: in this principle we focus on respect. The teacher must facilitate learning, not be focused on teaching or simply transferring knowledge. Relationships are crucial and learning must be relevant to the learner.
2. Action with reflection: praxis.
3. Solving problems: Teachers offer problems, not just information. Learning happens when there is a problem to solve.
4. Teamwork: adults learn best when they work together in a team. Facilitating learning is also much more effective when done in a team.
5. Self-discovery/Self-direction: adults must be in control of their learning. Learning goes deeper when the learning comes through self-discovery, as opposed to being *spoon fed* information like a child.

These are the fundamental learning principles behind LTL. LTL also uses a few simple tools that help teachers facilitate effective learning such as the 4C's: connection, content, challenge and change. For each one of the C's the teacher must facilitate at least one learning activity. See appendix E for a sample of how the four C's are used in a workshop manual.

A unique feature of LTL is that it encourages teachers to prepare modules and learning activities from the perspective of what the learner must do in each activity, not what the teacher does. This helps the teacher maintain a learner-centred focus in the preparation of materials.

This model is currently being used in hundreds of languages and cultures around the world. The author led the launching of the LTL program in Latin America and in the past several years he has seen it increase the level of learning in a variety of settings such as in universities, in seminaries, in community literacy initiatives and in various other fields. LTL has proven to be an effective model of adult education that is transcultural and is effective from a university context to a community church context.

The Semi-Literate Participant

One of the challenges of capacity building initiatives, such as the one discussed in this paper, is the issue of literacy. On the surface, most of the people that the author works with seem to be able to read. It is easy to make the assumption that because someone knows the mechanics of reading that they are truly literate. The ability to read, analyze, assimilate and apply new information to one's life is far more complex than the simple act of decoding, which we normally associate with being literate (Bhola, 1994, p. 27).

Quechua culture is oral. There are some individuals that have made the transition to becoming highly literate, but the majority of Quechuas are oral communicators, not print communicators. In order for capacity building initiatives to be effective, it is important to recognize where the participants sit on the continuum from being totally oral to being totally literate. The following chart illustrates this continuum.

Figure 5. The Orality/Print Continuum

Oral Communicator	Oral Communicator	Oral/Print Communicator	Print Communicator	Print Communicator
Illiterate	Functional Illiterate	Semi-literate	Literate	Highly Literate



(Ong, 2002)

The completely illiterate person on the left of this continuum learns best through stories. They do not know how to read in the sense of decoding written letters. Nobody that the author works with in organizational capacity building is at this level.

The functional illiterate still learns through stories, but also learns well through songs and dramas. This person does know how to decode and can read enough to get the information needed in daily life, such as, reading the newspaper, signs and other basic information. The individual likely went to school and may or may not have finished high school. Many of the people that the South Peru team works with in capacity building initiatives fall into this category. The team cannot expect them to learn through reading, as in reading tables, charts and PowerPoint presentations (Ong, 2002).

The semi-literate person may even have a post-secondary education. This person prefers oral means of communication and will typically learn best through stories and apprenticeships. In order to overcome a problem, the semi-literate will not turn to a book, but will instead turn to friends and colleagues. The majority of Quechuas that directly work with the author fit into this category. They still prefer oral-based learning over print-based learning. Abstract theories are difficult to grasp (Ong, 2002).

The literate person can summarize what they have read, feels comfortable learning through print and can handle abstract concepts and theories. This person still appreciates and responds to oral means of communication, although their ability to learn via oral methods has slightly diminished. The author only works with a couple of Quechuas who are in this category (Ong, 2002).

Highly literate people have given up many of their oral communication skills but they still appreciate and respond to oral communication. They use their reading and writing skills on a daily basis to learn and usually have a post-secondary education which is often in the liberal arts (Ong, 2002).

The LTL methods of adult education work well with people throughout the orality/print continuum. An important thing to remember is that literacy levels do not affect a person's capacity to learn. The difference is in the communication method that needs to be used in learning. Another element is that abstract theories are better understood by literate people. Capacity building initiatives that involve functionally illiterate and semi-literate people must use oral methods of communication for learning. Learning activities must not rely on reading. They must utilize drama, stories, proverbs and songs. Reasoning must be connected to life experiences.

Chapter 4: A Workshop on Performance Measurement Systems

This section describes this workshop, the history behind it and what were the immediate results of it. It should be noted at this point that when the author refers to a workshop he is referring to a learning and working event. Not only do the participants learn but they come with real work to do during the workshop. They do not develop models or work on hypothetical situations. They work on real projects and in this case they work on real plans and strategies. For this reason all key leaders in each involved organization are present during the entire workshop. These types of workshops and their accompanying work must be developed as a team in a participative process in order for effective implementation to happen throughout the organization.

This particular workshop on performance measurement dealt with developing indicators for outputs, outcomes and impact. Indicators for outputs are quite simple. Indicators for the outcome level become increasingly complex since outcomes are slightly removed from activities and outputs and they begin to assess social value that is created as a result of various outputs. Impact level indicators are very important but they are also the most difficult. In this workshop the ATEK and AIDIA staffs were encouraged to try to focus on the outcome level indicators. These outcome indicators are meant to help these organizations assess whether or not they are creating the social value that they planned on creating.

Building Upon a Previous Strategic Planning Workshop

In 2003 the South Peru team began using the RBM model for all of their strategic long-term planning, short-term operational planning and reporting to funders. At the same time they began training key leaders in ATEK and AIDIA to use it. They have all

done a relatively effective job in using the results chain in their planning but have lacked proper development and implementation of indicators for the results in the results chain.

In the past several years both organizations have grown so much that many of the department leaders had never received any formal RBM training. To remedy this, in 2006 the South Peru team held a one week workshop on the basics of RBM in which most of the staff of both ATEK and AIDIA participated. The training materials that were used were translated from English and were rather theoretical in nature. The materials had been used in various RBM training events in other parts of the world. The abstract and theoretical nature of this initial workshop meant that it was very difficult for most of their Quechua colleagues to understand.

After a couple of days it was clear that certain key elements of RBM would need to be left aside for a future workshop since there was too much theoretical content being taught. The area of results indicators and reporting was left for a future workshop. A workshop was held in February 2007 to deal with results indicators and reporting. Since then, the first level of our RBM workshop has been redeveloped from the ground up, taking into consideration the need for active and concrete learning and using the LTL model of adult learning. The fact that the Quechua language has very few abstract nouns reflects the need for teaching concrete ideas rather than abstract theory.

A Workshop to Develop Results Indicators

This section describes the actual workshop and what went into it. It begins by presenting the overall goal of the workshop, followed by a *resources and needs assessment* of the workshop participants. Then it presents the workshop objectives as well as its limitations. Next the workshop outputs are analyzed and the participants'

feedback is synthesized. To finish the section several changes to the workshop and its implementation are recommended.

Why is this workshop important? Overall Goal

ATEK and AIDIA need evidence that they are advancing towards their planned outcomes and impact. By developing and using indicators they will be able to gauge their progress towards their planned outcomes and eventual impact. They need relevant information that will help them improve their performance as well as inform their stakeholders on progress made towards their desired outcomes and impact.

Who is participating? Resources and Needs Assessment

No effective learning event can be developed without knowing something about the resources and needs that the participants are bringing. Any such event that is developed without knowledge of the participants would be considered content-centred rather than learner-centred.

There were teams from three organizations who participated in this workshop. The South Peru team led the workshop. But they also fully participated in the workshop as a team. The other teams were ATEK and AIDIA. They each came with almost their entire staff for a total of seventeen participants.

Each participant, with the exception of one, had attended the first RBM workshop several months earlier. Everyone had received training in the basics of RBM and everyone had developed their most recent plans using RBM. However, there was considerable variation on the level in which people really understood RBM. A few had really grasped RBM and had a very good understanding of how the results chain works: they had become the organization's resident experts in RBM. They had helped their team

mates make it through the previous workshop. Some had been exposed to RBM for several years, had taken RBM training at least once before, yet they still struggled with understanding the fundamental theory.

Those who really understood RBM theory are also those with the highest levels of literacy. This is a reflection of two things. First it reflects the fact that RBM is a Western model, developed for highly literate cultures. Second, it reflects that the previous RBM training had been heavily dependent on literacy to communicate ideas and theories. This happened through course workbooks and PowerPoint presentations. High literacy abilities are usually linked to high abilities to understand abstract theory. When abstract theory is presented through a print medium it is virtually impossible for most of the ATEK and AIDIA staff to understand.

For these participants it was important that new information and new theory came in the form of examples that they could relate to and understand. For example, when introducing the concept of indicators, instead of using a PowerPoint presentation with definitions, comparisons and other print-based learning, it would be better to do some sort of hands-on activity in which everyone could be engaged. This could be done by setting up a drama or role-play where some type of change takes place via some intervention. Following the drama an open question could be posed, “How do you know that change actually happened?” In both instances the learning focused on indicators. The first method should only be used in a highly literate context and the second method could be used in either a literate or oral context.

The author used the first method for this exact topic which resulted in a disaster. He was very well prepared from a content-centred perspective. His methods would have

been well received in a Canadian university context but not in this Quechua/Peruvian context. Shortly after he began to go through his PowerPoint presentation on the different types of indicators, he realized that no one understood what he was saying. He had thought that the presentation was quite simple but he never realized how theoretical it actually was. Once he recognized what was happening he abandoned his plan and simply began an informal teaching session where most people participated and where they came up with countless examples of indicators rather than theoretical definitions of the various types of indicators.

The workshop participants all speak Spanish and so the workshop was done in Spanish. Spanish is a second language for almost all the participants, including the foreigners on the South Peru team. ATEK and AIDIA staffs are mostly Quechua mother tongue speakers but they are all very bilingual.

Workshop Objectives and Learning Indicators

For this workshop the author used three levels of learning indicators. The first level was the indicators of immediate learning. These indicators could be observed by the end of the workshop. The second level of indicators is indicators of transfer. At this level one looks for indicators that the learning has affected change in the lives of the workshop participants, usually after the workshop. The third level looks at indicators of impact. In this case a learning indicator of impact will measure the extent to which change has happened in the wider institution in which the participants work.

The indicators of immediate learning are:

1. By the end of the workshop each team will have developed a useable institutional performance measurement system.

2. By the end of the workshop each team will have developed a reporting system based upon its performance measurement system.

The indicators of transfer are:

1. One month after the workshop each department of ATEK and AIDIA will have submitted a monthly report using the new reporting system.
2. One month after the workshop ATEK and AIDIA are filing this new information in an accessible format.

The indicators of impact are:

1. At the end of the next funding cycle reports to funders use the performance information collected to report against desired outcomes.
2. Newly collected performance information informs decisions that are made in the 2008 planning phase.

These are the formal measurable objectives that are directly related to the topic.

There were also informal objectives which the author had in the back of his mind but never officially laid out. They are the following:

1. ATEK and AIDIA staff begin to build relationships across their organizational boundaries.
2. Ideas are shared across organizational boundaries; cross pollination (Fleming, 2004).
3. Organizational boundaries become more permeable as greater horizontal/external cooperation is fostered (Ashkenas, 2002).
4. Staff in both organizations recognize the need for resource accountability systems.

Workshop Limitations

Alongside the workshop objectives it is important to consider the limitations of such a workshop in terms of the boundaries and the things it would not accomplish.

1. One limitation is the fact that the author is closely connected to the project and as such he may not have the third party perspective that is able to genuinely challenge the status quo (Fowler, 1997, p. 192). However, this also has a positive side in that he understands the context, is able to be relevant and can teach in a culturally appropriate way.
2. The workshop would not help ATEK and AIDIA develop a thorough and comprehensive performance measurement system. The idea was to produce a very simple set of limited indicators that could easily be tracked. These indicators would likely only come from the outcome level results in the RBM plan. It is important to take a reasonable first step and have success rather than try too much and fail.
3. This workshop would not deal with evaluating outcomes or how to use the indicators in an evaluation process. It would not deal with interpreting the data collected. It simply dealt with writing indicators and writing a report form, most likely a monthly report form that included a mechanism for retrieving the data that is needed to track the indicators.

Workshop Outline

This workshop drew heavily on the RBM manual developed by Plan:Net Limited. All previous RBM training done in the South Peru Project followed this material. But as

was mentioned earlier, there was a great need to contextualize the materials and in a sense start over (Befus et al., 2004).

Appendix C shows the outline of the week followed by the entire manual that the participants used to guide them through the daily learning activities. All topics in the outline were covered with the exception of 4.4; how to save and compile information on indicators. There simply was not enough time during the week to cover this topic. Other topics took significantly more time than was anticipated. This was because this was an *on-the-job* workshop where everyone worked on actual work. *The author did not have as much control over the time as he would have had in a typical teacher controlled classroom.* Yet this sharing of control is critical for change to happen. A simple concept is presented and then everyone sits down with their team and they use this new information or skill in their plans and real life projects. When they talk about indicators, they immediately work on developing real indicators for their plans. When they talk about reporting on results, they develop a report form that is practical and focuses on results. This goes back to what was mentioned above about not being overly theoretical but being very concrete; learning through doing, real life problem solving. Adults need immediate application of theory.

Appendix D contains the RBM indicator selection checklist. This checklist was very helpful for the ATEK and AIDIA staff as they struggled to write appropriate indicators. The checklist was hung on the wall on a large sheet of chart paper. On several occasions, as people struggled with developing an appropriate indicator, they were forced to go and change or rewrite the outcome or output statement (Befus et al., 2004, p. 13).

Analysis of Workshop Outputs

In this workshop the ATEK and AIDIA staff were encouraged to try to focus on the outcome level indicators. To try to tackle writing indicators for all outputs, all outcomes and their impact, would be too much. The ultimate goal of both organizations is to create social value. These indicators are meant to help these organizations assess whether or not they are creating the social value that they planned on creating. So therefore, the outcome level was the logical level to start with. The author also wanted them to experience success in the process and not frustration.

In the end, both organizations had written indicators for all of their outcome level results, as well as the output and impact level. When they pulled it all together and mapped out their entire RBM plan on a large wall and placed the indicators beside each of the results, they quickly realized what a massive task they had just created for themselves. When they had looked at each indicator individually they each seemed to be reasonable. But once they were brought together as a whole they were rather overwhelming.

Workshop Participants' Feedback

Participants gave helpful feedback throughout the week. At the end of each day the author led a feedback session to hear what the participants felt was most helpful during the day as well as what they thought we could change to improve the workshop for tomorrow or for future workshops.

Giving and receiving constructive feedback is something that is foreign in Quechua culture. One of the reasons that these feedback sessions were successful is that there is a high level of trust between ATEK, AIDIA and the South Peru team. The author

has also been growing these organizations in this concept and it is something that he formally teach in the LTL workshops, which many of the participants have attended. He has also sought hard to personally model and encourage constructive feedback. In this workshop he also reviewed a set of guidelines for giving and receiving feedback.

At the end of the workshop he had each participant fill in an evaluation/feedback form. The evaluations were very helpful and encouraging. A summary of the responses is found in appendix B.

There were several key things that were learned through the evaluations. They are the following:

1. The devotionals or mini-Bible studies were by far the most powerful element of the workshop in the minds of the participants. Each of the devotionals focused on the daily theme. The significant lesson here is that God's Word speaks to virtually every aspect of people's personal and professional lives, including issues such as performance indicators.
2. Another important element of this workshop was the small group work and discussions. People like to actively participate in the entire process.
3. Concrete models and illustrations are very important. This is one area in which this workshop lacks. The author tried hard to remove as many abstract theoretical elements as possible but more needs to be done.
4. Closely related to the previous comment is the need to have simple, step by step instructions on how to write effective indicators. This would also be very helpful for the entire process of performance measurement: right from developing appropriate indicators, to collecting information, and to reporting on indicators.

Workshop Evaluation

In this section the various learning objectives that were established prior to the workshop are used to evaluate the workshop. This paper is being written approximately three months after the workshop and so a thorough evaluation of the workshop impact cannot yet be done. Table 9 and 10 help one to understand the level to which the various objectives were met.

According to Table 9 several of the most significant learning objectives were not accomplished. But there were also many accomplishments and advancements that go unrecorded if one only uses the established learning objectives to evaluate the workshop. Using the additional informal objectives listed earlier, the following results, in Table 10, were accomplished.

Table 9

Completion of Workshop Objectives

Indicator	Level to which it has been met	Additional comments
By the end of the workshop each team will have developed a useable performance measurement plan.	All teams developed a simple plan consisting of 1 or 2 indicators for each long term effect in the overall plan. They used the format found in appendix 2.	Some of the indicators they developed fall into the category of impact assessment rather than performance measurement. There seems to be a continuum running between indicators of performance and indicators of impact.
By the end of the workshop each team will have developed a reporting system based upon its performance measurement plan.	This was not totally accomplished. Each team wrote at least a draft of a report form that was appropriate for their department. They never managed to cover how this information was to be managed and saved. Time constraints forced them to leave this topic for another day.	The topic of saving and compiling information on indicators has not yet been covered. This is an important topic that the author will make sure is covered within the next few months.
One month after the	This has only happened in a	This reflects the lack of

workshop each department of ATEK and AIDIA will have submitted a monthly report using the new reporting system.	couple of departments of ATEK.	commitment from the top leadership as well as the author's own lack of follow- up. He believes that this will still happen but follow-up will be needed.
One month after the workshop ATEK and AIDIA are filing this new information in an accessible format.	Not accomplished.	This is a crucial element that we dropped from the workshop for lack of time. It is a priority to see this happen in the near future.
At the end of the next funding cycle reports to funders use the performance information collected to report against desired outcomes.	Not accomplished.	The lack of a system to record this information as well as a lack of personal follow-up and mentoring has been the cause of this. It will eventually happen.
Newly collected performance information informs decisions that are made in the 2008 planning phase.	Not accomplished.	See above. This will eventually happen.

Table 10

Completion of Additional Objectives

Additional objectives	Results
ATEK and AIDIA staff begin to build relationships across their organizational boundaries.	New relationships were built and some old ones were strengthened. The impact of this is difficult to assess at this point. If staff begin calling up the other organization for ideas and future cooperation then real observable results have taken place.
Ideas are shared across organizational boundaries; cross pollination.	There was a lot of cross pollination during the week. Several learning activities were specifically designed to foster this. The result of this was that each organization was exposed to different ideas.
Organizational boundaries become more permeable as greater horizontal/external cooperation is fostered.	These boundaries are becoming more permeable. The true test of this is to see whether or not this happens without the prodding the South Peru team. The first step is to establish relationships and this has happened and continues to happen.
Staff in both organizations recognize the need for resource accountability systems.	There was certainly a greater awareness of this need developed during the week. The Bible studies focused heavily on this. There is still a great way to go in this but advances have been made. Wholehearted implementation of what was developed in this workshop depends on this being a genuine felt need.

The participant feedback is perhaps the most significant source of information when it comes to evaluating a workshop like this. From the feedback forms one can see that there was significant learning that took place during the week even if not all the learning objectives were accomplished. One of the greatest lessons that was learned by the participants is that accountability is something that God wants, not just funders. For the majority of participants it was very significant that each day they were able to study the Scriptures to see what God had to say about the topics they were covering.

Social value was also created because LTL methods were used throughout the workshop. Two participants mentioned that this was the most powerful part of the workshop for them. Most of them have taken the one week LTL workshop, but they have struggled to implement it. By using LTL methods the author was able to model and reinforce previous learning.

Next Steps

The workshop objectives were rather ambitious. But the longer term objectives are still important to the South Peru Project, even though they have not yet been met. The South Peru team is committed to ensuring that they are accomplished. These objectives are an important part for the sustainability of both ATEK and AIDIA.

What needs to happen at this point is a focus on mentoring key leaders. The author needs to ensure that there is greater commitment from the executive director (ED) of each organization for its implementation. In order for this to become a normal part of the operations of ATEK and AIDIA, it will need to be heavily supported and encouraged (possibly even demanded) by the ED. If an outsider pushes for this to be implemented, the possibility that it falls apart when he/she leaves is greatly increased.

When this workshop is done again it must incorporate the following changes:

1. This workshop must immediately be followed up with plenty of on-the-job consultations.
2. Great time must be committed to building the full support of key leaders, most notably the ED. Without their full support and commitment for implementation the process will not be successful.
3. A strategy needs to be developed to increase the felt need in these indigenous organizations for performance measurement systems.
4. A more concrete step by step process needs to be developed.
5. Simple concrete examples need to be used throughout. The participants that the author works with in these types of events are often semi-literate. They are not accustomed to learning through reading. They need to learn by hearing and seeing examples, as well as by doing.
6. The presentation on indicators needs to be redeveloped. It was far too abstract and academic. It could be simplified and the step-by-step process mentioned above would make it more practical rather than theoretical. Other learning activities that are not print-based need to be incorporated into this module in order to increase learning.

Chapter 5: Conclusion

This chapter gives a summary of the project through an examination of the project objectives and the level to which they were met. A question for further study is presented along with a few of the challenges surrounding it. This paper is concluded by examining the relevance of this project to other development practitioners in other parts of the world.

Summary of Project

This section examines each of the project objectives in order to determine the extent to which this project has met its stated goals. After the objectives the author examines whether or not the overall goal was accomplished.

Objective 1

“Reviewed the literature related to capacity building initiatives in performance measurement in a non-profit and non-Western context.” This objective was met. There was a large body of literature on capacity building and a large body of literature on performance measurement. However, there was not a large body of literature that dealt directly with these issues together in a non-profit and non-Western context. No relevant literature was found that discussed these issues in an oral culture.

The literature review was not what the author had hoped it would be. The lack of literature specifically dealing with performance measurement and capacity building initiatives in oral or semi-literate cultures reflects either the fact that very few have written on this or even that very few have ever dealt with this topic. It is likely a mixture of the two.

Objective 2

“Applied critical understandings gained in the literature review to the workshop curriculum.” Because of the lack of relevant literature, this objective was not met in an academically thorough sense. The fact remains that the literature review did not reveal critical understandings that the author did not already have. The literature review primarily helped him understand the theoretical basis for ideas that he already had or had already been exposed to.

Objective 3

“Led two non-Western and non-profit organizations through a five day workshop in which they developed a system for measuring their organizational performance.” As noted in chapter 4, not all of the workshop objectives were met. ATEK and AIDIA did develop simple systems for measuring their performance and reporting on results. What they did not develop was a system for archiving and organizing the information. Without such a system that can provide up-to-date information on key indicators, reporting on results will suffer. This is a critical component of the training that needs to take place in the near future.

Objective 4

“Analyzed the results of the workshop in light of the workshop objectives.” This objective was met and the results can be seen towards the end of chapter 4.

Overall Goal

“This project provided Wycliffe Bible Translators and the Summer Institute of Linguistics with useful information and experiences pertaining to building the capacity of

its non-Western partners in the development of culturally appropriate performance measurement systems.”

This goal will be accomplished but there are several steps that need to be taken. The information and experiences that are presented in this project are useful to WBT and SIL as well as other NGOs. However, the full completion of this goal cannot happen until this project is made available to others in a useable and accessible format. This is outside the scope of this document but is planned for the near future.

Questions/Issues for Further Study

This project has brought to light many more questions than it seemed to answer. This section presents one of these questions that has arisen during this project which was not adequately addressed in this document. What is a culturally appropriate organizational performance measurement system, or accountability system, for an oral or semi-literate culture? In some senses this question was addressed but it was not fully explored.

Is it even fair to ask this question or expect a fully culturally appropriate model given the fact that our southern partner organizations are connected to the North? The reality of today's world is that no culture exists in isolation. The model that was used in this project is not culturally appropriate if we were to think of Quechua culture in isolation. Is there another alternative out there?

Project Relevance for Others

This project came about because there was a felt need for it. The issue of building the capacity of southern partners in appropriate accountability systems is something that

field workers with SIL, around the globe, need to address. This is a felt need around the world with any NGDO that is serious about building sustainable organizational capacity.

Pressure from international funding systems is making this topic of performance measurement and accountability a relevant issue for NGDOs working around the world. The curriculum that was developed in this project could be used in its current state by other NGDOs in other parts of the world. Some parts may need to be adapted to suit the local culture, but the core of it remains relevant for most developing world contexts.

The curriculum could only be effectively taught if the user was well accustomed to a dialogue approach to adult learning like that proposed by Jane Vella (1995). Ideally the user would be familiar with LTL methods. It would also need to be used as a second workshop to follow another that deals with the basics of RBM. The South Peru team has also developed a workshop on the basics of RBM using a dialogue approach to learning. The *Splash and Ripple* manual developed by Plan:Net would need to accompany the basic curriculum presented in this project (Befus et al., 2004).

It is the author's desire that these two RBM workshops be a part of capacity building initiatives around the world. In order for effective implementation to take place they will need to be viewed as one component of a larger capacity building strategy. This strategy must involve not only workshop training that focuses on skills, but on-site mentoring and ongoing training that will build the invisible elements of a truly sustainable and capacitated organization.

Perhaps the biggest contribution this paper will make to other NGDOs is the story that it tells. This story has grown out of nearly seven years of living in Cusco and working alongside the Quechua people. They have taught the author so much, far more

than he has taught them. This story has woven together academic theory, relationships, anthropology, management models, leadership, and life experiences. More than the workshop curriculum or the literature review, it is this story that will spur on learning that will ultimately contribute to more effective capacity building initiatives in oral cultures.

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Appendix A: ATEK's RBM Plan: Abridged

Impact: Healthy Quechua families, contributing to strong Quechua churches, contributing to unified and organized Quechua communities

1. Literacy (Bible Comprehension): Quechuas are understanding the Bible and therefore are enthusiastically participating in ATEK's various programs.
 - 160 facilitators trained to teach the transitional primer, resulting in 80 active groups with 800 participants.
 - 300 Quechuas are learning to read and write, completing one lesson per week.
 - A good number of participants in the Bible Comprehension program are changing their way of life and participating in church and community activities.
2. Audiovisual: As a result of the audiovisual materials, the rural church and family is strengthened and have mature values and principles.
 - 6 audiovisual materials published to promote the Quechua Scriptures and culture.
3. Authors: Quechuas have developed a habit of reading and produced written materials in their own language, changing their worldview and positively impacting their personal, family and community life.
 - Every writers' club has published two items in experimental editions.
 - ATEK personnel in all ministry areas are producing materials.
 - There is a 25% increase in materials sold during the year.

4. Bible: The Quechuas have access to the Bible in Cusco Quechua in the 13 provinces of Cusco and in the western half of Puno.
 - 10,000 Bibles distributed in the departments of Cusco, Puno, Arequipa, and Madre de Dios.
5. Administration: The administration strengthens and facilitates development of the ministry teams so they can be effective and fulfill their objectives. The administration has strong inter-institutional relationships, both national and international.
 - ATEK has trained personnel in all ministry areas, united and motivated to contribute to ministries of ATEK.
 - ATEK is developing strategic relationships with 6 organizations.
 - ATEK is a dynamic, innovative organization, that develops and manages its projects independently.
6. Family: Strong families living by Biblical principles contribute to their churches and communities.
 - 60 couples are trained to be marriage counselors in their communities.
 - The marriage seminars are being taught in 20 new church groups by couples who have participated in the training seminars.
7. Leadership and Stewardship: Communities have leaders who are leading based on Biblical values and principles.
 - 50 Quechuas who have participated in leadership seminars are in positions of leadership in their communities or churches.

- 50 stewardship seminar participants testify of change of attitude in the management of their lives and resources.
8. Children's Ministries: A team of trainers are trained to teach modules to Quechua Sunday School teachers who receive on-going training and are involved in the holistic development of the children of their community.
- Sunday Schools are functioning well in rural Quechua churches and communities.
 - Quechua Sunday School teachers are committed to the holistic development of the children in their local churches and communities.
9. Bible promotion: The audiovisual Bible promoters are trained to evangelize, disciple and educate Quechuas in the churches and communities in their own language.
- 100 promoters are trained, leading 50 groups in audiovisual Bible promotion.
10. Radio: Highly trained Quechuas are producing radio programs in Quechua.
- 15 Quechuas are producing Bible-based radio programs focusing on a specific audience.

Appendix B: Summary of Participants' Feedback

Each workshop participant was asked to fill out an evaluation sheet with the following five questions. The following was translated from Spanish. Similar responses were lumped together and were given a number as to how many times the response was recorded. Some responses were not lumped together with similar responses because they were deemed to be extra helpful. For this reason the number of responses column cannot be the sole indicator of which responses were most recorded.

Table B1

Summary of Participants' Feedback

	# of times recorded
1 Which activities were most powerful for you?	
• How to prepare a report.	2
• Framework for performance measurement.	3
• The importance of collecting data for reporting.	2
• The daily devotionals.	11
• Some phrases such as: "To eat a fish we eat the meat and throw out the bones." "You do not eat a banana; peel and all."	
• With regards to advice it is said that advice is more powerful than established norms.	
• By constantly measuring our performance we can SEE the progress that we are making towards the effects and impact.	3
• The fact that the workshop was done in an LTL format.	2

<ul style="list-style-type: none"> • The importance of reporting and evaluation for accountability. 	3
<ul style="list-style-type: none"> • The skits. 	4
<ul style="list-style-type: none"> • Prayer times in pairs. 	
<ul style="list-style-type: none"> • Having each area coordinator develop their own report form. 	
<ul style="list-style-type: none"> • The practical application of RBM to the development of reports. <p>This helped put feet on the teaching and show the practical side of RBM.</p>	
<ul style="list-style-type: none"> • The indicators made me realize how much I am missing in my ministry. 	
<ul style="list-style-type: none"> • How to write indicators. 	4
<ul style="list-style-type: none"> • The various connection steps. 	
<ul style="list-style-type: none"> • The thorough planning of the workshop. 	
<ul style="list-style-type: none"> • Learning more about RBM. 	
<ul style="list-style-type: none"> • To always keep in mind the results that will lead to our impact. 	
<ul style="list-style-type: none"> • Asking advice from those with a different perspective. 	
2 What other things helped your learning?	
<ul style="list-style-type: none"> • Small group work. 	5
<ul style="list-style-type: none"> • The small group dialogues and interaction. 	7
<ul style="list-style-type: none"> • The devotions helped me keep in perspective that we must first give account to God then to our team and donors. 	
<ul style="list-style-type: none"> • The devotions were tied into the workshop themes. 	
<ul style="list-style-type: none"> • The practice we had working with our own plans. 	5

	• Seeing the work of other teams.	2
	• The corrections that were made to groups and individuals.	
	• Working in small groups with those from other institutions.	2
	• The visuals.	
	• The examples.	2
	• The questions.	
	• The way the workshop was done was very creative.	2
3	How do you anticipate using what you learned?	
	• Put this into practice in my own area of ministry.	12
	• To help us finish up our long range plans and then finish up our annual operational plans.	2
	• By being responsible and accountable.	2
	• Use indicators in my reporting.	2
	• To help teach other organizations about RBM.	
	• For the class I'm taking for my Masters on program planning.	
4	How could we do better next time? (the program, the process etc.)	
	• Include a thorough review of the workshop.	
	• Include some sections to read about the various concepts rather than just using examples.	
	• We never practiced how to save and maintain an archive of our reports.	
	• It would be helpful to have more examples.	7

	<ul style="list-style-type: none"> Go from the known to the unknown. 	
	<ul style="list-style-type: none"> Further application of the Bible passages. 	
	<ul style="list-style-type: none"> A different location that is not so hot. 	2
	<ul style="list-style-type: none"> Systematize the process we learned. 	2
	<ul style="list-style-type: none"> Break down the teaching on what an indicator is, how to write one and how to evaluate one. It was too much too quick. 	
	<ul style="list-style-type: none"> Give the new manual to everyone ahead of time. 	
	<ul style="list-style-type: none"> The location should ideally be outside of the city in order to minimize distractions. 	
	<ul style="list-style-type: none"> Stricter adherence to the schedule. 	
	<ul style="list-style-type: none"> Stricter with regards to attendance. 	
	<ul style="list-style-type: none"> Each organization's leaders need to better prepare their area coordinators before the workshop. 	
	<ul style="list-style-type: none"> Insist that everyone demonstrate that they understand one concept before moving onto the next. 	
5	What would you find helpful to support your ongoing learning or application of what you learned?	
	<ul style="list-style-type: none"> Ongoing practice. 	9
	<ul style="list-style-type: none"> Occasional review of the manual. 	
	<ul style="list-style-type: none"> Have additional RBM resources available. 	
	<ul style="list-style-type: none"> Meet with our entire team (not just area coordinators) so that everyone understands this system so that we can work in harmony 	

and work more efficiently.	
• Have good examples on hand to follow.	2
• Further workshops.	2
• Refresher workshops.	2
• To read Justin’s final Major Project.	
• Within our organization we need to develop our work plans in teams.	
• Listen to and seek out continual advice from fellow colleagues and the workshop facilitator.	
• Teach this to others.	
• Have someone on hand when we do our 2008 planning to help us review the basics of RBM and receive immediate feedback.	
• Monitoring of our organization and personnel.	
• Ask for my reports ahead of time, grade them, and give feedback on them.	

Appendix C: Workshop Outline

Day 1

- 1.1 Welcome and orientation to the week
- 1.2 Why do we use RBM?
- 1.3 Review of the basic RBM principles
- 1.4 Feedback and preview of day 2

Day 2

- 2.1 Devotional: stewardship and accountability
- 2.2 Different types of indicators
- 2.3 Using the indicator selection checklist
- 2.4 Time for writing indicators
- 2.5 Feedback and preview of day 3

Day 3

- 3.1 Devotional: Jesus' use of indicators
- 3.2 Review of day 2
- 3.3 Information gathering plan
- 3.4 Develop you own information gathering plan
- 3.5 The purpose of reporting
- 3.6 Evaluation of our current report forms
- 3.7 Feedback and preview of day 4

Day 4

- 4.1 Devotional: reporting
- 4.2 Review of day 3

4.3 Designing reporting formats

4.4 How to save and compile information on indicators

4.5 Feedback and preview of day 5

Day 5

5.1 Devotional: evaluation by outsiders: Jethro

5.2 Workshop summary and review

5.3 Final synthesis

5.4 What are our next steps?

5.5 Feedback and evaluation

5.6 Closing activity

Appendix D: Indicator Check List

1. Validity –Does it measure the result?	Yes _____	No
2. Reliability –Does it measure the results over time?	Yes _____	No
3. Can information be gathered without invading privacy?	Yes _____	No
4. Is it cost-effective to collect the information?	Yes _____	No
5. Does it help understand how the project is affecting men and women, and/or specific sub-groups of people differently?	Yes _____	No
6. Does it give useful information with which to make management decisions?	Yes _____	No
7. Will the information communicate well to stakeholders (including funding bodies)?	Yes _____	No

As you test your candidate indicators with these questions you may realize that you can:

- a) improve your indicator: make it clearer to understand, or more specific to the output, outcome or impact you want to measure;
- b) improve your output, outcome or impact statement (Befus et al., 2004, p. 13).

Appendix E: Workshop Manual

The following manual was developed for a workshop in Cusco, Peru. It is a translation of the original Spanish manual. Several changes that are mentioned in chapter 4 of this paper should be incorporated before this manual is used again.

Module 1.1: Workshop Orientation – 60 Minutes

Why: Before we get started with the workshop it is important that the participants know where we are going as well as know important logistical information. The facilitators also need to hear the expectations that the participants have.

Materials:

1. Expectations chart
2. Manuals

Connection: (10 minutes)

- Open in prayer
- Each person share their name and the area in which they work

Content: (5) Listen to a presentation on details regarding this week's workshop as well as the workshop goals and objectives.

Challenge/Change: (15) What are your expectations for this week?

- Write each of your expectations on a sticky-note and initial it.
- Come forward and stick it up on the expectations chart.
- Can they be grouped into themes?

Module 1.2: Why do we use RBM? – 30

Why: We need to refresh our minds on why it is that we are using RBM.

Materials: 1 child's bicycle

Connection: (5) Watch the following skit.

With the whole group answer the following questions:

- Why didn't Justin want to use a car or a plane to travel?
- Why is it important that we understand the reasons why we use certain methods and strategies in our organizations?

Content: (10) In table groups share the reasons why your organization is using RBM.

Share these reasons with the whole group.

Challenge: (10) In table groups share the challenges that you have faced, trying to implement RBM.

Share with the whole group.

Change: (5) In the whole group, list solutions to the challenges.

In pairs, share about one or two of these solutions that you would like to implement.

In pairs, pray for one another.

Module 1.3: Review of the basic RBM principles – 30

Why: We need a refresher on the basic points of RBM that were covered in the previous workshop.

Materials:

1. 3 sets of cards of the parts of the results chain.
2. 3 sets of cards of the various elements of a model RBM plan.
3. 1 set of large cards of the various elements of a model RBM plan.

Connection: (3) With the whole group respond to the following question:

- What is the first word that comes to your mind when you hear “RBM”?

Content: (2) In table groups put the results chain in order.

Challenge: (15) In table groups put in order the various elements of this RBM plan.

With the whole group, put in order, on the wall, the elements to the model RBM plan.

Change: (10) In table groups respond to the following question:

- What elements of RBM are the most difficult for you to understand or use?

In the whole group, share some of your difficulties.

Module 1.4: Feedback and preview of day 2– 30

Why: In order to improve this workshop we need the input and comments from the participants.

Materials:

1. Feedback chart.
2. Feedback questions visuals.
3. Feedback guidelines posters from LTL.
4. Day 2 poster.

With the whole group, someone read out loud, the guidelines for receiving and giving feedback.

With the whole group respond to the following feedback questions:

- What was most useful for you today?
- What suggestions do you have to improve the workshop?

Module 2.1: Devotional: stewardship and accountability – 60

Why: The resources that we possess, whether physical or other, are not ours but God's.

We need to be accountable to God, and stakeholders, as to how we use these resources.

Connection: (5) Watch the skit and afterwards answer the following questions:

- How would you feel if you had been the person who divvied out the money?
Why?
- How would the poor use of this money, by this person, affect your relationship with him/her?
- Would you be willing to loan money in the future? Why or why not?

Content: (10) In the whole group, someone read Matthew 25:14-30 out loud. Then answer the following:

- How did the master decide how much each servant got before his trip?
- How did the servants respond to being given this responsibility?
- What were the results for the good use of the money? And for its poor use?

In table groups respond to the following:

- Was it fair that the master came and settled accounts? Why or why not?
- Did each servant get what he/she deserved? Why or why not?
- What does this teach us about being responsible with the resources entrusted to us by God?
- Why is accountability important in the life of a steward?

Challenge: (20) In the whole group respond to the following:

- In what way are you as an organization a steward of other people's resources?

Sit in groups according to your organization and do the following tasks:

- On chart paper, make a list of the resources that your organization stewards.
- How can we put these resources to work to maximize their use?
- On the chart paper, make a list of those who have made these resources available to you.

- How are you being accountable to these people?
- To whom on the list is it very important to be accountable?

Change: (5) Think about something that stood out to you in today's devotional. Pray with your partner, giving thanks to God for the resources that he has given you. Ask Him to help you be a good steward.

Module 2.2: Different types of indicators – 70

Why: Indicators are an important part of any performance measurement system. Different types of results require different types of indicators.

Materials: Projector and PowerPoint presentation.

Connection: (3) What is the first word that comes to your mind when you hear the word *indicator*?

Content 1: (10) Watch and listen to the following PowerPoint presentation on indicators.

Challenge 1: (15) In table groups, select 4 results from your project or any other project. Write an indicator for each result. Try to write 2 quantitative and 2 qualitative indicators. Write them on chart paper and share them with the whole group.

Content 2: (15) With the whole group, evaluate several indicators using the indicator checklist.

Challenge 2: (20) In table groups, use the checklist to evaluate the indicators that you wrote.

In the whole group share your experiences of using the checklist. Was it useful? Why or why not?

Change: (5) In pairs, share with your partner one or two things from this module that stand out to you and explain why.

Module 2.3: Time for writing indicators – 5 hours

First Step: Each team write one indicator for each of your impact, outcomes, and outputs in your long-term RBM plan. Be sure to use the indicator checklist to check each indicator. You have two and a half hours to work on this step.

Second Step: Each team take five minutes to share the indicators that they developed with the whole group.

Third Step: Get together with those in the other organizations that are working in the same field as you. Together develop indicators for your one-year operational plans. You have two hours to work on this.

Fourth Step: Each group share with the whole group a few of your key indicators, as well as the challenges, that you encountered during these exercises.

Module 2.4: Feedback and preview of day 3– 30

Why: In order to improve this workshop we need the input and comments from the participants.

Materials:

1. Feedback chart.
2. Feedback questions visuals.
3. Feedback guidelines posters from LTL.
4. Day 3 poster.

With the whole group, respond to the following feedback questions:

- What was most useful for you today?
- What suggestions do you have to improve the workshop?

Module 3.1: Devotional: Indicators of the life in Christ – 60

Why: This module demonstrates that indicators are a natural part of everyday life. This module looks at the indicators that Jesus set out for us to gauge how we are doing at *remaining in Him*.

Connection: (5) In the whole group, discuss the following:

When you first meet someone, what are the standards or indicators that you use to determine whether or not the person is a true believer?

Content: (15) For all internal/spiritual changes that a person goes through there will be some type of external change as well. James tells us that, "...faith by itself, if it is not accompanied by action, is dead" (James 2:17, NIV). When our faith grows there should be evidence in our deeds. We can call these external indicators of internal growth.

In table groups:

- Read John 15:5-13
- Discuss the significance of *remain in me*.
- Identify the evidences that Jesus gave us that demonstrate whether or not we are remaining in Him.
- Using the various measurement terms found in the table below, state the evidence as an indicator.

Table E1

Sample Indicator Measures

Quantitative	Qualitative
Portion of...	The level of (satisfaction, commitment, initiative, etc.)
There are documents of...	The change of (attitude, knowledge, skill etc.)
Number of...	The quality of...
Quantity of...	The reaction of/to...
Comparison of...	The effectiveness of...
Percentage of...	
Rating of...	
Frequency of...	

Challenge: (5) Take 5 minutes to sit quietly before God and ask Him to show you if you are truly remaining in Him. Use the indicators that we just developed to guide your time. Write out what God shows you.

Change: (5) Share with your table group how you are doing with regards to remaining in Him. Pray for one another.

Module 3.2: Review of day 2 – 30

Module 3.3: Information gathering plan – 45

Why: In order to use indicators it is necessary to systematically collect certain information. This is perhaps the most challenging part of implementing a performance measurement system. The information gathering plan is a helpful tool to help with implementation.

Connection: (5) Watch the following skit.

Content: (10) In triads, read through the information gathering plan chart and think of an example for each column.

Challenge: (30) In table groups, choose 5 results from your plans and fill in the information gathering plan chart on pieces of large chart paper.

Each group share their plan with the whole group.

Change: (module 3.4)

Module 3.4: Develop you own information gathering plan – 3 hours

Why: It is one thing to write indicators for the various results that we want to see accomplished, it is quite another thing to actually implement them and collect the necessary information. This can become a very large task.

First Step: Each team fill in the information gathering plan for all the results in your RBM plan. As you work through this exercise, consider the time and commitment that it will take to implement it. Be realistic and do not simply look at each indicator on its own. Look at the entire task and the level of commitment in terms of time and money that it will require. If necessary, go back and revise indicators or even results in order to come up with a realistic plan that you will be able to implement with success. You have two hours to work on this step.

Second Step: Each team take five minutes to share the plan that you developed with the whole group. Have a time of feedback on the plan with the whole group.

Module 3.5: The purpose of reporting – 40

Why: Reporting is necessary for effective communication in any organization. There is internal reporting that goes up and down as well as horizontally. There is also external

reporting to stakeholders. Effective reporting will use the information that has been gathered for performance measurement. Effective reporting systems should ultimately lead to innovation and an increase in performance.

Connection: (5) Watch the following drama and then respond to the following:

- Why is it that very few people like to prepare reports?

Content: (15) In table groups, respond to the following:

- Who are the various stakeholders that we should report to?
- Why is it important that we report to various stakeholders?

Each group share their ideas with the whole group.

Challenge: (15) In table groups respond to the following:

- What can we do so that everyone involved understands the importance of reporting?

Share your ideas with the whole group.

Change: (5) In pairs, share with each other one or two ideas that stood out to you and which you would like to implement so that reporting becomes a positive, rather than burdensome, exercise.

Module 3.6: Evaluation of our current report forms – 60

Why: We all have some type of reporting systems and most of us have forms or formats that we use at various levels of the organization. It is important that they are results focused.

Connection: (module 3.5)

Content: (5) With the whole group, discuss the following:

- What are the characteristics of a good report?

The facilitator will write these on the whiteboard.

Challenge 1: (30) In table groups, choose 5 results from your plans and fill out the *Reporting Against Results* form. You may not have all the information but fill it in hypothetically.

Each group present their report to the larger group.

Challenge 2: (30) Get together with those from other organizations who work in your field. Together, do a comparison of the reporting formats you currently use and the results information that you would now like to collect.

- In what ways are your current report forms results focused?
- What parts of the report do not seem important or are not ultimately results focused?

Each small group present your findings to the whole group.

Change: (5) Take a few minutes to write out some of the key things that have been brought to mind in this module.

Module 3.7: Feedback and preview of day 4– 30

Why: In order to improve this workshop we need the input and comments from the participants.

Materials:

1. Feedback chart.
2. Feedback questions visuals.
3. Feedback guidelines posters from LTL.
4. Day 4 poster.

With the whole group, respond to the following feedback questions:

- What was most useful for you today?
- What suggestions do you have to improve the workshop?

Module 4.1: Devotional: reporting – 30

Why: Giving good reports is one thing, but it is equally important that when we receive a report, we do something productive with it and not just file it. When people feel that their reports are not being read and responded to, they will lose motivation to do a good job in reporting. This module looks at how Jesus responded to the 72 disciples when they returned from their first practicum and reported to Jesus.

Connection: (5) In pairs, discuss what you think should happen when reports are submitted.

Content: (15) In table groups, read together Luke 10:17-24.

- Then think about how Jesus responded to His disciple.
- Make a list of 3 to 5 principles of how to receive and deal with a report in a productive manner. Write the list on chart paper and present it to the whole group.

Challenge: (5) Individually take a few moments to reflect on these principles and choose one or two which stand out to you. Write them out in your manual and explain why they stand out.

Change: (5) In triads, talk about these principles with God and ask Him to help you in this area become the leader He wants you to be.

Module 4.2: Review of day 3 – 30

Module 4.3: Designing reporting formats – 4 hours

Why: We all want to ensure that the reporting that happens in our organizations does more than simply pass on information and monitor activities. We want them to communicate the results that are being achieved as well as provide a way to communicate the challenges that are being faced, which will in turn spur on innovation and improve performance.

Connection: (5) In the large group respond to the following:

- What were some key observations that you made yesterday concerning your current reporting formats?

Content: (15) In table groups, make a list of about 10 principles that we should remember when we design a format for reporting.

Each group present their 10 principles.

Challenge: (3.5 hours) Working in groups according to fields, design report formats for your area. You may need to have various levels of report forms as well as various types. Let the need for simplicity and a results focus guide you. Be sure to see what others are doing and consult with one another.

Module 4.4: How to save and compile information on indicators – 60

This module was not fully developed and was not covered in the workshop due to a lack of time.

Module 4.5: Feedback and preview of day 5– 30

Why: In order to improve this workshop we need the input and comments from the participants.

Materials:

1. Feedback chart.
2. Feedback questions visuals.
3. Feedback guidelines posters from LTL.
4. Day 5 poster.

With the whole group, respond to the following feedback questions:

- What was most useful for you today?
- What suggestions do you have to improve the workshop?

Module 5.1: Devotional: feedback from outsiders: Jethro – 60

Why: External feedback is crucial to the innovative, learning organization. Jethro, Moses' father in law, gave Moses external feedback, which led to some important innovations being implemented in the leadership of the Israelites.

Connection: (5) Watch the following drama.

Content: (10) In the whole group, one person read out loud Exodus 18:13-27.

In this reading see that Jethro came from the outside and gave feedback to Moses. In table groups respond to the following:

- Why do you think that Jethro could see the dangers that Moses could not see?
- Why didn't Moses ever think about restructuring the administration of justice among the Israelites?
- What do you think would have been the results for both the Israelites, as well as Moses, had Jethro not spoken up?
- What was the attitude of Jethro in giving his feedback?
- What was the attitude of Moses in receiving the feedback?

- What is it that we can learn about external feedback from this story? Each table group write out your responses to this last question and share them with the whole group.

Challenge: (5) Working individually, write out your response to the following:

- What challenges and problems do you face in your work?
- Who could give you wise feedback to help you find a solution?

Change: (10) Pair up with someone with whom you have not yet worked with this week and who is from a different organization than yourself. Explain your challenges and problems to this person and let them give you feedback. Do this for one another and pray for each other.

Module 5.2: Workshop summary and review – 30

Using the outline for each day, have the participants come up with one or two key points for each of the modules done this past week.

Module 5.3: What are our next steps? – 60

Working in organizational teams, fill in the *Next Steps* chart.

- Identify the obstacles that you anticipate will be in your way when you try to implement the performance measurement system that you developed this week.
- Think of some solutions to each of these obstacles.
- Make some notes on what it is that your organization still needs in order to effectively implement this performance measurement system.

Each team share their *Next Steps* chart with the whole group.

Module 5.4: Feedback and evaluation – 30

Everyone come forward and revise the expectations that you wrote on the first day.

- If you feel the expectation has been satisfied, take it down.

In the whole group discuss the following:

- What is it about this workshop that most impacted you?

Working individually, please fill in the evaluation forms. Your feedback will help us improve the workshop for the next time.