

Running head: TRAINING IN THE USE OF INDICATORS

Building the Capacity of Quechua Organizations

In the Use of Indicators

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## Introduction

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 places like Canada but also in places like Cusco, Peru, 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 indicators at various levels has become one of many tools that non-profits need to be able to effectively use.

In February of 2007 I led a workshop on the use of indicators for two local indigenous non-profit organizations. In this paper I will give background information on these organizations and the project in which I am working. I will describe the workshop curriculum as well as evaluate the outcomes of the workshop. I will conclude the paper by noting what I have learned through the process of leading the workshop as well as what changes I will implement the next time I lead this workshop with other organizations.

## South Peru Project Description

The Cusco Quechua language is spoken by 1.6 million people. 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 Peru (Summer Institute of Linguistics, the field organization partner of Wycliffe Bible Translators) 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. I was one of the nine people and I came as an adult literacy specialist.

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

1. Illiteracy: Few Quechua could read their native language.
2. Accessibility: Most Quechua 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. Also, general language attitudes were that Spanish was much better than Quechua and that God prefers Spanish.

For our first couple of years in Cusco we focused on learning the language and developing relationships with those in both the Evangelical Church as well as the Catholic Church. We also began working with the bilingual education department in the Ministry of Education. After a couple of years our vision became much clearer and focused. We had begun to focus in 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 we also began to realize that in the state of Apurimac the Quechuas spoke a fairly different variety of Quechua. We had originally considered them to be part of the Cusco Quechua language group which we believed to number 2 million. After an extensive language survey we concluded that in Apurimac they spoke a separate language that was distinct from Cusco. Eventually a Bible translation project was started and AIDIA was a local organization that we helped plant to head up the translation. AIDIA also runs literacy programs and other church leadership development programs.

The South Peru team has developed this as their vision statement. Some might call it a 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.”

Our impact statement, according to the Results Based Management model that we are using is the following:

“There exists a core of indigenous churches brought to maturity through the sustainable use of the vernacular Scriptures.”

### Organizational Capacity Building

Within the world of international development there is a major shift towards organizational capacity building as a principle goal. The idea is that in order for sustainable development to happen in the third world, communities need to have their own indigenous organizations that carry out their own development. Within the worldwide Bible translation movement there is also a move towards this type of thinking. Here in southern Peru we have embraced this idea and it has become central to our strategies.

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 organizational performance or results. Therefore, according to this definition, one concludes that 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, or the social value, produced by an organization and compare it to its vision or mission in order to determine if it is a capacitated organization.

Fowler's definition is quite useful but still there is a sense in which we need to know what that capacitated organization looks like, not simply indirectly via its produced results. Kaplan gives us six indicators or characteristics of capacitated organizations. 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, in order, are existent. 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. (Kaplan, 2000)

I am beginning to use these six indicators in the South Peru Project to help me determine the capacity of the organizations that I am working with. Our project will have been successful when ATEK and AIDIA have clearly reached these indicators.

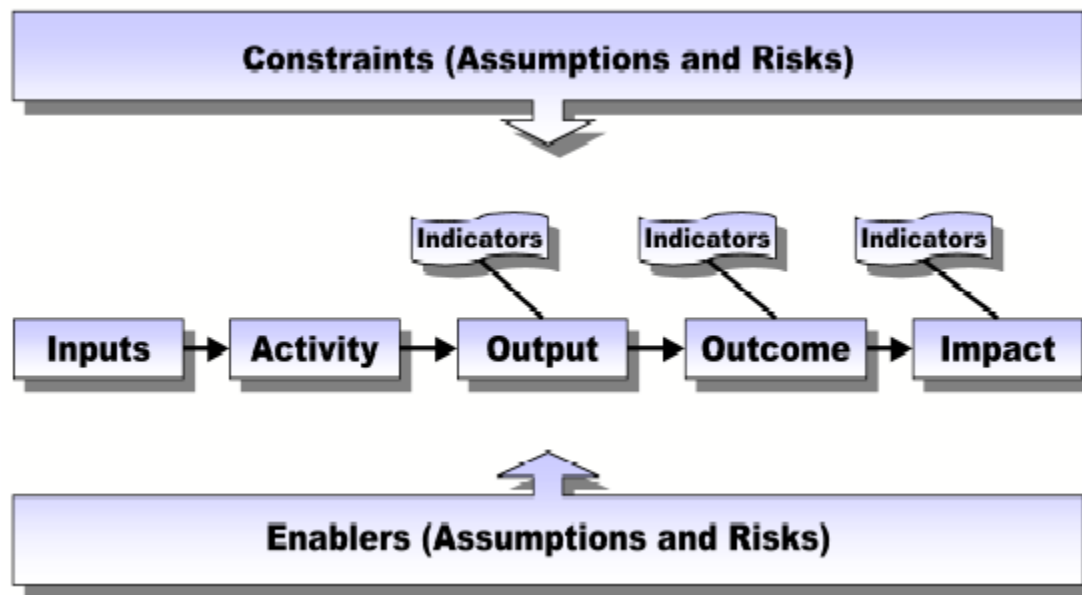
It is our tendency to focus too much on skills when we talk about capacity building. According to Kaplan skills are number five on the hierarchy. This paper deals with a workshop that is focused on developing skills and competencies but the workshop indirectly builds some of the higher elements on this hierarchy.

### Results Based Management

Results Based Management (RBM) is a simple schema that is used for organizational planning and management. It is often referred to by other names or it is often 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 1



(Cox & Robinson, 2004, p. 2)

“The key to this schematic is the "results chain" that connects Inputs to Impacts. The results chain gets across the idea that in every project there are cause and effect relationships. Inputs and Activities have to do with the Management and Operations aspects of projects, while Outputs, Outcomes and Impacts have to do with the short, medium and long term changes the project can bring about. (Cox & Robinson, 2004, p. 2)”

This is the model that we are beginning to use throughout our organization at an international level; although there are very few of us actually implementing it at this point. We are also training ATEK and AIDIA to use this schema.

Planning using this model usually goes in reverse. We start with impact and work our way backwards. This helps us maintain a focus on the ultimate impact that we want to achieve 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.

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 I encouraged the ATEK and AIDIA staff to try to focus on the outcome level. 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.

#### A Workshop on Performance Measurement

In 2003 we, the South Peru team, began using the RBM model for all of our strategic planning (long term), our short-term planning and our reporting to funders. At the same time we begin training key leaders in ATEK and AIDIA to use it. We have all done a relatively effective job in using the results chain in our planning but we have lacked in the development and implementation of indicators.

In the past several years both organizations have grown so much that many of the department leaders had never received any formal RBM training. So in 2006 we held a one week workshop on the basics of RBM and 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 our 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. The following section will give details on the workshop.

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. The fact that the Quechua language has very few abstract nouns reflects the need for teaching concrete ideas rather than abstract theory.

#### *The Workshop Problem Statement*

ATEK and AIDIA need proof 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 eventually 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.

*The Workshop Learning Indicators*

For this workshop I 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 I am looking for indicators that the learning has affected change in the lives of the workshop participants. 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 area 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.

### *Workshop Methods*

This workshop was based on the Learning that LASTS (LTL) model of adult education. LTL is SIL's adaptation of Jane Vella's program (Vella, 2002). Roland Walker, an SIL member, went through Jane Vella's Master Teacher program and then 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.

Learning that LASTS compresses Vella's twelve principles into five principles that form the acronym LASTS. They 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.** Do something with the new content and then reflect upon what you did.
3. **Solving problems:** teachers offer problems, not just information. Learning happens when there is a problem to solve.
4. **Teamwork:** we learn best when we work together in a team. Facilitating learning is also much more effective when done in a team; team teaching. This principle encourages teamwork in teaching as well as learning.
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. One of these tools is the 4C's. The 4C's are four steps that an effective lesson, or module, will follow. They are: connection, content, challenge and change.

For each one of the C's the teacher must facilitate at least one learning activity. Not only does each module contain each of the 4C's at a micro level, but we also use the 4C's at a macro level. If you look at the outline of learning modules you will notice that there is a progression of themes that reflect the 4C's. I start with themes that are focused on connecting the learners to the issue of performance indicators and accountability. Then we begin to consider new content. The general themes are heavily focused on new attitudes, skills or knowledge. Next the general themes will focus on challenging the learners to try out this new content. At the end I have modules that are heavily focused on practical change steps for implementing the use of performance indicators.

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. I led the launching of the LTL program in Latin America and in the past several years I have seen it increase the level of learning in academic settings such as universities, in seminaries, in community literacy initiatives and in various other fields. LTL has proven to be an effective transcultural model for adult education.

### *Workshop Outline*

Appendix 3 shows the outline of the week and the order in which the various modules were covered. 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.

### *Workshop Participants' Feedback*

Participants gave helpful feedback throughout the week. At the end of each day I led a feedback session to hear what they 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 Cusco SIL team. We have also been growing these organizations in this concept and it is something that we formally teach in the Learning that LASTS workshops, which many of the participants have attended. I have also sought hard to personally model and encourage constructive feedback. In this workshop I also reviewed a set of guidelines for giving and receiving feedback.

At the end of the workshop I had each participant fill in an evaluation/feedback form. The evaluations were very helpful and encouraging to me. A summary of the responses is found in appendix 1.

There were several key things that I learned through the evaluations which I would like to highlight. 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 for me is that God’s Word speaks to virtually every aspect of our 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. I tried hard to remove as many abstract theoretical elements as possible.
4. Closely related to the previous comment is the need to have simple, step by step instructions on how to write effective indicators. I believe that 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*

I will use the various learning indicators that were established prior to the workshop in order 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. The following table will help us understand the level to which the various indicators were met.

Table 1

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	Some of the indicators they developed fall into the category of impact assessment rather than performance measurement. There seems to

	appendix 2.	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. We never managed to cover how this information was to be managed and saved. Time constraints forced us 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 I will make sure is covered within the next few months.
One month after the workshop each department of ATEK and AIDIA will have submitted a monthly report using the new reporting system.	This has only happened in a couple of departments of ATEK.	1. This reflects the lack of commitment from the top leadership as well as my own lack of follow-up.
One month after the workshop ATEK and AIDIA are filing this new information in an	Not accomplished.	This is a crucial element that we dropped from the workshop for lack of time. It

accessible format.		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.

According to table 1 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. The participant feedback is perhaps the most significant source of information when it comes to evaluating a workshop like this. From the feedback forms we 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 I believe was learned is that accountability is something that God wants; not just funders want.

### Next Steps

I believe that 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. I am committed to ensuring that they are accomplished. These objectives are an important part for the sustainability of both ATEK and AIDIA.

What I need to do at this point is focus on mentoring key leaders. I need to ensure that there is greater commitment from the executive director 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 I, as an outsider, push for this to be implemented the possibility that it falls apart when I leave is greatly increased.

If, and when, I do this again I want to 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 executive director. Without his/her full support and commitment for implementation the process will not be successful.
3. A more concrete step by step process needs to be developed.
4. Simple concrete examples need to be used throughout. The participants that I work with in these types of events are often only semi-literate. They are not accustomed to learning through reading. They need to learn by hearing and seeing examples as well as by doing.
5. 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.

## Conclusion

Developing an effective accountability system is essential for the sustainability of ATEK and AIDIA. Measuring performance and being able to use indicators to assess impact are important elements of their accountability system.

This paper sought to describe a workshop on the use of indicators to measure the outcomes and impact that ATEK and AIDIA are having on Quechua society. I started by giving a background to the work that I am involved with here in Peru as well as how that relates to these two Quechua non-profit organizations. Next I described why I believe that it is important to develop local level indigenous organizations. Upon describing the actual workshop I concluded that there were various changes that would need to be implemented when I do this again with other organizations.

The workshop was a positive experience for me as well as for those who participated. Not all the established objectives were accomplished but various additional items were accomplished during the week. There is still a lot of follow-up and on the job consulting that will need to happen in the coming months in order for full implementation to take place.

## References

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- Kaplan, A. (2000). Capacity building: Shifting the paradigms of practice. *Development in Practice*, 10(3/4), 517-526.
- Vella, J. K. (2002). *Learning to listen, learning to teach: The power of dialogue in educating adults* (Rev. ed.). San Francisco, CA: Jossey-Bass.

## Appendix 1

	<p align="center"><b>Summary of Participants' Evaluations of the Advanced Results Based Management Workshop</b></p> <p>Cusco, Peru, February 5-9, 2007</p>	# of times recorded
	<p>Note: 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.</p>	
1	Which activities were most powerful for you?	
	<ul style="list-style-type: none"> <li>• How to prepare a report</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Framework for performance measurement</li> </ul>	3
	<ul style="list-style-type: none"> <li>• The importance of collecting data for reporting.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• The daily devotionals</li> </ul>	11
	<ul style="list-style-type: none"> <li>• 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."</li> </ul>	
	<ul style="list-style-type: none"> <li>• With regards to advice it is said that advice is more powerful than established norms.</li> </ul>	
	<ul style="list-style-type: none"> <li>• By constantly measuring our performance we can SEE the progress that we are making towards the effects and impact.</li> </ul>	3
	<ul style="list-style-type: none"> <li>• The fact that the workshop was done in an LTL format.</li> </ul>	2

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

	<ul style="list-style-type: none"> <li>Working in small groups with those from other institutions.</li> </ul>	2
	<ul style="list-style-type: none"> <li>The visuals.</li> </ul>	
	<ul style="list-style-type: none"> <li>The examples.</li> </ul>	2
	<ul style="list-style-type: none"> <li>The questions.</li> </ul>	
	<ul style="list-style-type: none"> <li>The way the workshop was done was very creative.</li> </ul>	2
3	How do you anticipate using what you learned?	
	<ul style="list-style-type: none"> <li>Put this into practice in my own area of ministry.</li> </ul>	12
	<ul style="list-style-type: none"> <li>To help us finish up our long range plans and then finish up our annual operational plans.</li> </ul>	2
	<ul style="list-style-type: none"> <li>By being responsible and accountable.</li> </ul>	2
	<ul style="list-style-type: none"> <li>Use indicators in my reporting.</li> </ul>	2
	<ul style="list-style-type: none"> <li>To help teach other organizations about RBM.</li> </ul>	
	<ul style="list-style-type: none"> <li>For the class I'm taking for my Masters on program planning.</li> </ul>	
4	How could we do better next time? (the program, the process etc.)	
	<ul style="list-style-type: none"> <li>Include a thorough review of the workshop.</li> </ul>	
	<ul style="list-style-type: none"> <li>Include some sections to read about the various concepts rather than just using examples.</li> </ul>	
	<ul style="list-style-type: none"> <li>We never practiced how to save and maintain an archive of our reports.</li> </ul>	
	<ul style="list-style-type: none"> <li>It would be helpful to have more examples.</li> </ul>	7
	<ul style="list-style-type: none"> <li>Go from the known to the unknown.</li> </ul>	
	<ul style="list-style-type: none"> <li>Further application of the Bible passages.</li> </ul>	
	<ul style="list-style-type: none"> <li>A different location that is not so hot.</li> </ul>	2

	<ul style="list-style-type: none"> <li>• Systematize the process we learned.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Break down the teaching on what an indicator is, how to write one and how to evaluate one. It was too much too quick.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Give the new manual to everyone ahead of time.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The location should ideally be outside of the city in order to minimize distractions.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Stricter adherence to the schedule.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Stricter with regards to attendance.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Each organization's leaders need to better prepare their area coordinators before the workshop.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Insist that everyone demonstrate that they understand one concept before moving onto the next.</li> </ul>	
5	What would you find helpful to support your ongoing learning or application of what you learned?	
	<ul style="list-style-type: none"> <li>• Ongoing practice.</li> </ul>	9
	<ul style="list-style-type: none"> <li>• Occasional review of the manual.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have additional RBM resources available.</li> </ul>	
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have good examples on hand to follow.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• Further workshops.</li> </ul>	2

	<ul style="list-style-type: none"> <li>• Refresher workshops.</li> </ul>	2
	<ul style="list-style-type: none"> <li>• To read Justin's final Major Project.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Within our organization we need to develop our work plans in teams.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Listen to and seek out continual advice from fellow colleagues and the workshop facilitator.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Teach this to others.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Have someone on hand when we do our 2008 planning to help us review the basics of RBM and receive immediate feedback.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Monitoring of our organization and personnel.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Ask for my reports ahead of time, grade them, and give feedback on them.</li> </ul>	

Appendix 2

<b>Desired Results Outcomes etc.</b>	<b>Indicators</b>	<b>Target*</b>	<b>Information Sources</b>	<b>Collection Methods</b>	<b>Frequency</b>	<b>Person or group Responsible</b>
<i>Write outputs, outcomes and impact statements here.</i>	<i>Write indicators for each set of results</i>	<i>What is the target?</i>	<i>For each indicator note from who or where you will get the information.</i>	<i>For each indicator write how you will gather the information.</i>	<i>How often will it be gathered?</i>	<i>Who will gather the information?</i>

\*This column was added during the workshop because most outcomes written by these organizations did not have a clear quantifiable target.

## Appendix 3

### 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 your 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