

*Building a Learning Culture in
Partner Institutions Through
Monitoring and Evaluation*



Australian Government
Aid Program

PHILIPPINES - AUSTRALIA
HUMAN RESOURCE DEVELOPMENT FACILITY
An Australian Government Initiative
www.pahrdf.org.ph

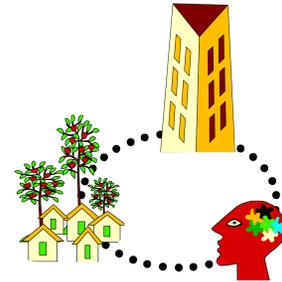
Guidebook to the PAHRDF Capacity Development Monitoring & Evaluation



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Purpose of this Guidebook

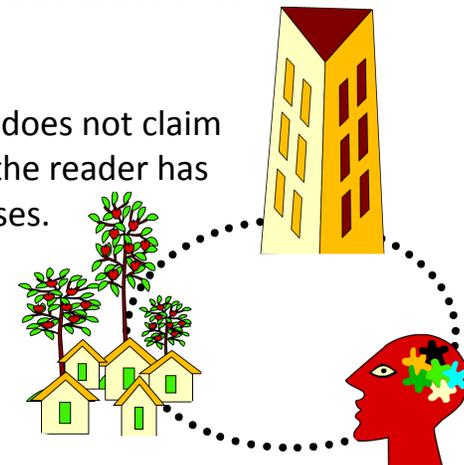
The Philippines-Australia Human Resource Development Facility believes that Monitoring and Evaluation is important in harvesting and sustaining the gains of HR interventions. It is only when an institution is *'committed and able to measure its achievements, reflect on its experiences, share its insights, and capitalize on its learning'* that it is able to *'achieve greater impact on the people they serve.'*

This Guidebook addresses the need of our M&E Teams to continue doing capacity development monitoring and evaluation, including impact assessment. It provides a quick reference on PAHRDF M&E tools and templates that have been used in documenting, analyzing and reporting capacity development results.

This Guidebook is an output of a series of M&E and Impact Assessment trainings conducted for all the partner institutions of PAHRDF in April-May 2010. It includes the key materials used in the training and the fresh insights from both participants and practitioners.

It is organized and written in very simple form to make it an easy guide. It does not claim to capture all knowledge on capacity development M&E. It assumes that the reader has some knowledge of the PAHRDF Capacity Development Model and Processes.

It is our hope that it will encourage M&E Teams and HR practitioners to monitor and evaluate their capacity development efforts on a more regular basis. We also hope that this will assist them in adopting or adapting approaches and features of the PAHRDF system in their own institution's M&E system.



Before you start...

What do you want to achieve?

1. Do you understand the Development & the Change Agenda of your institution?
2. Are you clear— who or what is the object of change? What does your HR Analysis say about where to focus the change?
3. Have you shortlisted your indicators of that change? What are your specific Workplace Development Objectives (WDO)?



What is the Development Agenda?

Priority socio-economic development concern that the institution is addressing

Poverty alleviation

What is the Change Agenda?

Strategies for institutional reform to achieve the development change agenda

Stimulate economic growth through eco-tourism and agricultural development and improve revenue generation

What is the HR Analysis?

Identification of specific HR issues and gaps that need to be address through training and/or non-training interventions to achieve the development and change agenda.

*Enhance competencies in agribusiness development
Develop skills in ecotourism management*

These are translated into specific
Workplace Development Objectives

Get the baseline!

Have a complete picture of the situation before any intervention conducted. The baseline specifically portrays aspects that the intervention will attempt to change or improve. This is the starting point. Understanding the situation helps in determining the kinds of changes you would like to see as a result of the intervention. Use this to formulate your Workplace Development Objectives. It will also help you track your progress as you go along.

What client needs or expectations are not being met? What programs and services need to be improved?

Describe the performance issues that are hindering you from delivering the quality of service expected by your clients.

Does your office have the capacity to deliver these programs and services ?

Reflect on the 5 attributes of sustainable institution capacity. (more on Page 17)

Do your people have the right knowledge, skills and attitudes to do the job well?



Competencies

What competencies do they need to improve?

Are roles and responsibilities of people and offices clear?

Accountability and Ownership

What mechanisms need to be strengthened to ensure people and offices are made accountable for deliverables?



Are your processes, systems and tools responsive to your clients'?

Consistency of Practice

What needs to be improved?



Does management provide visible support and the necessary resources for your office to do well?

Executive Sponsorship

What other management support is needed for your change initiatives to succeed?



Are the processes, systems and tools regularly reviewed and improved as necessary?

Continuous Improvement

What mechanisms can be established or improved to ensure that these processes always remain responsive to clients' needs?

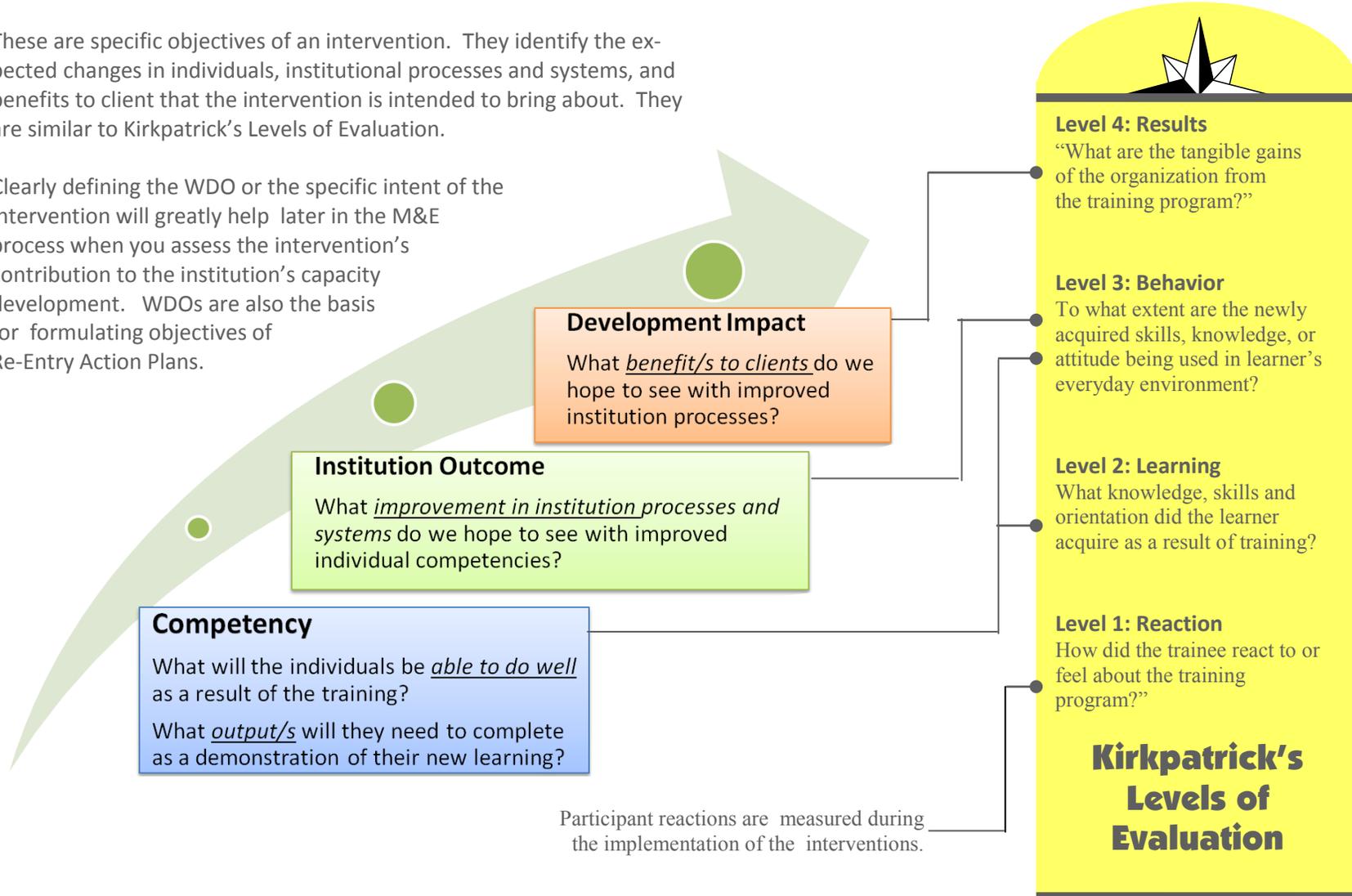


Be sure you understand the situation

What are your Workplace Development Objectives?

These are specific objectives of an intervention. They identify the expected changes in individuals, institutional processes and systems, and benefits to client that the intervention is intended to bring about. They are similar to Kirkpatrick's Levels of Evaluation.

Clearly defining the WDO or the specific intent of the intervention will greatly help later in the M&E process when you assess the intervention's contribution to the institution's capacity development. WDOs are also the basis for formulating objectives of Re-Entry Action Plans.



Define indicators through the WDO

Must happen



Keep only those that will create the most impact

It's okay to archive the rest



Workplace Development Objectives

- ◆ Describe the final result, specify an end point
- ◆ Be specific and precise, describe a change that is observable
- ◆ List measures or criteria for success
- ◆ Mention all essential

Focus, Prioritize

- ◆ First. Focus on the person and office/unit (or persons and offices/units) where change will happen
- ◆ Second. Make a list— What changes will be visible in his or her behavior and in the institution's systems and processes
- ◆ Third. Keep it **short**— Focus on the changes that matter the most

Indicators
are at the
heart of
M&E

WDO Guide and Sample



What is the learner expected to do?

Competency

The participants will be able to:

- develop, conduct and evaluate agri-entrepreneurship training for farmers and fisherfolk
- develop different business models for different small and family enterprises and;
- provide technical assistance in the development of their business plans and the management of their farms/marines as business entities.

What is the learner expected to produce to be considered competent?

Output

- Training module on Agri-enterprise Development
- Handbook on Enterprise Development and Management for Small and Family Agri-based Farms/Marines.

What criteria must be met to consider the output acceptable?

STANDARDS

- The training designs and technical assistance are customizable to the target beneficiaries
- The trainers (provincial and municipal staff) work as a team and are available to conduct training and provide technical assistance on a just-in-time and just-enough-information approach basis.

What improvements in institution processes will result from the learner's application of competency?

INSTITUTION OUTCOMES

The Provincial Government as leading catalyst for enterprise development and has sustainable capacity for agri-business development as manifested by the following:

- *Presence of a corps of agri-entrepreneurship trainers*
- *An agri-business unit with clear mandate is created in the Provincial Agriculture Office*
- *Agri-business training is regularly conducted; training designs are customized to clients' needs; Enterprise Development Handbook is used as guide for technical assistance and coaching*
- *Provincial and Municipal Executives and Sanggunian approve regular budget for Enterprise Development*

50% of target farmers are trained and have developed their business plans by the end of 2010.

What long term objectives of improving the client's lives and socio-economic well being will result from the institution's improved service delivery?

IMPACTS

Increased income of farmers to an average of Php5,500 per month through enhanced agri-enterprises

What support is needed for the learner to produce the outputs? What enabling mechanism will help achieve outcomes?

CONDITION

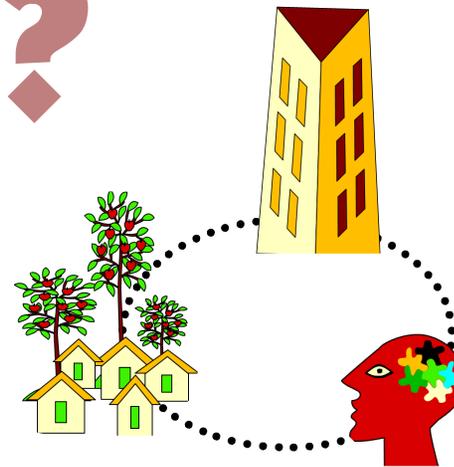
- *The Provincial and Municipal Executives and Sanggunian provide visible support, including budget, logistics, and time*
- *The selection of farmers and fisherfolk that will be trained and assisted are chosen within the Poverty Reduction Program Framework Criteria of the Province.*
- *Appropriate researches and studies are done in relation to the different agricultural/ fishery products of the target beneficiaries.*



Then you can ask ...

**What difference did
our efforts
make?
Did we
succeed?**

**How can we
be better?**



Reflect on the people trained ...

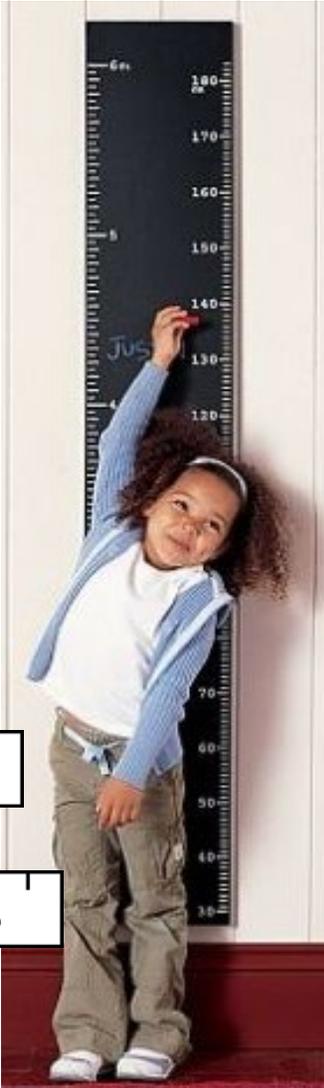
Competencies

- ◆ What are the people able to do better now that they were not able to be-fore? Are there mechanisms to con-tinually up-skill them?



1. Gather data to measure change in their *Attitudes, Skills & Knowledge* every six months to a year after the intervention.
2. Ask others who work with or have the opportunity to observe changes in the people trained. These may be their supervisors, peers, subordinates or clients.
3. You may use surveys, interviews or focus group discussion.
4. Document the significant changes in *Attitudes, Skills & Knowledge* as well as the *Actions* stimulated by the intervention, such as those related to REAP implementation and other application of learning, among others.
5. Check if mechanisms have been put in place to provide *continuous development* of people.
6. Have a database of the participants where you will keep a record of their progress and your other observations.
7. Analyze the data. Have people's competencies improved sufficiently to perform better? Capture these in your *Institution Capacity Assessment* (see page 16)

How
much
have
they
grown?

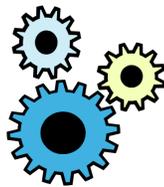


Reflect on your institution ...

Did the intervention drive change in the organization?

Consistency of Practice

- ◆ What processes, systems and tools were developed as a result of the intervention?
- ◆ Have they been institutionalized and made a regular part of the office's business process?
- ◆ What difference have they made in improving efficiency and work standards?



Continuous Improvement

- ◆ What are the mechanisms in place to review performance and processes regularly to identify improvements?



1. Gather data to measure improvements in institution *processes, accountability mechanisms, executive sponsorship and continuous improvement* six months to a year after the intervention.
2. You may use surveys, interviews, focus group discussion, document review and observation.
3. Document the changes in the capacity attributes stimulated by the intervention.
4. Check the extent to which these changes have been institutionalized or mainstreamed.
5. Have a database where you will keep a record of their progress and your other observations.
6. Analyze the data. Have these attributes improved sufficiently to enable the institution to perform better? Capture these in your *Institution Capacity Assessment* (see page 16)

Accountability and Ownership

- ◆ Which office/unit is primarily responsible for this function?
- ◆ What are the mechanisms to ensure that the office and the people clearly understand their roles and responsibilities?
- ◆ What are the mechanisms to hold the office and the people accountable for deliverables?
- ◆ What are the incentives for good performance? How is poor performance addressed?



Executive Sponsorship

- ◆ What support has management provided for this office/ function?
- ◆ Note: “management” should include immediate supervisor up to top management; it can also include approving bodies such as the Sangguniang Panlalawigan



Did the institution
improve its
capacity to
deliver services?

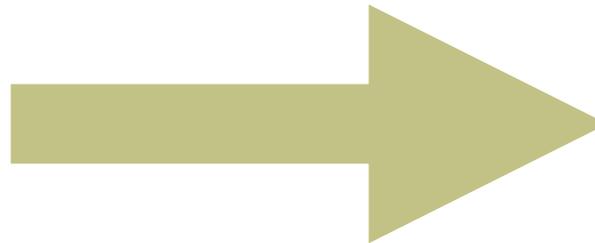
Reflect on your clients ...

Results

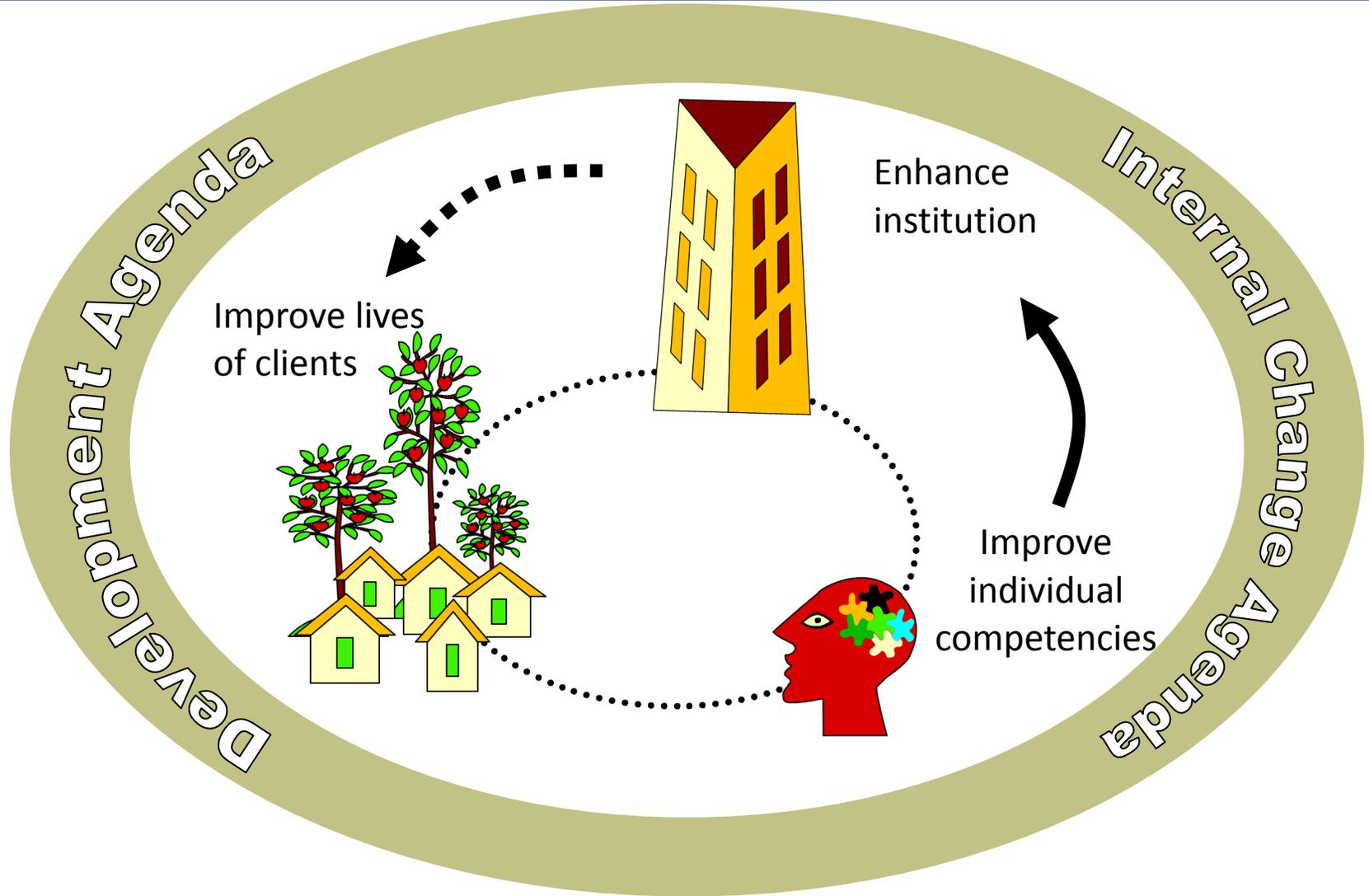
- ◆ In what ways have the institutional improvements contributed to improving the lives of your clients?
- ◆ In what ways have your clients benefited from your improvement efforts?



Did the **change**
transform
the **people**
you serve?



Now you can tell your story



Writing your Capacity Assessment

Have you improved your capacity to produce results?

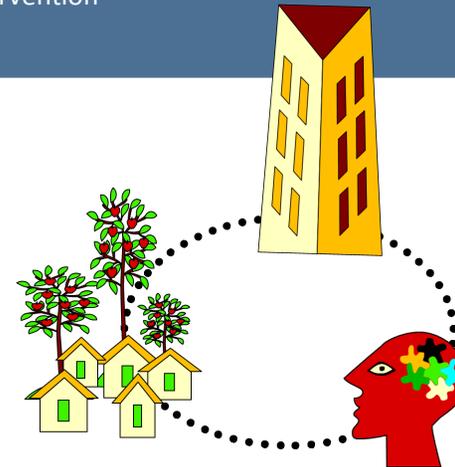
- ◆ Review your baseline assessment. See guide questions on page 5.
- ◆ Log the evidences of the presence of capacity sustainability attributes. Use guide questions on pages 11-13.
- ◆ Determine the rating for each attribute by answering the questions in the Capacity Tracker (page 18).

**Sustained
capacity
makes performance
results replicable**



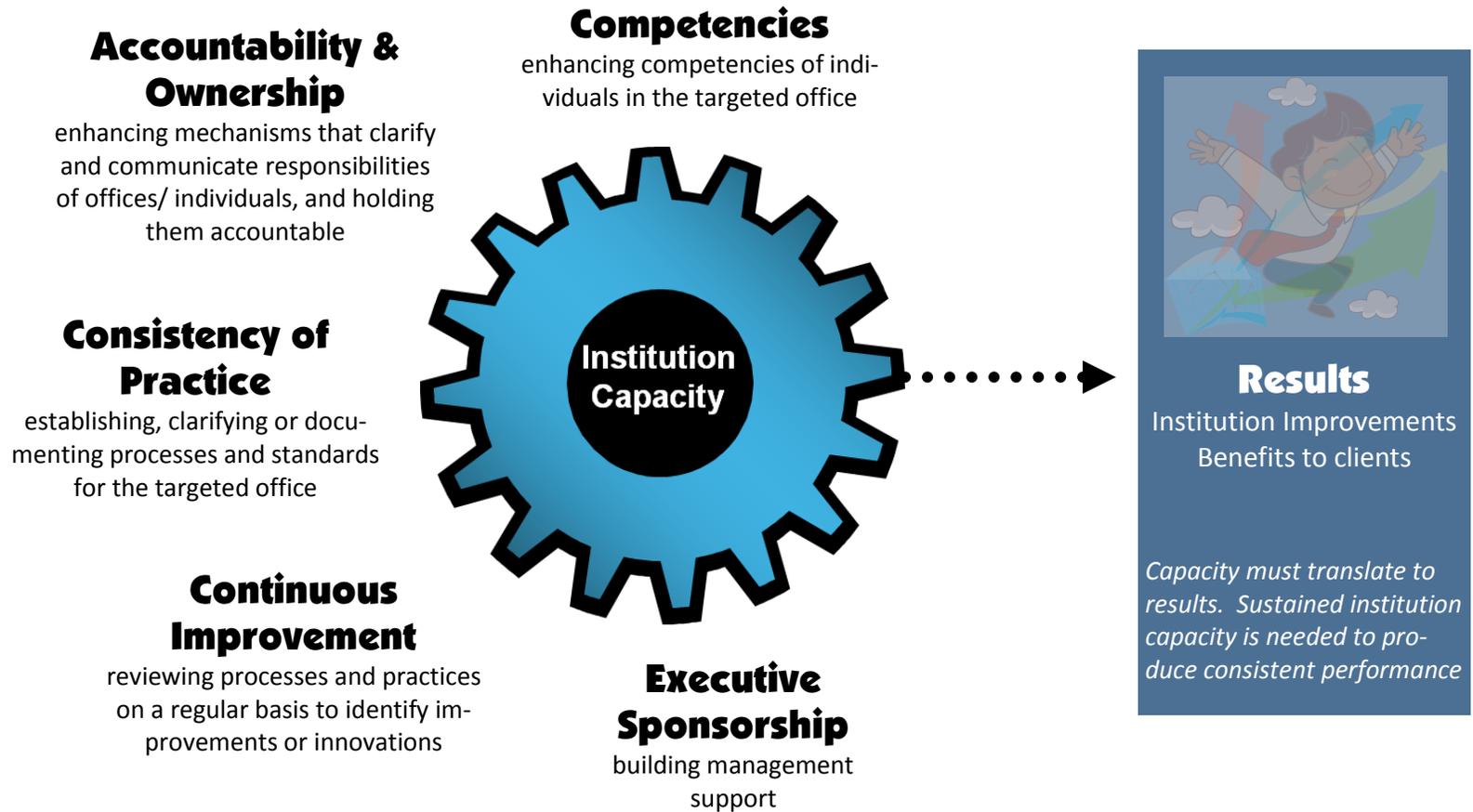
What is the Institution Capacity Assessment?

- Assesses and describes the state of an office's or function's capacity before and after the HR intervention
- Identifies areas of strength and areas for improvement
- Prioritizes capacity development needs
- Tracks improvements in capacity resulting from the HR intervention



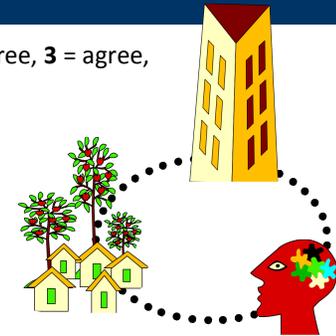
The Capacity Sustainability Attributes

The presence of all 5 attributes or elements indicates that a capacity has been developed and is sustainable. HR interventions should contribute to strengthening these attributes.



The Institution Capacity Tracker

Rate each statement, BEFORE and AFTER the HR intervention, using a 4-point scale (where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree). Compute the average score for each attribute to get the overall rating for that attribute.



Before After Competencies (Average _____)

- | | | |
|-------|-------|--|
| _____ | _____ | 1. The personnel who should perform the functions related to the sustained implementation of the work of this office/ unit have the necessary knowledge, skills and attitudes. |
| _____ | _____ | 2. The people trained by PAHRDF have been able to train or coach others in our institution. |
| _____ | _____ | 3. The people trained by PAHRDF have been able to apply their learning at work. |
| _____ | _____ | 4. The institution has established mechanisms to continuously upskill people in this office/ unit. |
| _____ | _____ | 5. Improved office/unit performance levels have been noted as a result of continuous training of personnel along this capacity function. |

Before After Accountability and Ownership (Average _____)

- | | | |
|-------|-------|--|
| _____ | _____ | 1. There is an office /unit responsible for the sustained implementation of this function. |
| _____ | _____ | 2. The roles and responsibilities of this office/ unit are clear. |
| _____ | _____ | 3. The people in this office and other people assigned to this function understand their roles and responsibilities. |
| _____ | _____ | 4. There are mechanisms to hold people accountable for the delivery of this function. |
| _____ | _____ | 5. There are incentives for good performance along this function. |
| _____ | _____ | 6. Improved office/unit performance have been noted as a result of the presence of mechanisms to clarify and reinforce responsibilities and ownership for this capacity. |

Before After Consistency of Practice (Average _____)

- | | | |
|-------|-------|--|
| _____ | _____ | 1. Manuals , tools, systems and other mechanisms were developed/ enhanced to guide and provide standards for the work in this capacity function. |
| _____ | _____ | 2. People use these manuals, tools, systems and mechanisms meant to guide and provide standards for the work in this capacity function. |
| _____ | _____ | 3. People use these manuals, tools, systems and mechanisms with regularity. |
| _____ | _____ | 4. Improved office/unit performance levels have been noted as a result of the presence of mechanisms to ensure clarity and consistency of processes. |

Before After Continuous Improvement (Average _____)

- | | | |
|-------|-------|--|
| _____ | _____ | 1. There are mechanisms to review performance and processes to identify improvements. |
| _____ | _____ | 2. Improvements or enhancements have been introduced and implemented to address gaps and be more responsive to client needs. |
| _____ | _____ | 3. Improved office/unit performance levels have been noted as a result of the review and changes made in the processes. |

Before After Executive Sponsorship (Average _____)

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Management continues to provide support for this function. |
| _____ | _____ | 2. Improved office/ unit performance levels have been noted as a result of presence of executive sponsorship for this function. |

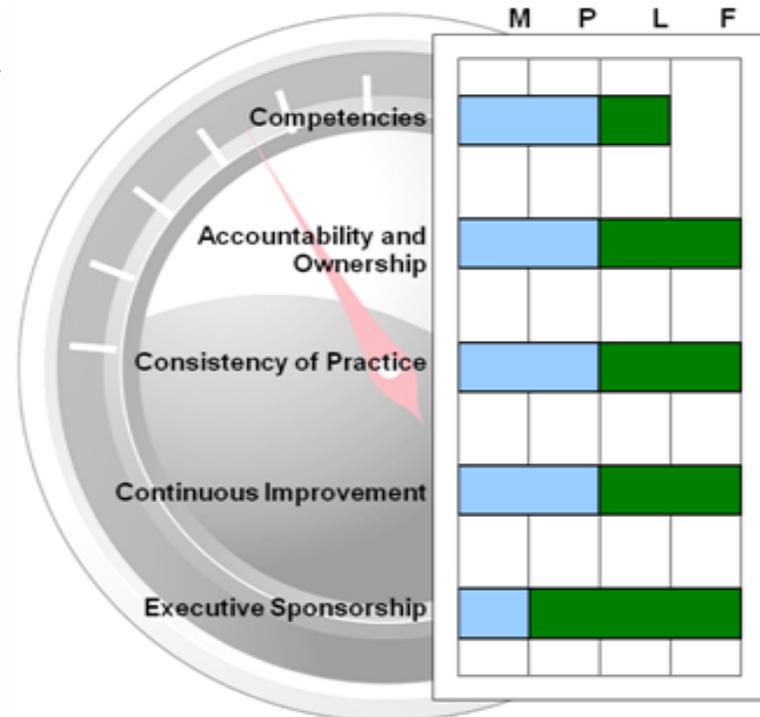
The Institution Dashboard

The **Dashboard Report** is based on the Capacity Assessment and summarizes what has changed in the institution's capacity after the intervention.

Capacity Situationer prior to PAHRDF

Various mechanisms (e.g., Merit and Selection Plan, Awards and Incentive System, Career Development and Internal Scholarship Guidelines, Employee Welfare and Benefit Program, Performance Evaluation System Guidelines, NEDA Personnel Guidebook, HR Information System, Recruitment Program, etc.) guide the delivery of HR services in NEDA. There are committees such as Selection Board, Grievance Committee, Career Development and Internal Scholarship Committee, etc., that are tasked to ensure that internal policies are consistent with CSC and DBM policies. Employees are represented in these committees by the Organization of NEDA Employees (ONE).

However, there are gaps in the operationalization of these mechanisms. Some employees believe that the current Performance Evaluation System (PES) for first and second level personnel is not applicable to NEDA; the PES forms are also not user-friendly. There is overlapping of functions in some positions, and position descriptions are limited to enumeration of duties and responsibilities. Efficiency and effectiveness of recruitment and selection is hampered by limited sourcing strategies and assessment procedures. (The decentralized recruitment process allows applicants to apply directly to several offices, making tracking of candidates difficult. The DBM-prescribed structure which holds two groups accountable for recruitment and selection further leads to unclear delineation of functions.) Although a one-million peso budget has been allocated annually for employee training and development, the agency is dependent on courses offered by external



Legend:

Baseline Rating –
 Current Rating –

M - Minimally Present
 P - Partially Present
 L - Largely Present
 F - Fully Present

Use the Capacity Tracker (page 18) to determine ratings before and after the intervention.

The Institution Dashboard (cont.)

institutions. Gains from training and scholarship programs are not maximized as there is no mechanism that ensures application of newly acquired knowledge and skills. Sharing and cascading of learnings thru echo seminars is not a regular practice. Orientation of new employees is not done on a timely basis.

Some HR personnel do not have the competencies to deliver what is expected of them (e.g. conduct of training needs analysis (TNA); design, conduct and evaluation of training programs; structured interviewing, etc.) due to absence of comprehensive training on HR systems and functions, as well as on the use of new HR technologies and tools. There is no system for regular review and enhancement of HR systems and processes; they are only looked into when problems arise. On the whole, delivery of HR services tends to be slow.

Capacity Progress as of May 2010

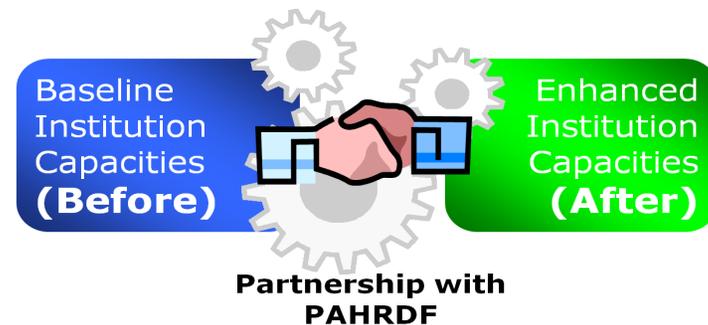
NEDA's HR Group has been capacitated in several areas that enabled the staff to re-visit and upgrade various HR systems and processes. With the involvement of the different users/clients, they have crafted a Strategic HRD Plan, developed a Training and Development Management System (TDMS) and Manual, customized the agency's PES to incorporate the CSC OPES-based evaluation system and NEDA's competency requirements, and developed position profiles that include job summary, outputs, duties and responsibilities, CSC prescribed qualification standards, and competency requirements. The competency-based job profiles have minimized overlapping of functions, and have become critical input to other HR processes (e.g., training, recruitment and selection). There is now in-house capacity to do TNA, and identify, develop, implement, and evaluate training interventions, and perform workplace coaching and counselling.

Orientation of new employees has become faster, more timely and economical with the design and implementation of web-based employee orientation. The re-entry action plans of training participants ensure immediate application of new knowledge, skills and attitudes; echoing training programs has been institutionalized as a policy in the TDMS. NEDA now taps into broader sources of potential recruits, and a competency-based recruitment and selection process enhances the probability of fit between candidates, the job, and the agency. The HR Group has been streamlined to pin down clear accountability for recruitment and selection.

Quality and turnaround time of HR services has improved with the use of tools and templates (e.g., Competency Dictionary, Behavioural Question Bank, etc.) that were developed during the various training interventions. Aside from the different HR committees, all users/clients now participate in the review and enhancement of HR Systems and procedures (including the HRIS, NEDA Integrated Performance Management System, etc.).

Top management support for HR activities has become more visible - they attend briefing sessions and opening/closing ceremonies of training programs, they allow full time participation of nominated cohort to training programs, and legitimize various initiatives thru office circulars and special orders. Top management likewise supports the conduct of alternative mode of HR interventions such as knowledge sharing, toolbox and brown bag sessions, and focus group discussions to compensate for the provision AO 103 that prohibits the conduct of in-house training programs.

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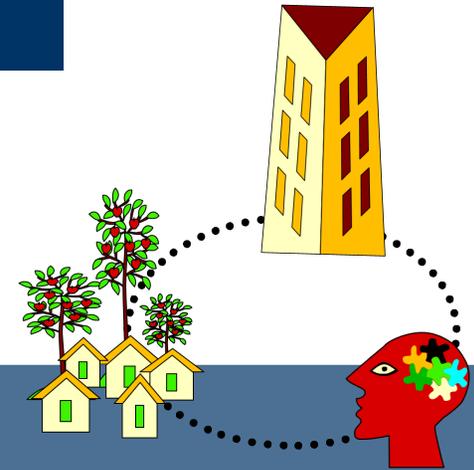


Writing your Storyboard

What results have you achieved?

- ◆ Refer to your Workplace Development Objectives
- ◆ Log the highlights of your Story
- ◆ For each highlight, jot down the key elements
- ◆ Write your Storyboard (see page 23)
- ◆ Edit your Storyboard

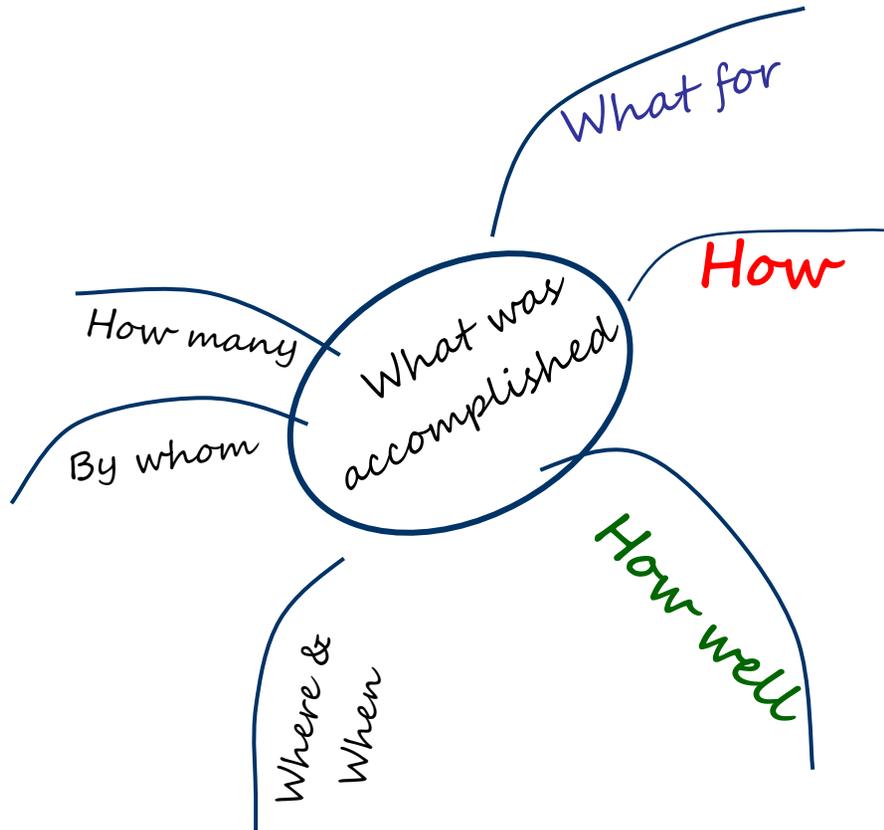
**Move
people
with your
story**



What is the Institution Storyboard?

- A tool for outlining the **story of an institution's gains** from PAHRDF Interventions
- Captures key information about the **results** of the interventions and how they **contribute to the institution's change and development agenda**.
- Identifies the **links of activities and outputs to outcomes and impacts** that are relevant to the institution's change and development agenda
- Demonstrates the **institutionalization of the change outcomes** (have they been embedded in the organization practices and culture?)

Key Elements of Each Highlight



For Example:

As of May 2010, 50 families from Davao City, who were trained with livelihood skills by the project trainers, reported a 20% increase in their monthly income



What is an highlight?

Output or outcome with significant effect on your institution and clients that concretely reflect success and matter the most

Tips on Writing

Do
Consider who your readers will be
Use visual tools
Ensure quality

Tips on Editing

Do
Proofread
Consult

Institution Storyboard Writing Guide

Step 1.

Start with the change and development agenda. Identify the institution change and development agenda to which the HR interventions were intended to contribute. Identify the indicators of the achievement of the agenda.

DEVELOPMENT AGENDA

Socio-economic concern that the institution is addressing

CHANGE AGENDA

Strategies to achieve the development agenda

Step 4.

Determine Outcomes/ Impact

Outcome/ Impact

How have the outcomes benefited your clients?

Cite impacts that clearly contribute to the change and development agenda. Note: The Impact of an intervention may take some time to emerge. If the HR interventions are still recent, impact may not yet be apparent.

What outcomes were achieved?

- ◆ Are outputs now utilized? How are they utilized and who uses them? (e.g., regularly used by the targeted office)
- ◆ What is the level of institutionalization of these outputs? (e.g., now part of the standard operating procedure of the institution; replicated in other offices; scaled up from a few pilot offices to agency-wide)
- ◆ What significant improvement/s in work processes and procedures resulted from the training interventions? (e.g., improvements in capacity attributes; has become a model/ benchmark within and/or outside the institution).
- ◆ What significant improvements in performance have resulted from better processes and procedures? (e.g., improvements in quality, timeliness and/or quantity of products and services of the office).

Step 3.

Review Activity and REAP outputs

Output

- ◆ What training outputs (approved or not) were produced? (e.g., manual, plan, systems, etc.)
 - ◆ What REAP outputs were completed?
 - ◆ What improvements in individual performance/competencies resulted from the training?
- Exclude outputs which are still being finalized.
Include competencies gained from the training and how these are applied by the participants*

Step 2.

Identify the HR interventions and the Office/s assisted.

HR Interventions

List down the HR interventions implemented, both short term and long term.

Offices Assisted

Identify the office/unit that is primarily responsible for the institution capacity or function targeted by the PAHRDF activities.

Sample Institution Storyboard

Provincial Government of Agusan del Sur	Development Agenda Target socio-economic improvement among its constituencies	Change Agenda Convergence Development Program Strategy implemented by several departments in priority areas for growth; Mobilization of Active Partnership; Capacity-Building based on the HRMD Plan; Investment Promotion, Marketing and Enterprise Development Transform provincial government bureaucracy for functional integration, enhance staffing pattern, improve systems and processes, effect responsive performance-based budgeting, and enact relevant policies.
Outcome/ Impact	<ul style="list-style-type: none"> ◆ The Provincial Eco-Tourism Framework was used in crafting the Provincial Eco tourism Strategic/Master planning and served as guide for the Eco-Tourism Plan of the municipality of Trento. The province provided technical assistance to facilitate completion of the municipalities of Trento and Prosperidad’s tourism plans. ◆ Using the framework, an Eco-Tourism development program in Prosperidad and selected sites in Agusan Marsh (Wild Life Sanctuary) has been approved and funded by both the Provincial Government and the Department of Tourism (P4.2 million). ◆ The Eco-Tour Adventure for the Wild Bird Club of the Philippines triggered the visits of bird watchers and tourists (media, students and other professionals) in the area; documented the endemic, resident and migratory birds in Lake Mihaba Mt. Magdiwata, Lake Binoni and Gibong River; and the inclusion of Agusan del Sur in the Bird Watching in the Philippines Guidebook, Volume II (promotions material of the Department of Tourism). 	
Output	<ul style="list-style-type: none"> ◆ Ecological Tourism Framework for the Province, its Policies and Guidelines integrated in the Provincial Environmental Code. ◆ Memorandum of Agreement between the DOT and PLGU of Agusan del Sur on ecotourism development of the province. Available systems and protocols on Agusan Marsh Tour Operations and used during tour operations. ◆ Competent staff (2) facilitated ecotourism business planning, design tour operation activities such as, bird watching, river cruising, flora and fauna assessment. They linked ecotourism activities with Environmental and Natural Resources Office, Provincial Planning and Development office and Tourism Office. 	
HR Interventions	Graduate Diploma in Environmental Management (2 award; 2005) Master of Environmental Science (1 award; 2006)	
Offices Assisted	Provincial Environment and Natural Resource Office	

Getting data

Data Collection Techniques

	Informal Methods	Rapid Appraisal Methods	Formal Methods
Description	Involves informal observations and conversations with target respondents/beneficiaries	Quick ways to gather the views and feedback of beneficiaries and other stakeholders	Well-structured and collects in-depth information
Pros	Cheap and easy but usually not sufficient	Fairly cheap Reasonably accurate Can be broad or narrowly focused	High validity and replicability Often used to gather data on large population
Cons	Objectivity and validity issues Don't discount this information but validate it	Not always easy to repeat Not usually useful for collecting data that can be used to talk about a large population	Often narrowly focused Can be expensive
Examples		FGD Key Informant Interview Direct Observation Mini Survey	Large scale surveys Case Studies

Source: CIDA RBM Toolkit

Build a database

An organized collection of data— it is user-friendly, easy to update and access and increases potential for sharing information.

Tips on Survey

Do

- Use even-numbered ratings
- Use stratified sampling for diverse populations
- Code possible answers
- Gather significant and key ideas

Tips on Focus Groups

Do

- Choose respondents wisely; diverse and adequately represents targets
- Set ground rules and norms
- Use various questions, open, key, transition and ending

Discerning evidence

Which one is most significant?

Answer the questions below about each evidence you are considering. If your answers are “yes”, then that evidence is worth citing in your storyboard and capacity assessment. Be sure to cite data to support your claims.

Is this the most critical change that you expect to happen? Is this the reason you did the project?
Is this feasible?



Is there a **direct & compelling relationship with the Intervention?**
Is there measurable & documented evidence?



Example:		
Certification		
Improved Syllabi		
Trained Student Teachers		
Became Resource Persons		
Functional Review Committee		

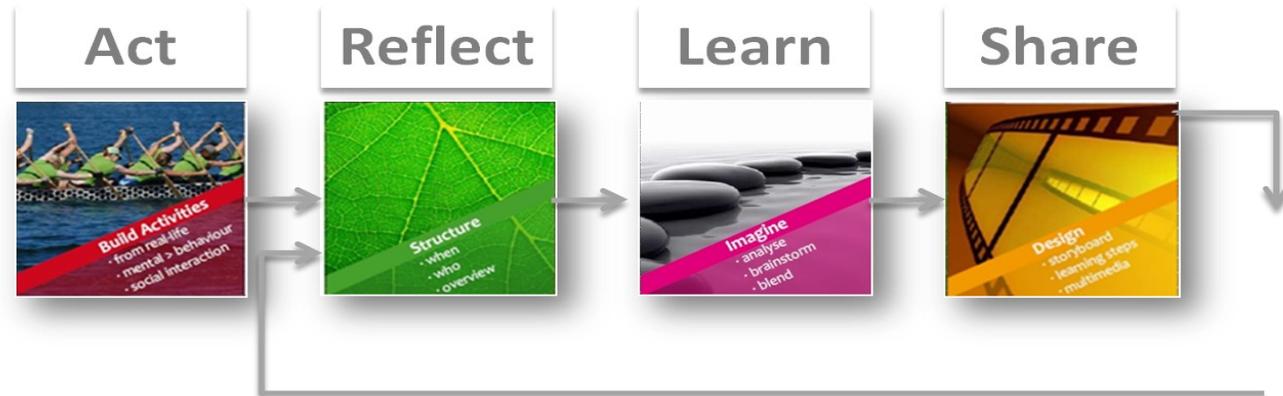
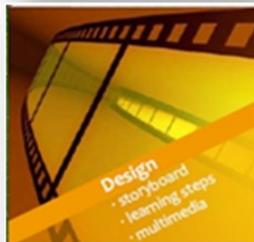
Building a Learning Culture

Reflecting on your capacity development journey

- ◆ What helped you achieve results?
- ◆ What were the difficulties and how did you address them?
- ◆ What are the lessons learned?
- ◆ What are your next steps?

... include these insights in your M&E Report

A Learning Culture is where institutions are committed and able to measure their achievements; learn from their experiences, share their insights, and; capitalize on their learning to achieve greater impact on the people they serve.



Sharing your insights



Participatory Analysis and Visualization: participants, including project team, key stakeholders and the ultimate beneficiaries, **together co-create** the story of their project and delivering the message through images, diagrams or animations

Regular Feedback: after each reporting period, share the findings of the M&E reports (Storyboard, Institution Capacity Assessment, Dashboard, REAP Vignettes, etc.) to stakeholders within the institution, especially management, through a variety of ways: making presentations, distributing copies, bulletin boards, newsletters, staff meetings. Engage them in drawing lessons and determining next steps.

Knowledge Management: comprises a range of strategies and practices used in an organization to identify, create, represent, distribute and enable adoption of insights and experiences. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes of practices.