



Strategic Planning Workshop for Coolie Sangha/ADATS

**for Balkendra Teachers, Mahila
Trainers and Case Workers
23-25 February 2004
ADATS Training Center, Checkpost, AP**

A Report



Intervention

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1. Introduction

This report covers the ADATS/SCFNZ Workshop to plan for the Children & Youth Project, held from 23-25 February 2004 at the ADATS Training Center, Checkpost, AP.

The workshop was facilitated by Ajit Mani of Intervention (India) Pvt. Ltd., with active support from ADATS Field Assistants who functioned as Joint Co-ordinators.

Twenty seven functionaries drawn from Balkendra Teachers, Mahila Trainers and Case Workers from various Coolie Sangha/ADATS Taluk Programmes participated in the workshop.

1.1. Purpose of the Workshop

To develop a Strategic Plan incorporating Goal, Purpose, Project Outputs, Processes & Activities, for the proposed ADATS/SCFNZ Children and Youth Project.

1.2. Planned Outputs of the Workshop

1. A detailed Logical Framework Document to be submitted as electronic document in portable document format (pdf)
2. Other documentation as required and mutually agreed between ADATS and INTERVENTION.

1.3. Workshop Agenda

The workshop agenda was discussed and developed with the participants. The participants, answering the question, “Why are we here?” outlined their understanding of the purpose of the workshop as follows:


“We once had a Children's programme. Now there is an opportunity to get a similar programme from VASS/SCFNZ. We want to analyse the objectives and activities of this programme. We also wish to plan how to organize the youth and determine what activities are required.

ADATS has already drafted a LFA Project Planning Matrix for a Children's project. The outputs of the present workshop are expected to contribute to this document in terms of logic, content and incorporating the issue of Youth (post High School) and their role in the continuity and relevance of the Coolie Sangha.

The present workshop is also expected to take into consideration specific recommendations focusing on children and youth, made by two recent evaluations of the Coolie Sangha/ADATS programme.

It is interesting to note that both these evaluations, which took place around the same time (Aug-Sep 2003) converge on strategic issues. We selectively quote from these recommendations, which have been discussed and internalized by ADATS/Coolie Sangha functionaries responsible for the existing “Children's Project”:

1. ADATS needs to evolve a holistic Children's and Youth Policy, which will have a vision statement, goals, objectives, and indicators. Education of children should facilitate the posterity of the Coolie Sangha through relevance and sustainability, and not be interpreted

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as academics alone. Local employment opportunities for Coolies need to be explored. The education that is given to Coolies should cater to this¹.

The same evaluation also recommends that:

4. The Coolie Sangha should recognise the centrality of government schools. They should intensify localised struggles to ensure that village schools are adequately staffed, infrastructure is in place and committed teachers appointed.

Another evaluation makes strong recommendations on similar lines:

3. Enhancing the effectiveness and relevancy of the Sangha

a) Make the programme more relevant to changing needs

Globalisation has meant vast changes in the world at large and therefore a perceptible difference in the environment into which schooled youth emerge. The Coolie Sangha views education as a primary goal for their children and a means to a better life. But the Sangha needs to assess the relevance of the programme in the light of the rapid changes that are taking place in the outside world. Livelihoods and job opportunities are changing and it is essential that the Sangha realise that still further change is likely for their children. A replication of the Gudibanda programme, while increasing the quality of the schooling programme is unlikely to create the intended impact. It is essential that an enhancement of the Children's Programme takes into consideration the larger emerging picture and add components such as life skills management and value based education. This will help children deal more effectively with rapidly changing futures with flexibility, curiosity and innovation. The Sanghas need to re-articulate their development goals from time to time. For example the past required the Sangha to focus on political activism. Current times demand the need for a shift with primacy being given to establishing the secure future of children. The Sangha needs to reorient itself and its programme to fit children's needs. The Sangha needs to try and find a fit between children's needs, capabilities and talents and the various career choices available in the surrounding areas (within 50 ± 100 kms radius). More important it needs to expose children to a world view that is realistic and responsive at varying levels through counselling and career guidance.

b) Rejuvenate the Coolie Sangha through change in profile of members


In order to reorient itself and cast the Children's Programme in a new mould, it is essential that there is a change in the decision making processes of the Sangha. This is possible only through the infusion of new blood. While, this at a superficial level, addresses the issue of schooled youth being retained in the coolie society and becoming active members, at a deeper level it looks at the emergence of a new cadre. It is essentially that the new cadre while fully imbued in the ideology of the Sangha, have the ability to use their schooling and knowledge of the outside world to tap opportunities available both locally and on the outside to help sustain the Sangha and provide secure futures for the next generation.

c) Reversing the migration of individuals

It is important to encourage individuals who have migrated and gone outside the community to be provided incentives to return back and set up economic enterprises. It would help if an investment fund could be set up to provide aid to such individuals².

¹ see 11.2. Policy Recommendations, page 66 of ADATS/SCFNZ Community Sponsorship Programme at Gudibanda and Mitternari of Kolar district; Evaluation of Second 3-year Phase, Commissioned by ADATS, Bagepalli, Evaluation Report by Dr Anita Ravishankar, Senior Lecturer in Sociology, Mangalore University, Mangalore, India, July-August, 2003

² Changing Minds in Changing Times, A Review of the Coolie Sangha and Children's Programme and Recommendations for Future Development, Murray Culshaw Advisory Services, September 2003

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2. Review of Workshop Modules

This section reviews the progression from introduction to finished outputs.

2.1. Introductory Exercises

The workshop commenced at 1000 hrs on 23 Feb 2004.

After reviewing the purpose of the workshop and agreeing on the required outputs, participants were asked to identify development issues with regard to Children (6-14 yrs) and Youth (14-18 yrs and over) as a warming up exercise.

Participants recalled the following CHILD RIGHTS:

- SECURITY - Food, Clothes, [security from] Violence
- PROTECTION - Child Labour, Bonded Labour, Orphans, Physically and Mentally Challenged, Sexual Abuse, Caste, Gender
- PARTICIPATION - Sports, Competition, Equal Participation for Boys and Girls, Children's Youth Institutions?
- DEVELOPMENT -

The following “development issues” were listed, in connection with Children and Youth development.

- School Dropout
- Academic Results
- Achieve Full Potential
- Lack of Skills
- Jobs and Self Employment
- Early Marriage/Dropout
- Capacity to fend for themselves
- Recreation/Play
- Competition

2.2. Team Visioning


A special Team Visioning exercise was not carried out, in view of the perceived language difficulties in development of words, phrases and themes in Telugu, based on methodologies available to the facilitator.

2.3. Stakeholder Analysis

Stakeholder Analysis is a full-fledged qualitative research methodology³. One of the ideas behind the technique is that not all stakeholders experience the “same” phenomenon in quite the same way.

An approach suggested by The Overseas Development Administration (ODA), which is now known as Department for International Development (DFID) of the British High Commission

³ See Burgoyne, John G., Stakeholder Analysis in Qualitative Methods in Organizational Research, Ed. Cassel, Catherine and Symon, Gillian, London: 1994, SAGE Publications Ltd.


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is useful for analysis and mapping of the various stakeholders in any project or programme. This approach classifies stakeholders into three categories:

- ❖ **Primary Stakeholders** are those people and groups ultimately affected by the project either positively or negatively. Further categorisation is possible using gender, age, occupation, income groups etc.
- ❖ **Secondary Stakeholders**, according to ODA's classification are intermediaries in the process of delivering aid to primary stakeholders, and include Governmental, Non Governmental and Private Sector organisations.
- ❖ **External Stakeholders** may include politicians, local leaders, religious heads and others who wield influence and may act as intermediaries for Primary Stakeholders.

Although a Stakeholder Table was developed as a workshop exercise, an Importance/Influence Matrix was not attempted for want of time. The Stakeholder Table is presented below:

	STAKEHOLDER CATEGORY	INTERESTS	POTENTIAL PROJECT IMPACT
PRIMARY			
1	Coolie Children	Schooling, Basic Needs	(+)
2	Girl Children	Schooling, Basic Needs	(+)
3	Coolie Youth	Identity, Guidance, Support System	(+)
4	Coolie Members	Continuity and Relevance of Coolie Sangha	(+)
5	Families (including single women)	Children's Earnings	(-)
6	Parents [of Coolie Children]	Group Support	(+)
7	Harijans	Support to Marginalised Groups	(+)
8	Muslims	Support to Marginalised Groups	(+)
9	Orphans	Community Support	(+)
10	Physically Disabled	Support to Marginalised Groups	(+)
11	Mentally Challenged	Support to Marginalised Groups	(+)
12	Blind Children	Support to Marginalised Groups	(+)
13	Non-Sangha Members' Children	Schooling, Basic Needs	(+)
14	Petty Businessmen (Hotel, Workshops, Filature)	Loss of source of Cheap Labour	(-)
15	Ryots	Loss of source of Cheap Labour	(-)
SECONDARY			
1	Appointed Health Worker	Organisational Objectives, Job Description	(+)
2	Balkendra Teachers	Organisational Objectives, Job Description	(+)
3	Case Workers	Organisational Objectives, Job Description	(+)
4	Computer Instructors	Organisational Objectives, Job Description	(+)
5	Extension Workers	Organisational Objectives, Job Description	(+)
6	Field Assistants	Organisational Objectives, Job Description	(+)
7	Field Workers	Organisational Objectives, Job Description	(+)


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8	Health Workers	Organisational Objectives, Job Description	(+)
9	Mahila Meeting	Organisational Objectives, Job Description	(+)
10	Mahila Trainers	Organisational Objectives, Job Description	(+)
11	Project Director	Organisational Objectives, Job Description	(+)
12	Taluk Meeting	Organisational Objectives, Job Description	(+)
13	Teacher Trainers	Organisational Objectives, Job Description	(+)
14	Teacher Trainers (Full Time)	Organisational Objectives, Job Description	(+)
15	Village Health Workers (VHW)	Organisational Objectives, Job Description	(+)
16	Women's Committee Meeting	Organisational Objectives, Job Description	(+)
EXTERNAL			
1	Consultants	Limited Involvement, Wide Experience	(+,-)
2	Donors	Institutional Objectives	(+)
3	Government Teachers	Accountability, Responsibility	(+,-)
4	Govt. Doctors	Accountability, Responsibility	(+,-)
5	Local Political Leaders	Accountability	(+,-)
6	Officials	Accountability	(+,-)
7	Resource Persons	Limited Involvement, Wide Experience	(+,-)
8	Ryots	Loss of Traditional Power & Prestige	(+,-)
9	Skill Trainers	Limited Involvement, Wide Experience	(+,-)
10	Subject Matter Specialists (Doctors)	Limited Involvement, Wide Experience	(+,-)
11	Teacher Trainers (Part Time)	Limited Involvement, Wide Experience	(+,-)

Of special interest is the classification of marginalized groups including minorities, orphans, and physically and mentally challenged (see items 7-12 in Primary Stakeholders).

It is acknowledged that some families, particularly those headed by single women depend on the earnings of children who are not in school.

Of particular interest is the observation that Non-Sangha members' children are Primary Stakeholders, who benefit from the programme although their parents are not members of the Coolie Sangha. At the workshop, initially there was some confusion as to how this category should be classified.

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2.3. Problem Analysis

Problem Analysis is the most important part of any strategic planning effort. Problem Analysis and Situation Analysis are quite different in terms of character and application. A Situation Analysis provides information on the “current situation” or “lie of the land” or “where we stand”. This step describes the major features of the situation facing the operation that must be addressed by the subsequent objectives, strategies and actions. Essentially, the Situation Analysis looks at internal and external “aids and barriers” faced by the organization.

Problem solving using the rational or logical approach consists of finding and pointing to error. If the cause or causes of the problem can be located, attempts can be made to remove those “errors”, which should normally result in solution of the problem.

However, problems do not exist “out there”... they reside in the minds of individuals, and interest groups who/which may perceive the same phenomenon in different ways! We process information using mental structures which form and give meaning to individual and group experience. This is why a participatory approach is adopted to strategic planning, to find a common perception of the problem in question. When a group of individuals agree on the definition of a problem and the means of measuring success in its resolution, it acquires social meaning. In the LFA lexicon, the problem now becomes a FOCAL PROBLEM.

How we formulate a problem determines what kind of solution will be found to that problem. For example, if a certain individual has a monthly income of Rs.3,000, and finds that his monthly expenses for his minimum needs are at least Rs.3,500, he obviously has a problem. If he is very conservative, and has a dim vision of his future earning capacity, he might say that his problem is that he is spending too much money. The solution is obvious - he must cut down on his expenses and try to live within his budget. If he is ambitious, and prepared to work very hard, his problem definition may be very different. He may say that his problem is that he is not earning enough. In this case, he may decide to take a loan and qualify for a new job, work part-time in the evenings on an extra job, while maintaining his present life-style to keep his morale high.


2.3.1. Focal Problem

The Focal Problem was determined to be “Coolie Children/Youth unable to benefit from emerging opportunities.”

The causes of the Focal Problem and the causes of the causes were discussed to the extent necessary at a Project Concept level.

It is worth mentioning that it took considerable time to arrive at a Focal Problem statement that was acceptable to all participants.

One of the initial attempts at a problem statement was based on the idea that “parents want their children to be ‘valuable’ persons”. Being a person of value involves political, social and financial achievement, the concept that eventually provided the foundation for the Problem Tree {Please see APPENDIX-A(1)}

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2.3.2. Analysis of Problem Causes

The three major causes of the Focal Problem were defined as follows:

- ❖ No Access to Regular Income from legal and respectable sources
- ❖ Coolie Children/Youth lack social recognition (The participants emphasised that Coolie Children were not taken seriously by the Coolie Community, as they apparently lacked “value”.)
- ❖ Low level of participation in organisational politics

At a lower level, primary education – the completion of ten years of school education is seen as a critical problem that determines further development of Coolie Children or Youth. It is clear that those who are unable to complete formal school education are condemned to be “Trapped in Coolie Limitations for Life”.

2.3.3. Effects of the Focal Problem

The effects of the Focal Problem can be seen on the Problem Tree, resulting in undesirable situations in financial, social and political areas.

Of particular interest to the Coolie Community is the threat of loss of relevance of the Coolie Sangha, even as vast changes take place in the financial, social and political environments in which it functions.

2.4. Objectives Analysis

In the Objectives Analysis, the negative statements of the Problem Tree are converted into positive, desirable situations transforming into the Objectives Tree {Please see APPENDIX-A(2)}.


The Focal Problem is transformed into the Purpose of the project, as “Coolie Children/Youth benefit from emerging opportunities”

Three major Project Outputs must be achieved for the attainment of the Project Purpose. These are:

- A.1. Regular income from legal and respectable sources accessed by Coolie Youth
- A.2. Coolie Children/Youth gain social recognition
- A.3. Coolie Youth participate actively in organisational politics

It may be seen that the second and third Project Outputs could be interpreted as processes, when the LFA rule demands that we use future completed action to describe objectives. However, the effects of these outputs are clearly defined in terms of social and political results, which prompt the kind of processes and sub-processes that are required for their achievement.

The “Critical Project Output” on which hinges the achievement of the financial, social and political outputs is articulated as, “B.1. Coolie Children Complete High School.”

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2.5. Project Planning Matrix

The Project Planning Matrix, including the Objectively Verifiable Indicators, Means of Verification and Important Assumptions & External Factors, based on the Problem and Objectives Trees was developed with the help of the workshop group.

Please see APPENDIX-A(3) for the Project Planning Matrix.

2.6. Key Processes

The key processes required to achieve a Project Purpose is often referred to as an “Action Plan.”

A Process is defined as “a specific group of activities and subordinate tasks, which result in the performance of a service that is of value⁴.”

For example, what set of processes will ensure that “Regular income from legal and respectable sources accessed by Coolie Youth”?

Business Process Design involves the identification and sequencing of work activities, task, resources, decisions and responsibilities across time and place, with a beginning and an end, along with clearly identified inputs and outputs⁵.” It should be possible to track Processes, using cost, time, output quality and satisfaction measurements.

The Business Process Design consists of the following five basic steps:

- ❖ Programming (Determining the appropriate Activity Groups that will achieve the Project Output)
- ❖ Activity Scheduling
- ❖ Budgeting
- ❖ Fixing Accountability/Responsibility
- ❖ Determining Review and Control Procedures

Making a list of Activity Groups that need to be performed is the first step in preparing an Action Plan.


Each Activity Group must show Time Duration (days/weeks/months etc.) for completion, Performance Indicators that show that the Activity Group has been successfully completed, the planned resources (Overhead and Direct Costs) and Accountability (Who is accountable for completion of the Activity Group).

If a technique such as PERT (Program Evaluation Review Technique) is used with three time estimates, the risk involved in completion of each activity group and by aggregation, the risk in project completion can be estimated.

The conversion of resource requirements to Rupees is done using the costing process. This process relies on past records, forecasting of future outcomes including inflationary trends and managerial judgment.

⁴ McCormack, Kevin P. and Johnson, William C., *Business Process Orientation*, St. Lucie Press (CRC Press LLC), Boca Raton – London – New York – Washington D.C., 2001

⁵ *ibid*

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Budget integrity depends on the level of accuracy in providing the least cost estimate to accomplish given tasks, subject to estimated fluctuations in the business environment.

Although a workshop group of people with diverse backgrounds and sometimes inadequate knowledge of the technical, administrative **and** region-specific characteristics of a project can help generate Project Activity Ideas, an Action Plan is ultimately the responsibility of the Project Director and his/her secretariat.


The Project Activity Groups presented in the latter part of the Project Planning Matrix may be viewed in this light.

3. Processes and Activities


The participants worked in groups to produce the required Activities for the Key Processes. The Key Processes, Sub Processes and the Activities are reproduced below. However, the entries below are far from complete and more work is required on both Key Processes and Activities to include all the required steps to achieve the given Project Output.

Key Processes, Sub Processes and Activities are taken directly from the Objectives Tree.


PROJECT OUTPUT	KEY PROCESSES	ACTIVITIES
	➤ <i>Sub Processes</i>	
A.1. Regular income from legal and respectable sources accessed by Coolie Youth	A.1.1. Capacity to compete with urban children improved	
	➤ <i>Informal interaction with urban counterparts developed</i>	<ul style="list-style-type: none"> • Arranging Urban School Students Visit to Programme Villages (Create linkages and agree on interschool visits) • Arranging exposure visit for Programme Children to Urban Schools (Games, Sports, Debate, Entertainment???)
	➤ <i>Life Skills Acquired</i>	<ul style="list-style-type: none"> • Sensitising community to need for developing Life Skills • Developing Life Skills Curriculum Package (Eg. English, Computers, Dress Tips, Etiquette, Table Manners etc.) • Locating Resource Persons for Life Skills Programme Delivery • Delivering Life Skills Programme

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	➤ <i>Exposure to Media Gained</i>	<ul style="list-style-type: none"> Collecting Books and Magazines for Children & Youth Cluster Libraries Arranging exposure to educational video films
	A.1.2. Resisting demands for bribes in areas within influence of Coolie Sangha	<ul style="list-style-type: none"> Carrying out survey on corruption systems and specific cases with adequate evidence Publishing results of corruption survey in local media Complaining formally to Lokayukta with required evidence Familiarising Coolie Sangha Members on Corruption Systems and methods of combating them
	A.1.3. Saleable skills acquired	<ul style="list-style-type: none"> Carrying out Skill Demand Survey Collecting information on existing Govt. and other relevant training programmes available Connecting with NGOs specialising in Skill Training Arranging for Loan (CCF, Bank, Dairy) and Stipend Arranging for Accommodation in Training Centre Locations Arranging Placement of Trained Candidates
	A.1.4. Entrepreneurship developed	<ul style="list-style-type: none"> Arranging meetings and interviews with successful entrepreneurs (Winner Analysis) Planning Group Enterprises and Group Loans Arranging for Fixed and Working Capital with Repayment Plans Providing Training on Business Planning (Sales, Production, Cashflow) Providing Training on Business Book Keeping

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	➤ <i>Access to Credit Developed</i>	<ul style="list-style-type: none"> • Preparing list of Government Schemes, Benefits, Subsidies and Loans • Studying cases of CCF, Sericulture, Agriculture, Poultry, Livestock and Milk Production Businesses including Costing with Profit and Loss details • Arranging Capital, Underwriting Repayments • Providing Financial Monitoring Services • Arranging Insurance (Safety Net)
A.2. Coolie Children/Youth gain social recognition	A.2.1. Dropout Reduced	
	➤ <i>Coolie Children Complete High School</i>	
	✓ Improved quality of Primary School Education (Infrastructure)	<ul style="list-style-type: none"> • Surveying Schools for Infrastructure Availability (School Buildings, Blackboards, Learning Materials) • Identifying schools which require infrastructure • Arranging temporary and/or permanent solutions for schools without adequate infrastructure
	✓ Improved quality of Primary School Education (Software)	<ul style="list-style-type: none"> • Planning Creative Learning Modules (<i>a la</i> Core Curriculum) • Providing special coaching to programme children in "difficult" subjects • Providing Teacher Training and Refresher Courses • Planning extra-curricular activities for village schools under leadership of Youth Forum (Including Inter School and Cluster Level Competitions) • Involving parents in School Activities Monitoring and Supporting

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	<p>✓ Children are retained in Government Schools</p>	<ul style="list-style-type: none"> • Launching “Children Back to School Programme” under leadership of Youth Forum • Sensitising Government Officials to the need to enforce Laws on Child Labour • Providing security to Girl Children in remote schools with the help of Youth Forum • Launching programme for appointment of women teachers • Deciding at Coolie Sangha level the required policy for filling teacher vacancy with special emphasis on women teachers • Launching movement under the Leadership of Youth Forum for discouraging dropout of Girl Children at puberty • Providing special career counselling programme for High School Girls • Sensitising Teachers on special needs of special groups • Monitoring cases of discrimination against minority groups Girls, SC/ST, Physically and Mentally Challenged • Assuring Rent-free delivery of ALL Government scheme benefits to Primary School Children • Assuring timely delivery of uniforms, clothes, books, fees, busfares etc. to middle and high school children • Compiling database of rent-seeking behaviour by Teachers and Officials • Creating Public Pressure against Denial of benefits to school children
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	<ul style="list-style-type: none"> ✓ Physical Development [of children] assured 	<ul style="list-style-type: none"> • Monitoring timing and supply (quantity and quality) of food in Anganwadis • Monitoring height and weight of programme children on monthly basis (Road to Health Charts) • Identifying children in Yellow and Red zones in Road to Health Charts and taking corrective action • Providing Monthly/bi-monthly Health Checkups to programme children
	<ul style="list-style-type: none"> ✓ Mental Development Nurtured 	<ul style="list-style-type: none"> • Supplying Nutrition Supplements to programme children • Developing policy for IQ & EQ testing and counselling
	A.2.2. Feelings of Adequacy Instilled	
	<ul style="list-style-type: none"> ➤ <i>Values instilled in Coolie Children and reinforced by Coolie Sangha Recognition</i> 	<ul style="list-style-type: none"> • Providing Value Education Training • Planning and implementing Coolie Sangha Monitoring of Youth Activities including Positive and Negative reinforcement
	<ul style="list-style-type: none"> ➤ <i>Marginalised Groups recognised</i> 	<ul style="list-style-type: none"> • Electing women, physically and mentally challenged, minority groups to leadership positions
	A.2.3. New Choices Made Available to Coolie Children	<ul style="list-style-type: none"> • Creating awareness on Social Evils which have depressed Coolie Community Development (Alcoholism, Dowry, Underage Marriage, Superstitions) • Sensitising Coolie Children on Gender issues • Providing Training on Family Life Education (Sex Education, STD, HIV/AIDS etc.) • Preparing girls for reproductive choices

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	➤ <i>Coolie Children (Youth) Trained to Assume Leadership Roles</i>	<ul style="list-style-type: none"> • Providing opportunities to Coolie Youth to Implement Social Programme Components (Eg. Rejecting and boycotting Dowry, Underage marriages, Inter-caste marriages, Group marriages etc.)
A.3. Coolie Youth participate actively in organisational politics	A.3.1. Public Interaction Skills Acquired	
	➤ <i>Group Identity Acquired</i>	<ul style="list-style-type: none"> • Debating Involvement of Youth widely within Coolie Sangha • Setting up forum for Youth with adequate linkages for policy guidance and monitoring by Coolie Sangha • Facilitating elections to Youth Forum • Setting Youth Forum Goal, Purpose and Outputs • Implementing Youth Project Outputs • Reviewing Youth Achievements and providing feedback with Coolie Sangha Assistance
	➤ <i>Self-confidence Developed</i>	<ul style="list-style-type: none"> • Providing Motivational Training for leaders and members of Youth Forum • Providing training in and opportunities for public speaking • Providing training in English • Providing training in Computer usage for performance tracking • Providing opportunities to youth leaders for representing community in public policy areas • Organising Events (Baseline Melas, Sports, Debates, Shrama Dhan etc.)

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4. Performance Measurement

“In the last analysis management is practice. Its essence is not knowing but doing. Its test is not logic but results. Its only authority is performance⁶.”

Our work in developing elaborate operational plans is only the beginning of a process. We now need to perform and deliver planned RESULTS. If we are serious about producing RESULTS, we must be serious about measuring our performance. As the saying goes, *“what cannot be measured cannot be managed.”*

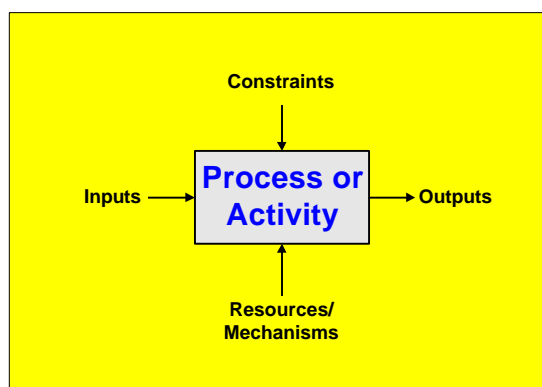
What we choose to measure is a matter of critical importance. In this context we must distinguish between Process Indicators, Output Indicators and Outcome (or Impact) Indicators.

4.1. Process Indicators

Process Indicators tell us whether or not a process is working as it should. They DO NOT tell us whether we have achieved a RESULT. However, if we are using a tried and tested Process, where the planned inputs will lead to planned outputs we have a process solution which we expect will lead to a RESULT. This is why Process Indicators are called “Lead Indicators”.

How we choose to produce a result will be influenced by our value system, our legal system, our policies, our rules, available technology, quality of manpower etc. that form the CONSTRAINTS under which we must perform.


Production of RESULTS depends on RESOURCES available to us. Our process solutions must therefore be fashioned subject to CONSTRAINTS and RESOURCES as suggested in the chart below:



An input is defined as a quantity that is transformed through a process or activity into an output. For example, seed, fertilizer, water, pesticide are all inputs which are transformed through agricultural activities into crops. The process solution “consumes” inputs, which are required for production of outputs.

On the other hand, agricultural know-how or expertise is a resource that is necessary for successful process management, but does not get “consumed” in the process. It is available for other operations as well.

⁶ Drucker, Peter, MANAGEMENT, Tasks, Responsibilities, Practices; William Heinemann, 1974, London; Preface: The Alternative to Tyranny

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It is useful to list the “rules of the game” or the “Guiding Principles” under which an organization will perform as a separate document. This will help to avoid cluttering inputs with ideology, values, rules and conditions.

4.2. A Commonplace Analogy

If someone is traveling from Bagepalli to Bangalore by car, the process indicators are normally available on the instrumentation panel. It tells us whether or not there is sufficient fuel, whether or not there is adequate lubricant oil and whether or not we are traveling at an average speed of, say 50 kms per hour.

If the objective of the traveler is to reach Bangalore, signs that he has arrived on the outskirts of Bangalore (Yelahanka) is an output indicator. An output can be divided into intermediate results, such as arrival at Chikkaballapur within an hour of leaving Bagepalli as an indicator that we are on track.

Monitoring a process is the responsibility of the process owner who must have all the necessary measurement information available on a regular basis.


4.3. Objectively Verifiable Indicators

However monitoring Outputs and Outcomes involves measuring EFFECTS of the process, which is why it is sometimes referred to as “Effects Monitoring”. In a Logframe, under the column “Objectively Verifiable Indicators”, we are interested mainly in Output Effects (for Project Outputs and Project Purpose) and Outcome Effects (for Project Goal).

Someone waiting in Bangalore for the traveler from Bagepalli would not primarily be interested to know that the car is being driven carefully and that the driver is not frequently slamming the brakes.

Accordingly, for the Output, “Bangalore Reached”, it would not be helpful to add indicators such as, “Driving Carefully” or “Avoiding Slamming the Brakes”. Both these are inputs or at best Process Indicators which of course are of particular interest to the Process Owners, or the Car Driver and fellow passengers.

It would be easier to monitor progress if we know whether the car has reached Chikkaballapur, and knowing the average speed on the first leg of the journey was slightly less than 50 kms per hour. This helps to predict when the car will reach Bangalore.

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4.4. Separating Inputs from Indicators

For the same reason, *BI. Congenial Teacher Student Ratio and adequate physical amenities in village schools*⁷... cannot be an indicator for Project Output *B. Government School Infrastructure Improved*:

Inadequate number of Teachers is a problem, which presumably leads to dropouts and/or poor grades, and the effect of increasing the number of Teachers is hopefully reduction in dropout rate and/or improved grades, but cannot be improved school infrastructure

Increasing the number of Teachers is an objective, and the effects (Indicators) should be reduced dropout rate or improved grades - Nothing really to do with school infrastructure!

Inadequate physical amenities in village schools no doubt affects both teaching and learning... it would be a tautology to say that the effect of providing adequate physical amenities is improved school infrastructure...it is the same thing and cannot be both the means and the effect!

In the same way, the “indicator” *E.I. Coolie Children Get 2 Meals per Day*⁸ is not useful... if indeed it can be admitted as an indicator of *E. Child Nutrition and Health Improved*. Getting 2 meals a day is an input (process or activity) not either an Output or an Objectively Verifiable Indicator.

The EFFECT of getting two meals a day can be measured by monitoring the child’s weight and height; and periodic monitoring of the child’s health. We would be particularly interested in knowing that the TREND of the children’s (progress of each cohort or batch tracked separately) monthly weights and heights is “upward” moving.

4.4. Gearing up for Performance Measurement

Once we are clear about what we would like to measure, we can turn to the issue of how to measure the selected indicators.

4.4.1. Measuring Outcome Indicators

According to our Logframe, the Goal is, “*To guarantee the continuity and relevance of the Coolie Sangha*”.


The first Goal (Outcome) Indicator is:

GI.1. Increasing trend in Proportion of Coolie Sangha functionaries who received training in the Youth Forum

Goal (Outcome) monitoring is done at a strategic level, and the measurement frequency is probably annual, or semi-annual. Despite this frequency requirement, it is useful to have a petty register that records the required data within a list of Coolie Sangha functionaries on a monthly basis.

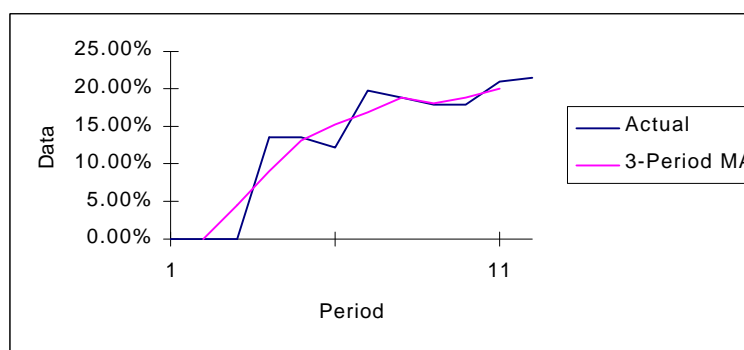
⁷ Please see Page 2 of item 16. Project Planning Matrix: VASS Application for Children Project

⁸ Please see Page 3 of item 16. Project Planning Matrix: VASS Application for Children Project


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Please see the fictitious data in APPENDIX B(1), which is smoothed using a 3 month Moving Average, resulting in the abstract and graph below:

Period	Month	Actual	3-Period MA
1	Apr 2004	0.00%	
2	May	0.00%	0.00%
3	Jun	0.00%	4.52%
4	Jul	13.56%	9.04%
5	Aug	13.56%	13.08%
6	Sep	12.12%	15.13%
7	Oct	19.70%	16.86%
8	Nov	18.75%	18.79%
9	Dec	17.91%	18.19%
10	Jan 2005	17.91%	18.91%
11	Feb	20.90%	20.11%
12	Mar	21.54%	



From this analysis we conclude that the data shows an increasing trend over the period April 2004 to March 2005, and the proportion of Coolie Sangha functionaries who received training in the Youth Forum has been on the rise.

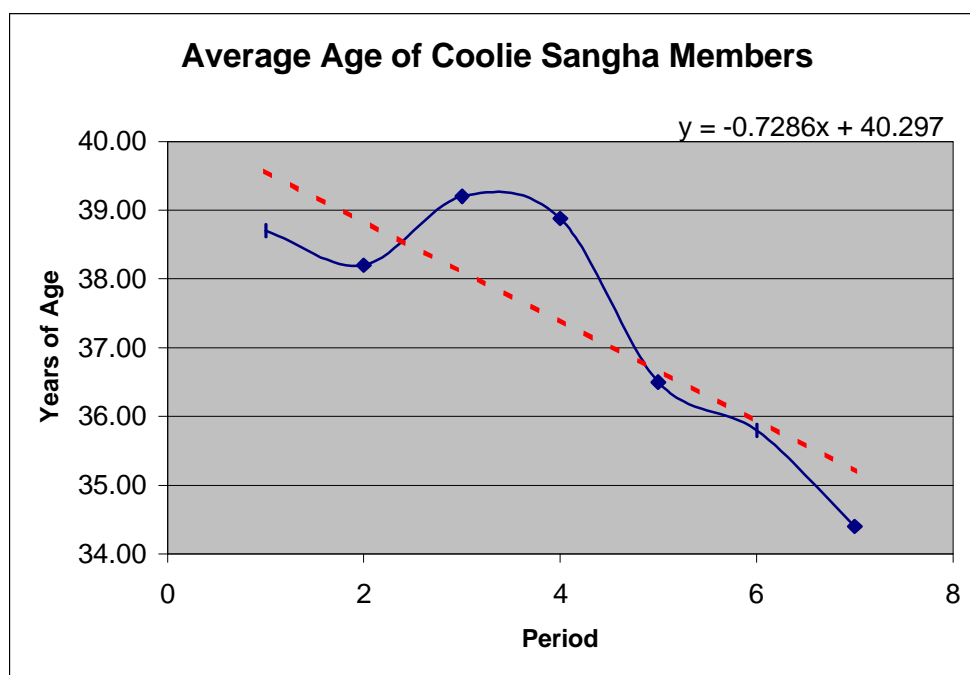
	Strategic Planning for ADATS/SCFNZ Children & Youth Project : 23-25 February 2004		19 of 21
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The next indicator is, “*GI.2. Decreasing trend in average age of Coolie Sangha Members*”. If the master database has the age of every Coolie Sangha member, we can compute the average age with a single operation. Otherwise, we can draw a simple random sample of say, 200 names from the Coolie Sangha database and compute the average age.

The following table shows (fictitious) average age of Coolie Sangha members.


March-00	1	-	38.70
March-01	2	-	38.20
March-02	3	-	39.20
March-03	4	-	38.88
March-04	5	-	36.50
March-05	6	-	35.80
March-06	7	-	34.40

We graph this array and fit a straight line trend using the method of least squares as in the chart below:



The equation of the fitted trend line is $y = -0.7286x + 40.297$. The negative sign before the term involving x tells us that the line has a negative slope.

We conclude that the average age of Coolie Sangha members has been declining between the years 2000 and 2006.

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4.4.2. Example of a Project Output Indicator

Let us take the first Project Output and determine what kind of data has to be collected and maintained to measure the movement or change between Baseline and Evaluation period points:

A.1. Regular income from legal and respectable sources accessed by Coolie Youth

The first three Indicators can be combined in a single database and are listed below:

1.1. Positive growth trend in number of active bank accounts of Coolie Youth

1.2. Positive growth in number of LIC policies opened by Coolie Youth


1.3. No. of two-wheeler loans taken by Coolie Youth

One of the workshop groups produced an elaborate database, from which we extract and reproduce the following essential variables:

Month	Name of Youth	Sex	Cluster	Taluk	Job	Bank A/c	M/C Loan	Status	Cost	Purpose
APRIL	1 Muniyappa	1	Nagarlu	Bagepalli	0	0				
	2 Babu	1	Yellampalli	Bagepalli	1	0				
	3 Narayanasamy	1	Egaval	Chintamani	1	0				
	4 Laxmamma	2	M.gana Kuntla	Bagepalli	1	0				
MAY	1 Muniyappa	1	Nagarlu	Bagepalli	1	0				
	2 Babu	1	Yellampalli	Bagepalli	1	1	0			
	3 Narayanasamy	1	Egaval	Chintamani	1	1	1	2	17500	1
	4 Laxmamma	2	M.gana Kuntla	Bagepalli	1	1	0			
	5 S.Kumar	1	Mittamari	Bagepalli	1	1	1	2	18000	1
	6 Bharathi	2	Mittamari	Bagepalli	0	1	1	1	25000	2
	7 Babu	1	Mittamari	Bagepalli	0	1	1	2	20000	2
	8 Narr	1	Egaval	Chintamani	0	1	1	0		

Taking the month of May, we could produce the following crosstabulations:

	JOB	JOB	Row
SEX	No	Yes	Totals
Male	2	4	6
Female	1	1	2
All Grps	3	5	8

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Summary Frequency Table (youthjob.sta)			
	BANK_AC	BANK_AC	Row
JOB	No	Yes	Totals
No	0	3	3
Yes	1	4	5
All Grps	1	7	8

Summary Frequency Table (youthjob.sta)			
	LOAN	LOAN	Row
BANK AC	No	Yes	Totals
No	1	0	1
Yes	2	5	7
All Grps	3	5	8

More complex crosstabulations can be made and subject to various statistical and probability tests.

The idea here is that provided we maintain basic data on a monthly basis, it can be analysed in any manner we desire. It is an axiom of data management that the process owners should have access to the kind of data they require, and should preferably maintained by them.

At the workshop, considerable interest was shown in data management, using EXCEL software which is available at all the Taluk offices.



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APPENDIX-A

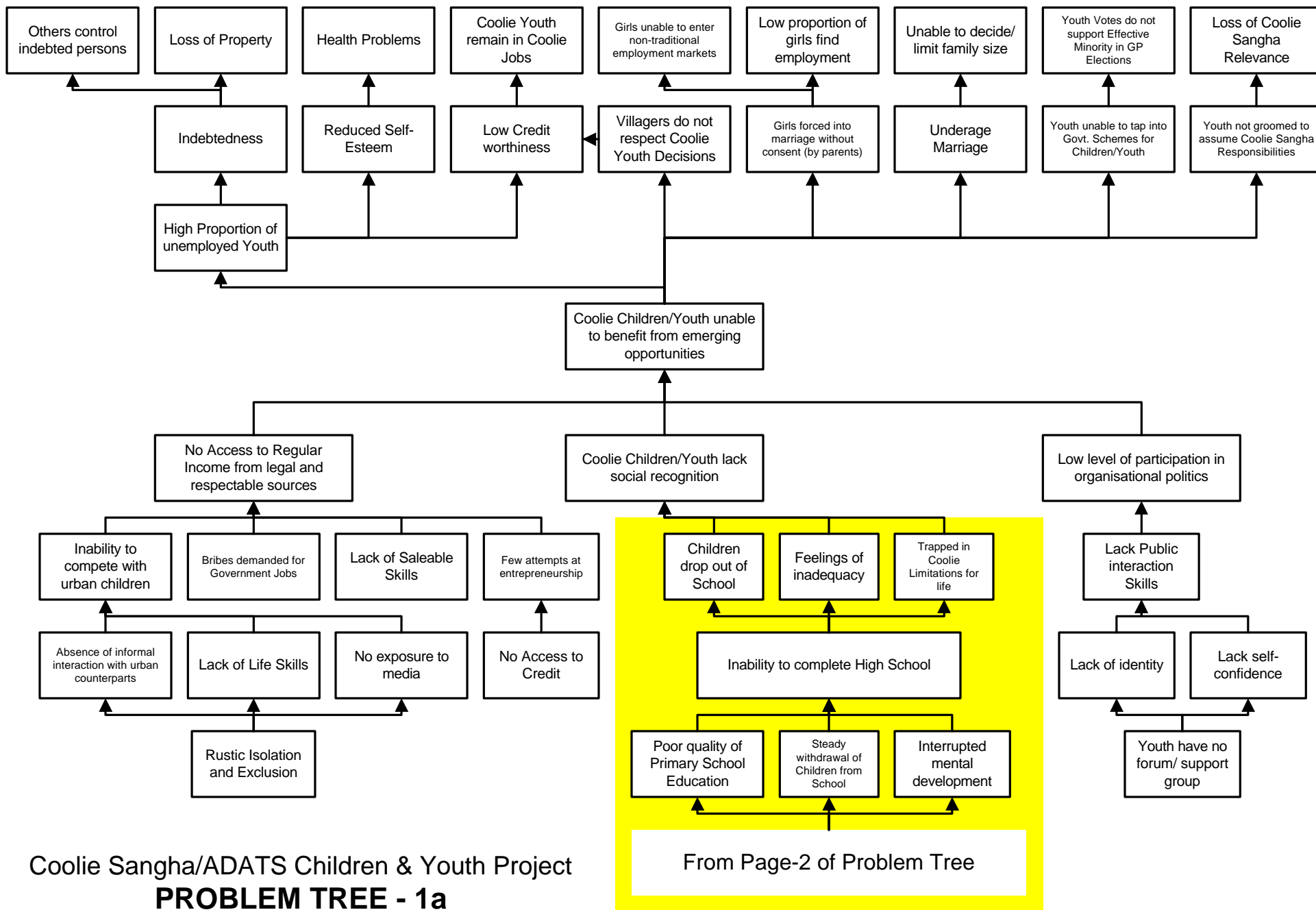
ADATS/SCFNZ Children & Youth Project Logframe Documents

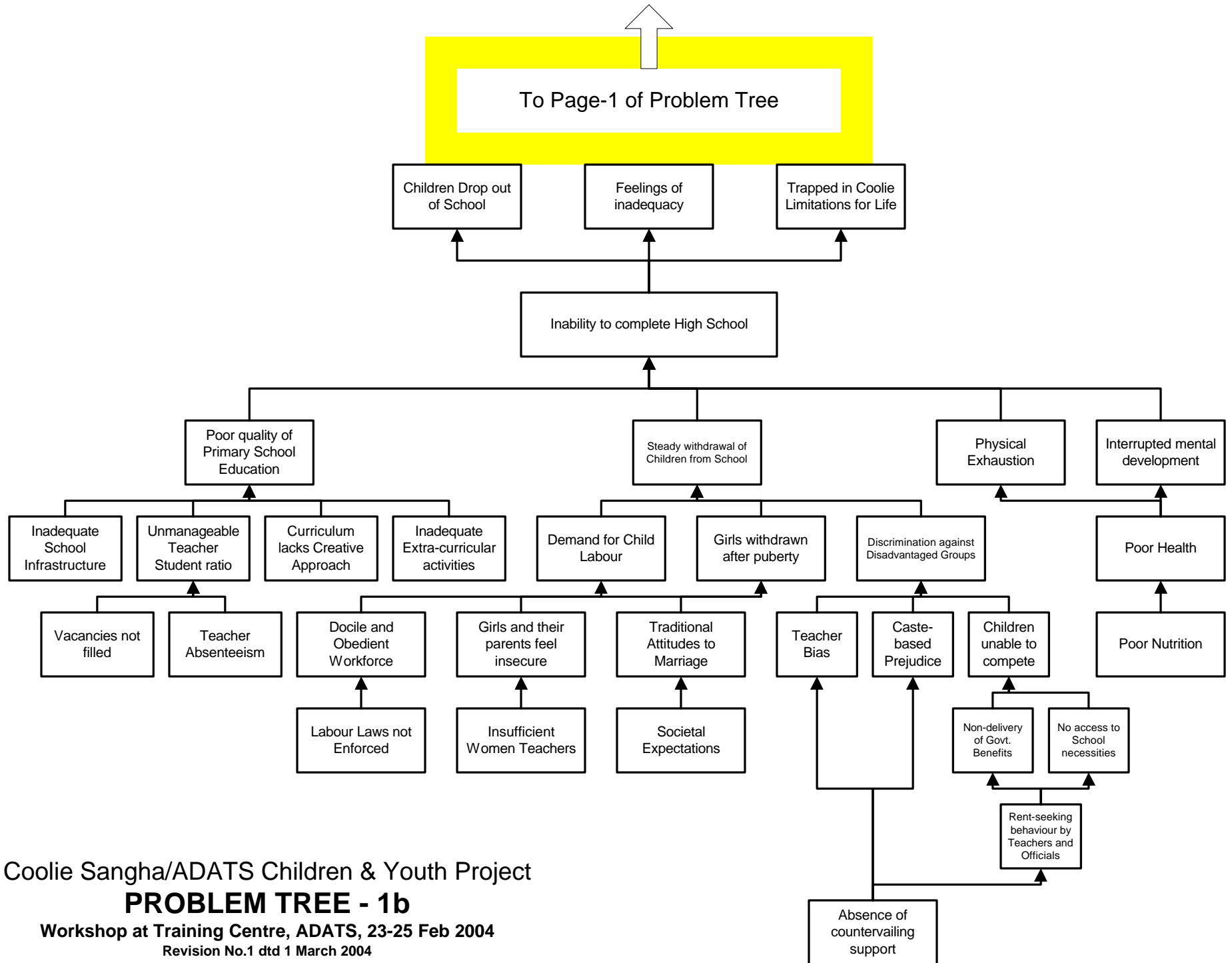


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APPENDIX-A(1)

Problem Tree





Coolie Sangha/ADATS Children & Youth Project

PROBLEM TREE - 1b

Workshop at Training Centre, ADATS, 23-25 Feb 2004

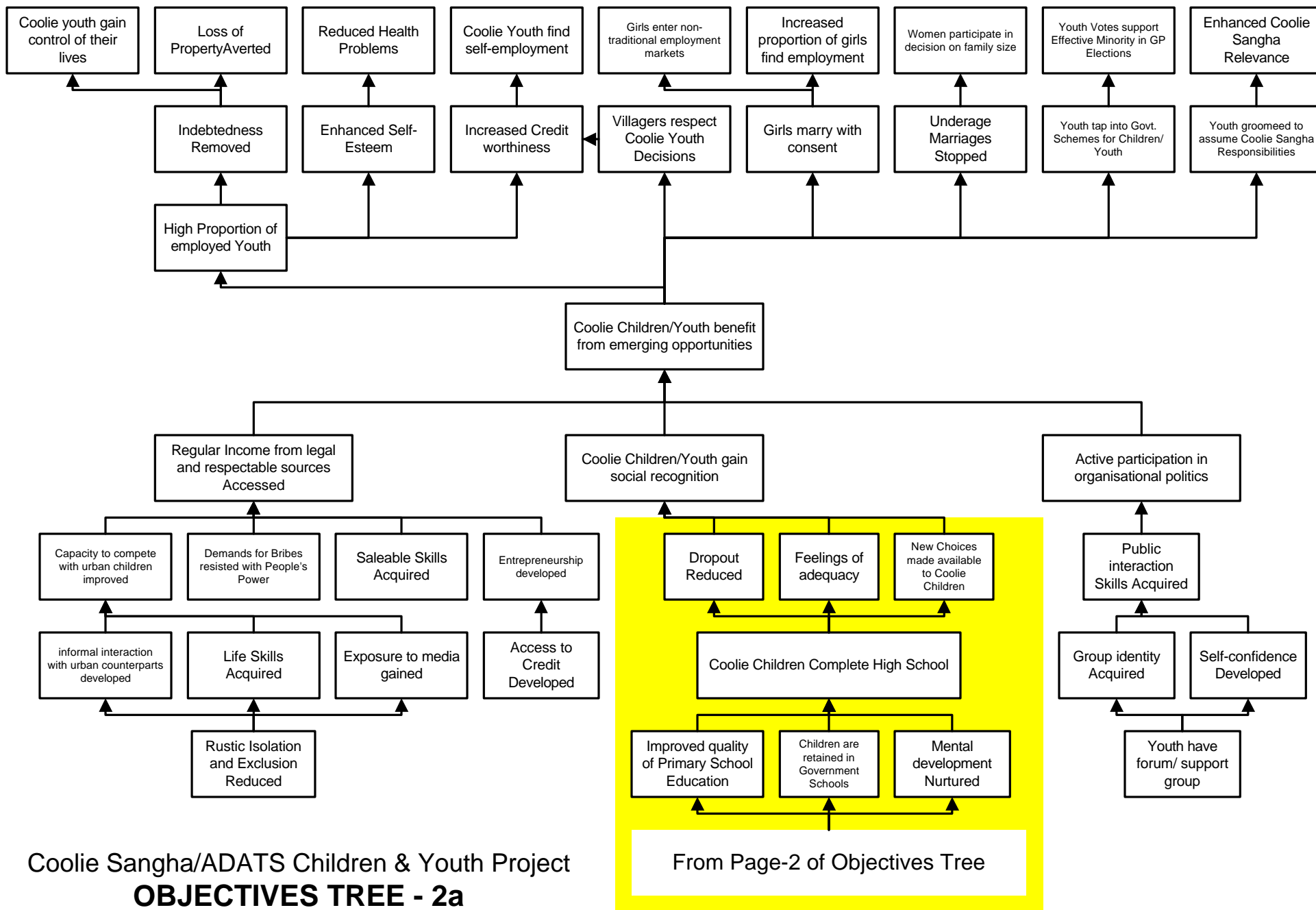
Revision No.1 dtd 1 March 2004



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APPENDIX-A(2)

Objectives Tree



From Page-2 of Objectives Tree



Coolie Sangha/ADATS Children & Youth Project
OBJECTIVES TREE - 2a

Workshop at Training Centre, ADATS, 23-25 Feb 2004
 Revision No.1 dtd 1 March 2004



Intervention

APPENDIX-A(3)

Project Planning Matrix

PROJECT PLANNING MATRIX

Project Title:	Coolie Sangha/ADATS Children & Youth Project	Issue Status:	Issue No. 1 dtd 26 Feb 2004, Revision No.1 dtd 1 Mar 2004
Workshop Date:	23-25 February 2004	Venue:	ADATS Training Centre, Checkpost, AP
Participants:	Balkendra Teachers, Mahila Trainers and Case Workers		
Facilitated by:	Ajit Mani, IPL and Field Assistants (ADATS)	Client:	ADATS/SCFNZ Programme

NARRATIVE SUMMARY OF OBJECTIVES & ACTIVITIES	OBJECTIVELY VERIFIABLE INDICATORS (OVI)	MEANS OF VERIFICATION (MoV)	IMPORTANT ASSUMPTIONS & EXTERNAL FACTORS
<p><u>GOAL</u></p> <p>☐ To guarantee the continuity and relevance of the Coolie Sangha</p>	<p>GI.1. Increasing trend in Proportion of Coolie Sangha functionaries who received training in the Youth Forum</p> <p>GI.2. Decreasing trend in average age of Coolie Sangha Members</p> <p>GI.3. Proportion of female functionaries among all Youth Forum trainees who become functionaries in Coolie Sangha</p>	<p>GI.1.1. Before, During and After Survey</p> <p>GI.1.2. Youth Forum Database</p> <p>GI.2.1. Coolie Sangha Database</p> <p>GI.3.1. Before, During and After Survey</p> <p>GI.3.2. Youth Forum Database</p>	<p>GEF1.1. Youth are able to integrate well with senior Coolie Sangha functionaries and leaders</p> <p>GEF1.2. Youth exercise their organisational powers with discretion</p> <p>GEF3.1. Young, educated and trained women find acceptance with older generation women</p>
<p><u>PURPOSE</u></p> <p>☉ To ensure that Coolie Children/Youth benefit from emerging opportunities of the new millennium</p>	<p>PI.1. Significant increase in proportion of employed Youth in each successive cohort (batch) of educated and trained Coolie Youth</p> <p>PI.2. Significant increase in proportion of women among employed Coolie Youth</p> <p>PI.3. Enhanced Self-Esteem of Coolie Youth</p>	<p>PI1.1. Youth Forum Tracking Register</p> <p>PI2.1. Youth Forum Tracking Register</p> <p>PI3.1. Before and After results of Measurements on Rosenberg Self-Esteem Scale</p>	<p>PEF1.1. The economy continues to grow, creating new sub-sectors within which Coolie Youth can compete</p> <p>PEF2.1. Early marriages become increasingly rare</p> <p>PEF2.2. Married women can continue in their employment</p> <p>PEF3.1. Youth are able to adjust to and develop in their new jobs and occupations</p>

<u>A. PROJECT OUTPUTS</u>			
<p>A.1. Regular income from legal and respectable sources accessed by Coolie Youth</p>	<p>1.1. Positive growth trend in number of active bank accounts of Coolie Youth</p> <p>1.2. Positive growth in number of LIC policies opened by Coolie Youth</p> <p>1.3. No of two-wheeler loans taken by Coolie Youth</p> <p>1.4. Reduction in number of Coolie Youth depending on Wage Labour</p> <p>1.5. Decline in cases of indebtedness</p>	<p>1.1.1. Youth Forum Tracking Register</p> <p>1.2.1. Current LIC Policies</p> <p>1.2.2. Youth Forum Tracking Register</p> <p>1.3.1. Sales Documents</p> <p>1.3.2. Youth Forum Tracking Register</p> <p>1.4.1. Mahila Meeting Minutes</p> <p>1.4.2. Youth Forum Tracking Register</p> <p>1.5.1. Mahila Meeting Minutes</p> <p>1.5.2. Youth Forum Tracking Register</p>	<p>1.1.1. Youth do not develop expensive habits beyond the capacity of their earning</p>
<p>A.2. Coolie Children/Youth gain social recognition</p>	<p>2.1. Increasing trend in "Choice Marriages"</p> <p>2.2. Increased average age of girls at marriage</p> <p>2.3. Increasing proportions of employed women in non-traditional employment in successive cohorts (batches)</p> <p>2.4. Increasing trend in proportions of SC/ST Youth (male & female) among employed youth</p> <p>2.5. Achievement of physically and mentally challenged Youth</p> <p>2.6. Leadership provided by Coolie Youth to Community Struggles</p>	<p>2.1.1. Youth Forum Tracking Register</p> <p>2.2.1. Youth Forum Tracking Register</p> <p>2.3.1. Youth Forum Tracking Register</p> <p>2.4.1. Youth Forum Tracking Register</p> <p>2.5.1. Case Studies</p> <p>2.5.2. Depth Interviews</p> <p>2.6.1. Case Studies</p> <p>2.6.2. Depth Interviews</p>	<p>2.1.1. Parents extend full co-operation to project</p> <p>2.6.1. Youth oppose Alcoholism, gambling and online lottery</p>
<p>A.3. Coolie Youth participate actively in organisational politics</p>	<p>3.1. Number of Youth in positions of People's Representatives, Cluster Secretaries, Health Workers and executive of Local Bodies, Milk Society, Co-ops etc.</p> <p>3.2. Increase in number of issues pertaining to Children and Youth (as proportion of all issues discussed) in Coolie Sangha Meetings</p> <p>3.3. Decrease in average age of functionaries of Coolie Sangha</p> <p>3.4. Increasing trend in Government Benefits (Rupees) for Children and Youth secured each year</p>	<p>3.1.1. Coolie Sangha Records</p> <p>3.1.2. Youth Forum Tracking Register</p> <p>3.2.1. Mahila Meeting Minutes</p> <p>3.3.1. Category-wise (CS, HW etc.) data from Coolie Sangha Records</p>	<p>3.4.1. Government programmes continue as before</p>

<u>B. CRITICAL PROJECT OUTPUT</u>			
B.1. Coolie Children Complete High School	B.1.1. Significant increase in pass percentage of Coolie Children B.1.2. 85% enrolment of School age children in programme village schools	B.1.1. Class Records	attrition rates,
<u>C. PROCESSES</u>			
A.1.1. Capacity developed by Coolie Children to compete with urban children A.1.2. Saleable Skills acquired by Coolie Children	A.1.1. More than x% of children in each cohort (batch) achieve required levels in special training programme A.1.2. More than y% of children in each cohort (batch) achieve required levels in special training programme		
A.2.1. Entrepreneurship skills developed among Coolie Children with aptitude A.2.2. Discrimination against marginalised groups decreased	A.2.1. No. of self-employment units set up by each cohort and investment per unit A.2.2. Women, SC/ST and Challenged persons' achievements		
A.3.1. Public Interaction Skills Acquired by Coolie Children	A.3.1. More than z% of children in each cohort (batch) achieve required levels in special training programme		
B.1.1. Quality of Primary School Education in Programme Areas Improved B.1.2. Children are retained in Government Schools B.1.3. Physical Development Assured B.1.4. Mental Development Nurtured	B.1.1. Performance Ratings in > Academics > Creative Work > Sports > Debates, Quiz etc. B.1.2. Pattern of Dropout (and Readmission) Rates (monitored on monthly basis) B.1.3. Trend of "Road to Health" Charts (Height to Weight measurements taken on a regular basis) B.1.4. Result of Special Testing for problem solving and creativity		



Intervention

APPENDIX-B

Data Sheets



Intervention

APPENDIX-B(1)

Fictitious Data for Outcome Indicator

APPENDIX-B(1)

Proportion of Coolie Sangha functionaries who received training in the Youth Forum

(Fictitious Data used for illustration only)

		Total no. of CS Functionaries	No. of Youth Forum Graduates	Proportion of Youth Forum Graduates	
2004/05	Taluk			For the Month	
APRIL	Bagepalli	12	0	0	
	Chikkaballapur	15	0	0	
	Chintamani	9	0	0	
	Siddhalaghatta	17	0	0	
	etc.				
T O T A L		53	0		0

MAY	Bagepalli	12	0	0	
	Chikkaballapur	17	0	0	
	Chintamani	12	0	0	
	Siddhalaghatta	17	0	0	
	etc.				
T O T A L		58	0		0

JUNE	Bagepalli	12	0	0	
	Chikkaballapur	15	0	0	
	Chintamani	11	0	0	
	Siddhalaghatta	19	0	0	
	etc.				
T O T A L		57	0		0

JULY	Bagepalli	13	2	15.38%	
	Chikkaballapur	16	3	18.75%	
	Chintamani	12	1	8.33%	
	Siddhalaghatta	18	2	11.11%	
	etc.				
T O T A L		59	8		13.56%

AUGUST	Bagepalli	15	2	13.33%	
	Chikkaballapur	14	3	21.43%	
	Chintamani	11	1	9.09%	
	Siddhalaghatta	19	2	10.53%	
	etc.				
T O T A L		59	8		13.56%

SEPTEMBER	Bagepalli	18	2	11.11%	
	Chikkaballapur	19	3	15.79%	
	Chintamani	15	1	6.67%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
T O T A L		66	8		12.12%

OCTOBER	Bagepalli	18	4	22.22%	
	Chikkaballapur	19	4	21.05%	
	Chintamani	15	3	20.00%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
	T O T A L	66	13		19.70%

NOVEMBER	Bagepalli	16	4	25.00%	
	Chikkaballapur	18	3	16.67%	
	Chintamani	16	3	18.75%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
	T O T A L	64	12		18.75%

DECEMBER	Bagepalli	17	4	23.53%	
	Chikkaballapur	19	3	15.79%	
	Chintamani	17	3	17.65%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
	T O T A L	67	12		17.91%

JANUARY	Bagepalli	17	4	23.53%	
	Chikkaballapur	19	3	15.79%	
	Chintamani	17	3	17.65%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
	T O T A L	67	12		17.91%

FEBRUARY	Bagepalli	17	4	23.53%	
	Chikkaballapur	19	4	21.05%	
	Chintamani	17	4	23.53%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
	T O T A L	67	14		20.90%

MARCH	Bagepalli	18	4	22.22%	
	Chikkaballapur	16	4	25.00%	
	Chintamani	17	4	23.53%	
	Siddhalaghatta	14	2	14.29%	
	etc.				
	T O T A L	65	14		21.54%