inter aide

Lancement et suivi de programmes concrets de développement

Program Manager's Handbook

Lessons learned from running the Child Health Program in Lilongwe District, Malawi

IMPORTANT NOTICE

These technical notes are distributed through the "Pratiques" network between the NGOs who have signed the "Inter Aide Charter" The aim of this network is to facilitate the exchange of ideas and methods between field teams working on development programs.

We would like to stress here that these technical notes are not prescriptive. Their purpose is not to "say what should be done" but to present experiences that have given positive results in the context in which they were carried out.

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Contents

1 How to use this document

As a Program Manager you are expected to oversee every aspect of the program – from human resources to finance and technical aspects. This document provides a guide for both new and experienced Program Managers. It contains advice, tips and resources on issues you are likely to encounter every day.

It's important to **remember this is just a *guide***. You are not required to follow every piece of advice here. You should adapt it to fit the circumstances of your program.

A few things to note:

- The advice here is intended for both local and expatriate Program Managers.
- In each chapter you will see references to other documents, templates and samples in the Annexes. The Annexes are provided as separate documents inside .zip files. You are free to edit, adapt and share any of the documents in the Annexes.
- The advice here is based on experiences at the Inter Aide Child Health Program in the central region of Malawi. You will see case studies and photos from this program throughout the document. The case studies were written by the Program Manager of that program.
- The terms Program Manager (PM) and Program Officer (PO) are used interchangeably. Program and Project are also used interchangeably.

2 The role of a Program Manager

2.1 Responsibilities

Compared to other NGOs, Inter Aide has particularly high expectations of Program Managers. Each Program Manager oversees one program, which is implemented independently of all other programs. It is unusual for Inter Aide to have a country office overseeing all programs within the country.

As a Program Manager you are fully responsible for **all** aspects of your program. This includes, but is not limited to:

- Technical design
- Implementation
- Monitoring & evaluation
- Financial management
- Human resources
- Administration
- Legal compliance

As you can see from this list, being a good Program Manager requires a lot more than sound technical skills. You also need good *general management* skills and *people management* skills.

If any part of your program (or any member of your team) is not performing as expected then it is **your** responsibility to fix that.

2.2 Making a two year plan

Inter Aide requires that all Program Managers stay in their position for at least two years. This is particularly important for expatriate Program Managers, as changing a Program Manager too often causes problems with continuity.

It is expected that after two years you will leave the program in a **better** position than you found it. If all Program Managers achieve this objective then the programs will be continuously improving.

Implementing improvements is not an easy task. Start as soon as you arrive – don't leave it until your last few months.

When receiving the handover from the previous Program Manager ask them what they think needs to be improved. Spend your first 1-2 months carefully observing each aspect of the program (technical, administrative, financial, human resources etc) to look for things that could be improved. Then prepare a plan listing the goals you hope to achieve within two years.

CASE STUDY TWO YEAR PLAN

When I arrived on the Child Health Program it took me a few months to understand how things worked. I spent a lot of time in the field and at the office watching how each member of the team did their tasks. I also spent a lot of time reviewing the program documents, including proposals and donor reports.

After a few months of learning I was able to identify three areas where I thought the program could be improved. My two year plan was to:

1. **Improve controls to reduce potential theft and misuse –** In my first month I did an audit of the entire office. I discovered several problems with fuel management, vehicle log books, and safety standards. My first goal was to fix all the control procedures at the office and in the field. It took 6 months to create and implement a new procedure manual and auditing process.
2. **Redesign the program based on real community needs** – In my first few months I also spent a lot of time watching program activities and reviewing results. The program had been running in the same format for the last few years. I decided that my second goal should be to do a new community needs assessment to make sure the activities were aligned with the needs. In total the needs assessment and program adjustment took 10 months, although there are constant improvements being made during implementation.
3. **Train a Malawian Program Manager to take over** – I noticed that the Program Coordinator had a lot of potential, so I decided that my third goal would be to train him to become a Program Manager. I worked with him to create a career development plan spanning two years. Each month I planned to hand over another task so that by the end of two years he would be running the program.

3 Team structure

People are the most important asset on your program. The quality of a program depends on the quality of the people implementing it. As the Program Manager you are responsible for making sure you have the right people in the right positions.

3.1 Cross cultural understanding

If you are an expatriate Program Manager then the first step in defining your team structure is to understand the culture you are working in. Different cultures have different expectations about how teams should function. In some cultures a flat structure works best, while other cultures prefer hierarchy. Talk to your national colleagues, or other expatriates who have been in country a long time, about their experience working with teams.

3.2 Organisational chart

The team structure should be defined in an organisational chart. If there is an existing chart then you should review it when you first start on the program. If there is no chart then you will need to create one.

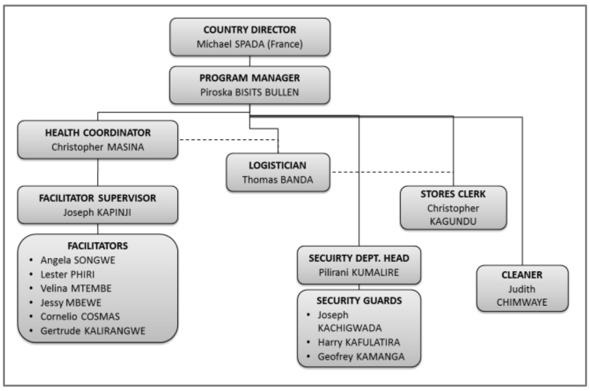
Make sure the reporting lines on your chart are clear. There should not be any dotted lines and each person should have only one boss. Only 2-3 people should report directly to you. Having lots of employees reporting directly to you will overload you and deprive others of the chance to learn leadership skills.

CASE STUDY REVIEWING AN ORGANISATIONAL CHART

One of my first tasks on the Child Health Program was to review the organisational chart. The original chart was unclear and a bit confusing. The Logistician and Stores Clerk appeared to report to me, and also to other people through dotted lines. There were too many people reporting directly to me, including the Cleaner and Security Guards.

The first thing I did was to remove the dotted lines. Then I divided the team into two sub-teams: technical and support. The technical team is responsible for all the program activities, while the support team covers office administration. Each sub-team has a team leader who is responsible for everyone else on their team. The team leaders report to me.

BEFORE



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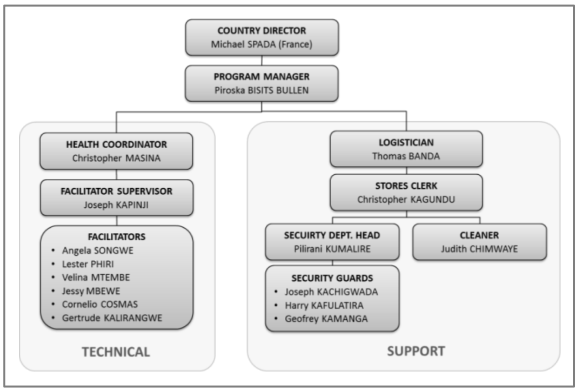


3.3 Job descriptions

Each position must have a job description that clearly defines their responsibilities. Without this it is impossible for an employee to know what they have to do. It also makes it difficult to give people feedback on their performance.

Employees should sign two copies of the job description – one for your file and one for them to keep.

RESOURCES
ANNEX C Sample Job Descriptions Includes job descriptions for a program coordinator, supervisor, M&E officer, field officer, logistician, office manager, stores clerk, security guard and cleaner.

3.4 Management team

A Program Manager should never make decisions alone – it leads to poor judgement, unhappy employees and (if you are an expatriate) cultural misunderstanding. You should select a small group of your staff to form a Management Team.

The size of the Management Team depends on your program, but around 3-6 people is normal. The team should include people with a diverse range of personalities and skills. Ideally both men and women should be included.

The Management Team should meet regularly to discuss the management of the project. If you need to make a decision or solve a problem you should first seek input from the Management Team. This doesn't mean that you will always decide the way they prefer – only that you should listen to their opinions before making a decision.

The Management Team should also help you with other aspects of program management, such as preparing budgets, developing workplans, communicating with staff and reviewing the accounting. This reduces your workload and also gives them an opportunity to develop management skills.

A Management Team meeting at the Child Health Program.

3.5 Delegation

Many Program Managers believe they are the only ones who can do a task properly. As a result they end up overworked, exhausted, and unable to find time for really important things (like supervision in the field). They also miss opportunities to teach new skills to other people. If you want to avoid this predicament then it's important to learn the art of delegating.

Delegating means asking someone on your team to complete a task, and making sure they have the skills and supervision to do it properly. Delegating does not mean you should give them the task and never think about it again. It also doesn't mean that you should micro-manage how they do it (if you plan to micro-manage then you might as well do the task yourself).

Even if you delegate a task you are still ultimately responsible for making sure it is done properly. So it's important to make sure the person you are delegating to has the necessary skills. If not then you will need to provide on-the-job training. It's also important to follow up on each task to make sure it has been completed properly.

Common tasks that should be delegated to other people include:

- Accounting
- Procurement
- Organising food / refreshments for meetings
- Making the security guard's schedule
- Managing the cleaner
- Creating daily / weekly / monthly activity schedules
- Delivering items in the field
- Managing the office stores
- Organising vehicle maintenance
- Data entry
- Printing and photocopying
- Filing

If you are still doing any of the tasks listed above make a plan for delegating them to someone else. As the Program Manager you should also encourage the team leaders / supervisors directly under you to delegate to people further down.

RESOURCES
ONLINE GUIDES [Manager Tools "Basics"] Manager Tools is a website that provides advice on how to manage teams. Manager Tools Basics is their most important podcasts covering one-on-one meetings, giving feedback, coaching and delegation.

3.6 Recruitment

Recruitment of new staff is one of the most important tasks you will do. Hiring good people is essential for having a good program.

When recruiting new staff it is important to use a rigorous process. General tips for recruitment include:

- Do not hire people just because you know them personally. Even if you know them well they may not be the best candidate. It may also appear to others as nepotism. All candidates should pass through the same process.

- Advertise the position internally first, then if there are no suitable candidates advertise externally. You should not take an internal candidate just because they are already working at Inter Aide – they should have all the required skills and experience to do the job well.

- Have at least three parts to the recruitment process:

  - **Written aptitude test** – this should test the reading, writing and arithmetic skills required for the position. For example, if field officers are required to calculate totals, percentages and averages for their reports then this should be included in the aptitude test.

  - **Oral interview** – this is your chance to interact with the candidate face-to-face. You can ask them about their past work experience and why the applied for this role. Also include some behavioural questions (e.g. If x happened, what would you do?).

  - **Practical test** – this should test the practical skills required for the position. It should be as close as possible to the real tasks they have to perform. For example, if field officers must convince people to build toilets then ask each candidate to spend 10 minutes convincing you to build a toilet.

- Use a panel of at least 3 people to judge the candidates. Listen to their opinions before making the final decision.

- Use a scoring sheet to assess each candidate. Share the total scores with all candidates for transparency. Allow the candidates who were not selected to get feedback on how they can improve next time.

RESOURCES
ANNEX D Sample Recruitment Tests Sample aptitude and practical tests for a field supervisor. A candidate assessment form is also included.

3.7 Communication

Communication should flow freely within your team, but should go through the right channels. If an employee has a concern they should first raise it with their immediate supervisor, who should then deal with the issue. This prevents you from being overloaded with many issues that could be resolved by others.

However, if an employee feels their concerns are not being heard by their supervisor you should encourage them to raise issues with you directly. You can assist with this by having regular one-on-one discussions with each employee. Leaving your door open when you are in the office also makes it easier for employees to approach you.

3.8 Transparency

Transparency means sharing information with the team, rather than keeping that information to yourself. You should try to share as much as possible with the team. There may be some things you can only share with the Management Team. Other things you can share with the whole team. A few very sensitive things you will need to keep to yourself.

Being transparent allows employees to understand why things are the way they are. It helps to prevent or dispel rumours, and can make it easier for employees to accept changes.

A transparent Program Manager will:

- Share the program budget with the Management Team every month, and with the whole team every year (excluding salaries).
- Share the accounting general ledger with the Management Team every month, and with the whole team every year (excluding salaries).
- Explain how and why decisions are made, and who made them.
- Be honest about the benefits that a Program Manager gets, particularly for expatriate Program Managers (e.g. the use of the car, flights home, etc).
- Explain how salaries are set, even if you don't share the exact salaries. For example, are they set by head office? Are they set by you? Are there salary bands you must adhere to?
- Describe where the money for the program comes from, and explain how this program was selected for funding.

4 Keeping things organised

As the Program Manager you are responsible for the organisation of the office. With so many tasks to be done this can sometimes be challenging. Getting things in order will make your life much easier.

4.1 Procedure manual

The first step to getting organised is to make a procedure manual. A procedure manual describes how each task should be done – everything from applying for leave through to purchasing fuel.

Delegating and giving feedback is much easier when you have clear instructions for everything. Without a written manual it is difficult for employees to know what to do, since the "rules" can change any time. There are three types of procedures that can go into a manual:

- **General procedures** – like how to apply for annual leave, in what circumstances the office can provide meals, who gets airtime, etc.

- **Support procedures** – how procurement is managed, how the stores are kept, how the security department should record visitors, accounting etc.

- **Technical procedures** – how activities are planned, how reports are completed, etc.

All employees should be involved in the development of the procedure manual. They often have very good suggestions for procedures, and being involved will help them understand why each procedure is there.

All employees should receive a copy of the final procedures. You should set a regular timeframe for them to be updated (e.g. every 6 or 12 months).

CASE STUDY DEVELOPING A PROCEDURE MANUAL

Initially the Child Health Program did not have clear procedures or standard ways of performing tasks, so employees were not always certain if they had done the right thing (or the wrong thing).

To fix this I decided to create a procedure manual with the team. We called everyone to the office for a one week workshop. I explained why we needed procedures, and the whole team agreed. They also found the lack of procedures frustrating.

We started by discussing the general procedures. These were things that applied to everyone, such as working hours, leave, allowances, health and safety, etc. There was a lot of debate on each topic, but eventually we agreed on standards that everyone could follow.

Then we divided the team into two sub-teams – technical and support. The technical team wrote procedures for activity planning, implementation and reporting. The support team wrote procedures for their tasks, including vehicle maintenance, stores, fuel and cleaning.

At the end of the workshop we reviewed all the procedures together. I typed them up and printed a copy for each team member. At first it was difficult to make sure we were all following the procedures, but over time we got used to it. Everything now runs smoothly.

RESOURCES

ANNEX A Sample Procedure Manual

The full procedure manual from the Child Health Program including general, support and technical procedures.

4.2 Forms

Each procedure will need associated forms. For example, if your procedures state that all deliveries should have a signed delivery form then you will need to create the delivery form. The final procedure manual should be accompanied by the full set of forms.

Procedures can only be followed if the forms are always available. Make one person (e.g. Stores Clerk, Office Manager) responsible to keep photocopies of the forms available at all times. They should be filed in labelled folders or draws in a common area where everyone can access them.

Form storage at the Child Health Program office

RESOURCES

ANNEX B Sample Forms

All the forms used to implement the procedures in ANNEX A.

4.3 Auditing

Auditing is how you make sure the procedures are being implemented. Throughout this guide you will see references to many different types of audits to check difference procedures (e.g. receipt audits, delivery audits, data collection audits, office audits, etc).

As a Program Manager you are responsible for auditing the procedures regularly. In some cases this means doing the auditing directly. In other cases you can delegate the auditing to someone else and review their reports.

Tips for effective auditing:

- Auditing is something that is easy to put off when you're busy. Prepare an audit schedule and stick to it.
- Auditing should be a routine activity. Do audits even when things are going well, not just when you suspect there is a problem.
- Use an audit form that lists each procedure you plan to check.
- Make sure you collect all the relevant information and evidence. If necessary use a camera to take photos.
- Be respectful to the individual being audited. Give them an opportunity to explain any unusual findings.
- Produce a written audit report for the Management Team with evidence to support the final result. Do not present audit results verbally without evidence.

RESOURCES
ANNEX B Sample Forms ➔ Full Audit Form ➔ Weekly Audit ➔ Audit Report – Delivery ➔ Audit Report – Receipt ➔ Audit Report – Data Collection

4.4 Task board

There are many tasks that need to be done on a project. If you have successfully delegated tasks to other people then it's important to know where the tasks are up to.

One way to keep track of tasks is with a task board. The team leader / supervisor can be responsible to list all the tasks that their team is completing, who is responsible for the task, and the deadline. When the task has been completed it is rubbed off, so you can see it is done. You can review the task board with the team leaders daily or weekly to know where things are up to.

The task board at the Child Health Program office

4.5 Filing

Hard copies

Programs generate a large amount of paperwork. Keeping this paperwork organised is important, otherwise the Program Manager that comes after you won't be able to find anything.

If you have delegated a task to someone then they should be responsible for keeping the files. For example, if the logistician pays the insurance then make them responsible for keeping the insurance files. Do not hoard all the files in your office.

Help your team to develop good filing skills before you give them files to keep. One way of doing this is regular filing audits where you ask them for a particular file and then time how long it takes them to find it in their office.

Soft copies

If you have the internet you should consider using a file sharing service like Dropbox or Google Docs to store soft copies. These services automatically back up your files. You can share the folders with head office rather than sending dozens of email attachments (particularly for Diame). It also makes sharing the files with the next Program Manager easier.

If some of your team members use computers make sure their files are backed up regularly.

5 Staff motivation and development

Having a team that is motivated and constantly learning will improve the quality of your program. There are many different ways to motivate employees. Here are just a few.

5.1 Salaries

If you are an expatriate Program Manager then chances are you joined Inter Aide to make a positive difference in the world. Having the highest possible salary is not your major concern (if it is then you should probably be in another industry).

While many local employees also want to make a positive difference, their primary concern has to be providing for their family. If another job was available with a higher salary they would take it. This makes the salary an important factor in motivation.

When setting salaries you should make the process transparent for staff, even if you don't share the specific salaries. Explain clearly who sets the salaries and if you will be considering the following issues (or not):

- Tasks performed
- Quality of work
- Salary bands from headquarters
- Years of experience
- Years working at Inter Aide
- Formal qualifications
- Inflation rate (for increments)

While the salary is important, Inter Aide salaries are usually lower than for other international NGOs. So it's very important to consider other ways to motivate and retain your talented staff.

5.2 Performance bonuses

Bonuses can be paid every 6 or 12 months. The can be based on performance or a fixed amount. Performance-based bonuses are particularly useful because they give you an opportunity to provide clear incentives for staff to improve.

The employee's direct team leader / supervisor should have as much input as possible into the bonus that is given to their subordinates. It should not be decided solely by you. For example, if the cleaner reports to the logistician then the logistician should be involved in deciding the cleaner's bonus, based on their performance review (see the next section).

The bonus for a team leader / supervisor should be based on the performance of their entire team, not just their own performance. This makes them fully responsible for the performance of their team.

5.3 Allowing employees to make decisions

Employees who have control over decisions regarding their day-to-day tasks have higher motivation than employees who are just told what to do.

Being able to make decisions independently can be very rewarding for employees. While this is not possible all the time, in many cases it can be. This is particularly true for things that are part of their daily tasks (e.g. what to have for lunch during trainings, what order to do activities in, etc).

Wherever possible allow the person affected by the decision to make the decision. When this is not possible explain why.

CASE STUDY DECIDING WHAT TO HAVE FOR LUNCH

On the Child Health Program there is a team of eight field facilitators. Each facilitator is responsible for organising community activities, including training for village health committees.

Originally the Program Manager decided what participants would have for lunch, and it was the same at all trainings. A soft drink and bread as a snack, with rice and chicken for lunch. This approach frustrated the facilitators. Some participants wanted other types of food, like beef or biscuits. Other facilitators had their training delayed when the office wasn't able to deliver the food on time. Some were unhappy with the quality of food delivered.

I wasn't sure how to fix these problems myself, so I decided it would be better if the facilitators chose the lunch for their own training. Each facilitator was given a maximum budget based on the number of participants. They prepared a detailed list showing exactly what they wanted to buy, the cost, and which shops in their area it could be purchased from. The supervisor made the purchases with each facilitator to make sure cash was not misused.

Allowing staff to decide lunch may seem like a trivial thing, but it has many benefits. The facilitators were happy to provide a lunch that their participants enjoyed. They learnt how to make a budget, and they negotiated strongly with the suppliers to lower their prices. Most importantly, they were more motivated to run the training because they had more control over decision making.

5.4 Career development plans

Most employees have idea of what they would like to achieve in their careers. For some it may be a promotion within Inter Aide. For others it could be finishing their school certificate or starting a business. For many employees these ideas remain just that – ideas. Helping employees take concrete steps towards their dream (no matter how small the steps are) can be very motivating.

Making career plans can also help you to anticipate or control changes in positions, as well as avoiding the unexpected departure of an employee.

You should start by having a one-on-one discussion with each employee, including their team leader / supervisor to discuss their career plan. Make it clear that the career plan is the employee's plan. Inter Aide can't guarantee it will come true, but you will try to help where possible.

Ask the employee to set a 1 year, 5 year and 10 year goal. Help them to write the steps they would need to do to achieve this goal.

Consider if there are any steps you can help with. For example, if a security guard wants to become a field officer then you could allow them to come and see field activities. If there are parts that other employees could help with, then ask them to help. For example, if one employee knows how to use a computer they could teach others who want to learn.

Review the career plans with each employee every 6 months to see the progress that has been made.

CASE STUDY MAKING CAREER PLANS HAPPEN

Helping employees with their career plan**s** is one of the most **valuable** things you can do as a Program Manager. I started the process by organising one-on-one meetings with each employee to discuss their careers. I asked what education they had completed, what experience they had, and where they hoped to be in 1 year, 5 years and 10 years from now.

Some of them wanted to progress further with Inter Aide, others wanted to move into a different field, or setup a business. I asked them to write down the steps required to achieve their goals, and what they planned to do about it. Then I had a look to see if there was anything I, Inter Aide or another staff member could help with.

Over two years most of the employees were able to make progress on their careers. This made a huge contribution to team morale, and also improved the quality of activities. Some of the most notable achievements were:

- The Health Coordinator wanted to become a Program Manager. Over a two year period I was able to train him on program management skills. I handed over one new task every month until he was running the program.
- The Field Supervisor wanted to become the Health Coordinator, so the Health Coordinator trained him on the role. This provided an opportunity for one of the Field Facilitators to become a supervisor.
- The Stores Clerk wanted to get more skills in administration. He had never used a computer before, but in 6 months I was able to teach him how to do the accounting on Diame. He also learnt how to do the insurance, tax, and filing. I created a new position for him as an Office Manager. The Stores Clerk trained one of the Security Guards to take over his position.
- Several employees wanted to learn how to drive. The Logistician applied for an instructor's license and taught them in his spare time. He eventually setup a driving school.
- Many employees wanted to complete their schooling. Inter Aide wasn't able to support this, but we managed to gather enough donations and contributions to hire a tutor from the local high school. They are now doing evening classes to finish high school. Once they graduate many of them want to apply to study nursing or teaching.

RESOURCES

ANNEX B Sample Forms

➔ Career Development Plan

5.5 Training

Training is closely linked to career plans. It allows employees to develop new skills, which means they can take on new tasks and opportunities.

The most common type of training is on-the-job training. This is training that you provide to someone while they are working. For example, if you are teaching someone accounting then you may go through all the accounting with them one month. The next month they can take over the simple tasks, after that the more complex ones, until they have mastered it.

Sometimes it might be possible to enrol employees in a formal course. This can be particularly useful for specific technical skills, such as computer skills or mechanic skills. In these cases you may want to sign an agreement with the employee that if they leave the organisation within a specified time they will have to repay the costs of the training.

Harry was a Security Guard at the Child Health Program. His career plan was to become a motorbike mechanic. Inter Aide paid for him to complete a mechanic apprenticeship in his spare time. He now services all the motorbikes, saving a lot of money.

5.6 Competitions and prizes

Another way to motivate staff is through competitions with prizes. For example, you could have a competition to see which field officer can convince the largest number of households to build toilets. Or you could have a competition to see which team can do the best on the next audit.

When creating a competition there are a few things to consider:

- Avoid cash prizes. Purchase gift vouchers instead, or ask everyone to agree on the prize together.
- Prizes should be big enough to be interesting, but not so large that they overshadow an employee's salary.
- Be careful that the competition doesn't distract people from other activities, or put too much focus in one area.
- The rules and scoring must be very transparent. Develop them together with the group.

5.7 Team building activities and trips

A final way to motivate your team is to organise team building activities or trips. For example, if some members of the team are not working well together you could set them a difficult task to do as a group (e.g. climb a mountain, canoe on a river, etc).

Annual trips of 2-3 days are also very popular, but should be treated with caution. The trip should not be viewed as a holiday, since this is using program funds on personal enjoyment. If employees want to take a holiday they should make personal contributions to do this. The same applies to parties.

If you want to use program funds to take an annual trip then it should be for a particular purpose, such as the annual review or an exchange visit. Most of the time should be spent working, with some time allocated for specific team building activities.

6 Performance management

There will be times when employees need specific feedback to improve. You may even need to use disciplinary measures for difficult cases. This chapter provide advice on how to give employees feedback, and what to do if they don't listen.

6.1 Giving feedback

As a Program Manager you should give regular feedback to everyone on the team. You should also encourage the team leaders / supervisors to give feedback to the people under them.

Feedback should be both positive and negative. It should be given as soon as possible after the activity or task has been completed. Don't wait until the formal performance review.

The most important thing to remember is that feedback should always be related to **specific behaviours**. After receiving the feedback an employee should know exactly what they need to improve next time. You should also give them a chance to respond or explain. Where the employee has broken a procedure you should identify this.

Below are examples of good and bad styles of feedback.

BAD FEEDBACK	GOOD FEEDBACK
Stop being so rude.	*When you play with your phone during meetings it can appear as though you are not respecting the person who is speaking. Next time please turn your phone off before the meeting starts.*
Your field reports are always late. You are lazy and show a lack of seriousness.	*We have not yet received your field report for July. According to the procedure manual it should be submitted by the end of the month. It is now two weeks late. Submitting your report late can make it appear as though you are not taking your job seriously. Next time please submit it on time.*
You are very friendly. Keep it up.	*I like the way you encouraged the participants to ask questions during the meeting. You also did a good job introducing yourself and addressing everyone by name. Please keep doing this in your next sessions.*

RESOURCES
ONLINE GUIDES Manager Tools "Basics" Manager Tools is a website that provides advice on how to manage teams. Manager Tools Basics is their most important podcasts covering one-on-one meetings, giving feedback, coaching and delegation.

6.2 Using checklists

Checklists are one tool you can use to verify if a task has been done correctly. They help you give specific feedback to employees on how to improve. They can also be used as one part of an audit.

A good checklist has **specific behaviours** that you can observe. It should not include subjective or emotional statements. See the examples below.

BAD CRITERIA	GOOD CRITERIA
Has the fuel been managed properly?	*Is there a fuel registry?* *Is every line in the registry complete?* *Does the fuel listed as OUT in the fuel registry match the fuel listed as IN on the vehicle logbook?*
Is the field officer organised?	*Do they have the flipcharts and markers ready?* *Do they follow the planned agenda?* *Do they start and finish each session on time?*
Are the security guards alert?	*Is there a daily security form?* *Have all columns in the form been completed, including time left, time returned, driver, mileage and goods carried?* *Do the entries in the daily security form match those in the stores registry and vehicle log books?*

Checklists can have a scoring system, or they can just be yes/no answers with comments. Once you have created your form start by doing it very frequently. As the individual improves you can reduce the frequency.

Do the checklist together with the team leader or supervisor responsible. As time progresses the team leader should start doing it by themselves and providing you with the reports. You should still do it yourself occasionally to make sure everything is going well.

RESOURCES
ONLINE GUIDES How to write a supervision checklist

6.3 Performance reviews

Performance reviews provide formal feedback to employees. Performance reviews should be done every 6 months. Every 12 months is too long to give meaningful feedback.

The team leader / supervisor should have as much input as possible into the review that is given to their subordinates. It should not be done solely by the Program Manager.

Subordinates should be given the opportunity to review their supervisor either verbally, or using an anonymous form. This includes reviewing you as the Program Manager. The team leader / supervisor's review should be based on the performance of their entire team, not just their own performance. It should also consider the feedback that their subordinates have given on them.

If you have two teams (e.g. technical and support) they should be given the opportunity to review each other for collaboration.

The results of each employee's performance review should be recorded in writing and kept in their file. The specific behaviours to improve should be clearly explained. When the next performance review is done you should compare to the previous one to see if those behaviours have improved.

RESOURCES
ANNEX E Sample Performance Review Forms Includes forms that can be used to review subordinates, supervisors and colleagues. A form for calculating a performance bonus is also included.

6.4 Warnings & Dismissal

Sometimes an employee will commit a serious offence that requires more than just verbal feedback. In this case a written warning, or even dismissal, may be appropriate. **You should always remain calm and professional**. **Do not shout or use offensive language.**

Points to consider when giving a **warning**:

- An employee should only receive a written warning for misconduct. Misconduct is defined in the Terms & Conditions of Service.

- Before writing a warning you should discuss the issue with the employee and their direct supervisor. If you are unsure about whether to give a warning then consider discussing the issue with your Management Team to get different perspectives.

- The warning letter should include:

    - The type of misconduct, with a reference to the relevant section in the Terms & Conditions of Service.
    - The date the misconduct occurred.
    - The evidence you have to show the misconduct occurred.
    - A statement that if they receive three warning letters they will be immediately dismissed.

- For more serious offenses you can also suspend an employee without pay for a defined period of time.

- The warning letter should be signed by you, the employee and their direct supervisor. Make sure their supervisor is present to witness the whole discussion.

- Keep a record of all employee warnings. You can make a warning expire after some time if the employee demonstrates a big improvement in their behaviour.

- Some teams prefer to have warnings displayed publically. Discuss this option with your Management Team.

Points to consider when **dismissing** an employee:

- An employee should only be dismissed on the third warning. They can also be dismissed immediately (without warnings) for serious misconduct, such as theft. The definition of serious misconduct is in the Terms & Conditions of Service.

- The dismissal letter should include:
    - The types of misconduct committed and how many times they were committed, with reference to the previous warning letters.
    - The dates the misconduct occurred.
    - The evidence you have to show the misconduct occurred.
    - That as a result of the misconduct the employee is dismissed, effective immediately.
    - Any details about pension funds or termination benefits.

- The dismissal letter should be signed by you, the employee and their direct supervisor. Make sure their supervisor is present to witness the whole discussion.

- Keep a copy of the dismissal letter, any previous warning letters or other evidence. You may need these if the employee decides to lodge a complaint with the labour office.

- Pay any remaining salary or leave days for the employee, and make sure they sign a receipt.

- Do not allow the employee to serve a notice period. They should leave the office immediately after receiving the dismissal letter. If necessary ask a security guard to escort them out. Once they have left they should be treated as a visitor if they return to the office.

- Make an announcement to all staff explaining the employee's dismissal.

RESOURCES
ANNEX B Sample Forms
➔ Warning Record
ANNEX F Sample Warning and Dismissal Letters

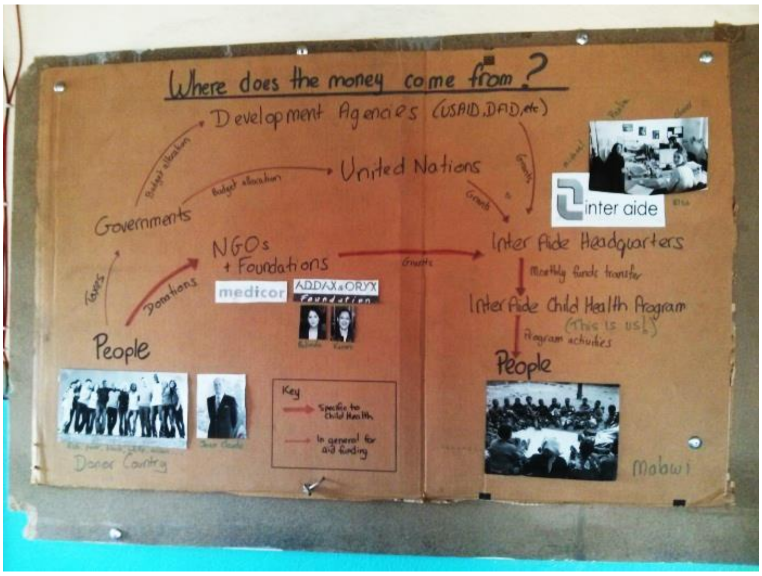
7 Money

7.1 Where does the money come from?

For your team to manage money well they need to know where it comes from. There are often misconceptions about this. Some people believe it only comes from rich people, while others believe that donors have large piles of extra cash which would otherwise go unspent. These types of misconceptions make it easier for people to justify the misuse of funds.

Explain to your team which donors fund the project. Then work backwards to show where the donor money actually comes from. In the end, almost all donor money comes from people in other countries who contribute through donations or taxes.

Ask your team how they would feel if they donated their own money to people in other countries. What types of things would they be happy to have it spent on? What would make them unhappy?



A board explaining where the money for the Child Health Program comes from

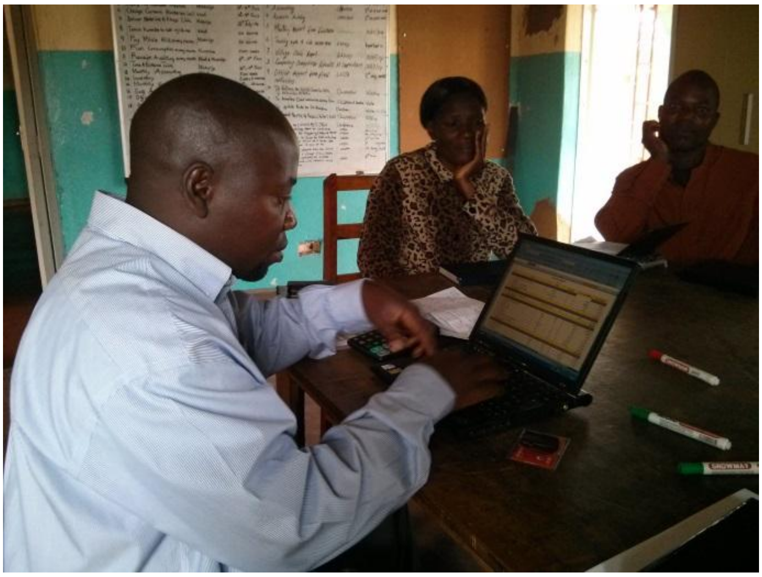
RESOURCES
ONLINE GUIDES
[Where does the money come from?]()

7.2 Budgeting with the team

Each month you should prepare a detailed budget with your Management Team. It is essential that the Management Team is involved in the budgeting process. This allows them to know how much money is available, and for what. Don't hide difficult decisions from them. For example, if the budget needs to be reduced then ask what they think should be cut.

Once you have finished the budget you can use it to complete your funds request to head office. You should also print a copy of the budget for everyone on the Management Team so they know what they can purchase during the month.

Wherever possible include employees outside the Management Team in budgeting too. This will help them develop budgeting skills, and they will have a better understanding of the decisions you have to make. For example, field officers can prepare their own budgets for training materials or food. Give them a fixed budget and allow them to decide how much of each item should be purchased. They will soon realise that to increase one item will require them to decrease another one.



The Management Team prepare the monthly budget for the Child Health Program

7.3 Accounting

Do not do the accounting yourself. It is a waste of your time and misses an opportunity to train others. Find someone on the team (e.g. Stores Clerk, Office Manager, Logistician) and train them how to do it. You may need to start by teaching them basic computer skills if they have never used a computer.

Even if you delegate the accounting to someone else you are still ultimately responsible for it. You should review the accounting each month to make sure there are no mistakes before signing it.

CASE STUDY DELEGATING ACCOUNTING

When I joined Inter Aide, Christopher was a Stores Clerk on the Child Health Program. He had been working at Inter Aide for 9 years, always in the same position. In his career plan he said he wanted to learn administration skills.

Christopher had never used a computer before, and was eager to learn. I stared by teaching him basic computer skills. Once he was able to turn on the computer and type we moved onto the accounting.

In the first month I asked him to sort the receipts in the order shown on the general ledger. Once he had mastered the sorting I then showed him how to enter each receipt into the record book and assign it to an account. He entered the receipts for several months. Each month I would check every receipt and tell him what needed correcting. I also wrote a set of instructions as a teaching aid.

I left the bank account, salaries, pension, and taxes to last, since they were the most difficult. It took six months of training, but eventually he was able to do the entire accounting process by himself. Now he just brings me the package to review before it is delivered, leaving me with a lot more time for other tasks. I promoted him to the position of Office Manager in recognition of his new responsibilities.

7.4 Cash boxes & procurement

Do not do all the procurement yourself. It might seem like the best way to prevent funds from being misused, but as long as procurement is controlled properly (including auditing) then the risk of cash being stolen is minimised.

Tips for managing procurement:

- Most procurement should be done by the Logistician, but other people (e.g. Program Coordinator) may also need to purchase items. Anyone who does procurement should be setup with a physical cash box and a record book in DIAME.

- Specify the maximum amount of cash that each person can carry in the procedures. Also describe what will happen if money is lost or stolen.

- Cash should go from the bank account into the Program Manager's cash box. When another person needs to purchase something they should submit a written funds request to you. The funds request specifies what they plan to buy and the price.

- You should check the funds request against the monthly budget before approving it. Once it is approved you can transfer the cash from your cash box to theirs. Specify what they should do if the item ends up being more expensive than in their request.

- Each employee with a cash box should keep a record showing all the cash that went in and out. At the end of the month (or more frequently if necessary) you should check all the receipts and the real amount of cash against the record.

It is easier to control procurement if you have a list of pre-qualified suppliers. That way you know what the price will be for budgeting, and you only need to go to a small number of stores for auditing. To pre-qualify suppliers:

1. Write a list of items that you normally buy in different categories (stationary, spare parts, fuel, etc).
2. Get quotations from a range of different shops in each category.
3. Compare the price, quality, range, receipt quality and returns policy for the shops. Select the best 1 or 2 in each category. Negotiate with those shops for bulk discounts if possible.
4. Write up the list of pre-qualified suppliers. All procurement should be done at these suppliers.
5. After 6-12 months repeat the process again.

RESOURCES

ANNEX B Sample Forms

- ➔ Cash Box Record
- ➔ Funds Requisition Form
- ➔ Quotation Form

7.5 Receipt auditing

There are four common ways that employees can steal money from the project:

- Direct theft of cash
- Creating fake receipts
- Inflating the prices and receiving a kick-back from the supplier
- Altering the receipt so that it appears to be for a larger amount

To make sure that funds have not been misused it is essential to do receipt auditing each month. Initially this can be done by you, but eventually it should be taken over by someone who does not have a cash box (e.g. Stores Clerk), although you should continue to do it periodically.

Receipt auditing steps:

1. At the end of the month randomly choose a few receipts from each cash box.
2. Visit the shop or supplier for each receipt in person (do not call) to make sure they exist.
3. Check that the price is correct, and had not been inflated.
4. Check that the shop owner has a duplicate of the receipt, and that the details match the copy of the receipt that you have.
5. Check that the correct items were received at the office. For example, if 5 bags of cement were purchased then the Stores Clerk should have recorded 5 bags of cement at the office.
6. Write a report and share it with the Management Team.

There are many suppliers who don't have receipts (e.g. market stalls, minibuses). You should create a duplicate receipt book for these types of suppliers. Give the duplicate to the supplier to allow the receipt to be audited at the end of the month.

RESOURCES

ANNEX B Sample Forms

➔ Audit Report - Receipt

➔ Acknowledgment of Receipt (can be used to print duplicate books)

ONLINE GUIDES

How to (try to) stop fraud on your project

7.6 Allowances

It is important to minimise the use of cash allowances with staff and partners, especially government partners. Cash allowances can distort how people behave (e.g. only attending meetings when there is an allowance). They are also open to fraud and misuse.

In general you should:

- Purchase food, transport and accommodation directly whenever possible.

- If you must pay in cash then reimburse the actual cost after seeing the receipt.

- If it is not possible to reimburse the cost based on a receipt then set the allowance based on a survey of costs in different locations (e.g. survey the meal costs at different restaurants before deciding what the meal allowance is).

- Use the same allowances for everyone and make them publicly available in an official policy.

- Clearly explain your allowances policy for staff in the procedures. Your allowances policy for partners should be described in the Memorandum of Understanding.

RESOURCES
ONLINE GUIDES 7 things you can do to help stop per diem abuse

7.7 Paying salaries

It is essential to pay salaries on time, and correctly. Do not make mistakes with salaries or you will quickly lose employee trust.

There are three ways to pay salaries:

1. **Cash** – this should only be used when no other option is available. Cash can easily be stolen and is more difficult to audit.

2. **Cheque** – you can write a cheque for each employee. It can be an open cheque if they don't have a bank account, or a closed cheque which they can deposit into their account. Cheques are more difficult to steal and easier to audit.

3. **Transfer** – if your employees have bank accounts then this is the easiest option. Many banks allow direct transfers from the project account to employee accounts. If your employees don't have bank accounts you could help them to set one up with a regular bank or microfinance bank. This can also provide additional benefits, such as allowing them to save money or take bank loans.

When paying salaries you should always give the employee a signed payslip.

7.8 Advances and loans

Employees will often ask for advances on their salary, or loans from the project. You must have a clear policy on this in the procedure manual.

Advances and loans should not be taken for granted. It is possible to not have any advances or loans on a project. Alternatives are to setup an employee loans committee where they contribute money to a central pool. Another option is to encourage employees to setup bank accounts at banks which will provide loans.

CASE STUDY LOAN ALTERNATIVES

Employees in developing countries often have limited access to capital, as well as a large family to support on a single income. To help manage these financial challenges employees on the Child Health Program regularly asked for advances and loans on their salaries. While this helped them meet their daily needs, it caused a lot of extra administration work and cash flow problems for the project.

I decided that we needed to find a better solution, so I stopped all advances and loans except in serious emergencies (e.g. the hospitalisation of a child or spouse). This was not a popular decision, but eventually the employees focussed their attention on other ways to get loans.

The first thing they did was to setup an employee loans committee. Each employee who was part of the committee contributed some of their salary at the end of the month. They were then able to borrow from the pool of money. I also contributed part of my salary to the pool.

We also decided it would be good if every employee opened a bank account. Previously all employees had been paid in cash, but this was risky. Everyone opened an account, and after a few months the bank was willing to give them loans. The loans they could get at the bank were much larger than the loans from the committee or the project, and the repayments were automatically deducted from their account. In the end they were happy to have this new system.

8 General Administration

8.1 Legal compliance

You are responsible to make sure your project is legally compliant. Make sure you find and read the legislation on:

- **Labour Law** – this is often available on the International Labour Organisation (ILO) website
- **Workplace Safety** – this is often available on the ILO website
- **Tax**
- **NGO / project registration**
- **Insurance**

8.2 Health and safety

You are responsible to make sure your employees are safe at all times. Your procedure manual should have instructions for what to do if an employee thinks something is unsafe, or gets injured at work.

You should also create a risk register listing each risk on your program, the likelihood and severity of the risk, and how it has been controlled. All employees should be covered by workers compensation insurance in case they are injured.

Common safety measures that are required at all projects are shown below.

COMMON SAFETY MEASURES	
	A fire extinguisher that is serviced regularly and easily accessible. Staff should be trained in its use.
	A bucket of sand for cleaning up fuel spills (if you have a fuel store).

COMMON SAFETY MEASURES	
	A first aid kit in the office.
	A first aid kit in the car.
	Helmets, gloves and boots for motorbike riders.
	A seatbelt policy for the car. Speed and passenger limits for the car and motorbikes. Rules on driving at night.

Additional measures might be needed on your project, depending on what you are doing.

You will also need to identify a health centre or hospital that can provide healthcare provide for your staff. If the program pays for staff healthcare then make sure the employees sign for the drugs and services they receive to make sure you aren't over charged.

RESOURCES
ANNEX B Sample Forms ➔ Risk Register Template

8.3 Stores management

All office supplies should be kept in a locked room (stores room) to prevent theft. There should be a stores registry for tracking everything that goes in and out of the stores room. One person (e.g. Stores Clerk or Logistician) should be designated to manage the registry and keep the keys for the stores.

The stores should be audited regularly. To do this:

1. Take the stores registry
2. Randomly choose some items
3. Ask the Stores Clerk to find the items in the stores
4. Count how many there are and compare the number to the balance on the registry
5. Review who has been taking the items to confirm they have been used properly
6. Write a report

The Stores Clerk checks the real balance of markers to compare with what is written in the stores registry.

DOCUMENT
ANNEX B Sample Forms ➔ Stores Registry ➔ Weekly Audit

8.4 Deliveries in the field

Most programs require deliveries to community members or other people in the field. For example, seeds may be delivered to farmers, bed nets could be delivered to a Health Centre, or training participants may receive soft drinks.

These types of deliveries need to be managed carefully to avoid theft or misuse of the items. However, there is no need for you to do the deliveries yourself. You can delegate them to others as long as there are proper controls in place.

Prepare a delivery receipt where recipients can sign to confirm they received the item. If possible the person doing the deliveries should have a camera. They can take a photo of each person with the item they received. The photo ID number should be written on the receipt.

Conduct regular audits of deliveries in the field. To do this:

1. Take the delivery receipt (or participant list if it is food for a meeting).
2. Randomly choose people.
3. Visit them in person to ask if they received the item (bed net, food, etc). If it is a physical item ask to see it.
4. If a photo was taken during the delivery check that the person you are visiting is the same person who received the item.
5. Write a report.

A delivery verification photo from the Child Health Program. The photo shows the facilitator (right) giving the beneficiary (left) a safe delivery kit. The details on the camera showed that this photo (ID# 353) was taken at 9:15am on 26th November 2013.

DOCUMENT
ANNEX B Sample Forms ➔ Delivery Receipt ➔ Beneficiary Delivery Receipt ➔ Audit Report - Delivery

8.5 Security

Most offices will have security guards. Security guards should have clear procedures for recording anything that comes in or out of the office – that includes staff, visitors, vehicles and supplies. They should also have emergency procedures explaining what to do if there is a robbery or physical threat.

Managing a 24 hour schedule for security guards can be time consuming. You should delegate this task to someone else, such as the Logistician, Stores Clerk or a head Security Guard.

Making sure security guards remain on duty is difficult, especially at night. You will need to conduct random audits outside office hours to make sure they are there.

Another option for improving security is to install a security camera. This will allow you to monitor the presence of the guards outside office hours. It can also provide crucial evidence after a robbery. There are battery powered cameras available for offices that do not have electricity, including some with night vision.

A battery powered security camera with night vision and motion sensor at the Child Health Program (Model: Swann OutbackCam). Two photos from the security camera are also shown, one during the day and one at night.

RESOURCES

ANNEX B Sample Forms

- ➔ Security Department Schedule
- ➔ Timesheet
- ➔ Visitors Book
- ➔ Daily Security Form – Day & Night
- ➔ Weekly Audit

8.6 Vehicles & maintenance

Cars and motorbikes are very expensive. Their use needs to be carefully controlled. Each vehicle should have a log book where the driver records the details of each trip. These log books should be audited regularly.

It is important to keep vehicles in good condition. You should have standard procedures for regular servicing, including how often they should be serviced and what should be done during the service. Each vehicle is different, so you should ask a qualified mechanic for advice on this.

All maintenance should be recorded in a maintenance log book, including any spares, oil or fuel that was used. Old spares should be returned to the stores rather than left with the mechanic. Allowing the mechanic to keep old spares increases the likelihood that they may replace things unnecessarily in order to keep the parts.

RESOURCES
ANNEX B Sample Forms ➔ Vehicle Log Book ➔ Vehicle Maintenance Log Book ➔ Weekly Audit

8.7 Fuel

Fuel is one of the most common items to be stolen or misused. When you need to purchase fuel send at least two people together to reduce the risk of fraud.

Keep the minimum amount of fuel at the office. Only one person should be responsible for giving the fuel (e.g. Stores Clerk). They should keep a fuel registry recording all fuel in and out of the stores. The vehicle log books and fuel registry should be compared regularly to check that they match.

The real balance of fuel should be compared to the registry frequently. Use a calibrated dip stick with dipping paste to measure the level of fuel in a drum. Water finding paste can also be used to check if someone has added water to the fuel.

A fuel dipstick with water finding paste (left). After dipping the stick in water the paste turns pink (right). This can be used to check if water has been added to fuel drums.

Storing fuel at the office can be dangerous. The following safety precautions reduce the risk:

- The fuel storage room must have ventilation and should be free from any non-fuel supplies. It should not have a light, or any other sources of ignition. There must not be any smoking or cooking within 10 meters.
- Diesel and petrol should be kept in separate color coded drums.
- A bucket of sand and a fire extinguisher should be easily accessible at all times. If there is a fuel spill, cover it with sand to soak it up and then bury the sand in a garbage pit away from houses and vegetation. If there is a fire, both the sand and fire extinguisher can be used to put it out.
- Any person who handles fuel regularly should wear gloves and closed shoes.

- Drums should always be closed tightly to avoid evaporation. If they have not been opened for 2 days they should be opened and closed for a few seconds to release the pressure build up and reduce the risk of explosion.

- Pump the petrol first and then the diesel. If diesel is pumped followed by petrol then the pump and bucket must be cleaned in between because the diesel can degrade the petrol.

- Do not fill the vehicle in the fuel room. Ensure the vehicle is turned off before filling.

Monitoring the fuel consumption of each vehicle is essential for preventing misuse. Take each vehicle for a test drive to measure the standard fuel consumption. At the end of each month calculate the consumption and compare it to the standard. If more fuel is being used than expected then you will need to investigate. Fuel consumption calculations can be delegated to someone else (e.g. Stores Clerk, Logistician) as long as you review and check the calculations.

RESOURCES
ANNEX B Sample Forms ➔ Fuel Registry ➔ Fuel Consumption Report ➔ Weekly Audit

8.8 Cleaning

Having a clean office is important for employee health. There should be a cleaning schedule that is followed each day by the Cleaner. Delegate someone (e.g. Stores Clerk, Office Manager, Logistician) to check that the schedule is being followed.

Make sure treated drinking water, hand washing water and soap are available at all times. If the toilet is a latrine make sure the cover is always on.

REFERENCES
ANNEX B Sample Forms ➔ Cleaning Schedule

8.9 Office audit

Use a weekly office audit to make sure the procedures in this section are being followed. As a minimum the office audit should check:

- Fuel registry
- Vehicle log books
- Stores registry
- Security forms (visitors book, daily security forms)
- Other randomly selected procedures

When you first start auditing do the audit yourself. Eventually you can hand responsibility for the auditing to someone else (e.g. the Logistician) although you should still do it sometimes.

You should occasionally do a full audit of the office. In addition to the items listed above this also includes checking the insurance, contracts, health and safety, random receipts and deliveries.

DOCUMENT
ANNEX B Sample Forms ➔ Full Audit ➔ Weekly Audit

9 Designing the program

As a Program Manager you are responsible for making sure the program is technically sound and achieves its objectives. You should always be looking for ways to improve the design of the program. In some cases you may need to completely re-design it – for example, if the context changes or you discover that the program is not effective.

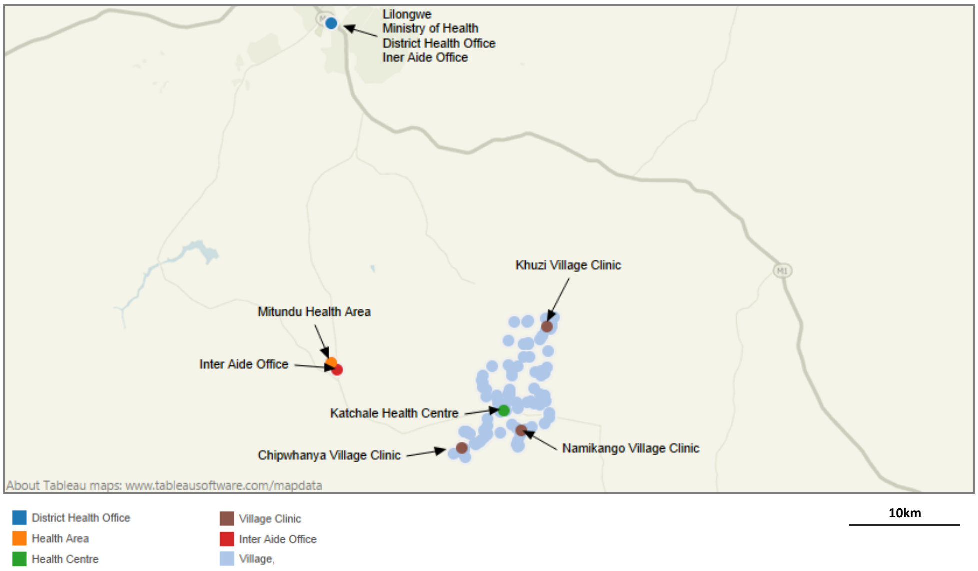
Each program is different, so it is impossible to give specific advice on how your program should be designed. However, this section does give some general advice that is applicable in most cases.

9.1 Mapping the catchment area

Regardless of whether you are running an existing program or designing a new one, you must know *where* you are working. This means you need a map of the catchment area.

If you are very lucky you might be able to find an existing map. However, in many cases there are no accurate maps available. This means you will need to create your own map using GPS data.

Making a basic GPS map is simple. All you need is a smart phone, a computer and some freely available software. Follow the instructions in the resources listed below.



A GPS map created for the Child Health Program

RESOURCES

ANNEX G Basic Data Entry & Analysis Training Manual

➔ Section 6: Mapping

ONLINE GUIDES

[How to make a simple GPS map of your project]()

9.2 Involving stakeholders

Programs do not run in isolation. They run in a community which contains a variety of people and organisations that will be impacted by the program ("stakeholders"). Stakeholders can often make important contributions to a program. However, if they are not involved from the beginning they can also block the program from running.

Start by making a list of all the stakeholders in your catchment area. This could include:

- Government departments at different levels
- Chiefs, elders or local authorities
- Other NGOs working in the same area
- Local associations or community organisations
- Churches or religious groups

If you have a large number of stakeholders you will need to decide which ones you want to involve directly in the program.

Once you have decided to involve a stakeholder they should be involved in **every step** of the design process. You should be as transparent as possible on your activities and budget, and you should ask them to make specific commitments on how they will help.

The responsibilities of each stakeholder (including Inter Aide) should be clearly defined in a detailed Memorandum of Understanding (MoU). As you progress through the program activities make sure that each stakeholder is keeping up with their commitments in the MoU. Have regular meetings with stakeholders to update them on progress.

RESOURCES
ANNEX H Sample MoU This sample is the Child Health Program Memorandum of Understanding (MoU) for 2014. It was signed by Inter Aide, three levels of the Ministry of Health, and two traditional leaders.

9.3 Needs assessment

An effective program should address specific needs that the community has. Needs change over time, so it's important to periodically conduct a needs assessment in your catchment area.

There are many different ways to do a needs assessment. However, it should ideally involve two stages:

1. **Qualitative data:** Organise meetings, focus groups and interviews with community members and stakeholders to discuss their needs. A good method to use here is a "problem tree" (see the case study below). The problem tree shows what people believe are the root causes of problems in their community.

2. **Quantitative data:** The second stage should be a survey to verify which of the needs in the qualitative phase are common in the wider community. In some cases you will find that needs raised during the qualitative stage are not real. They can then be removed from the problem tree.

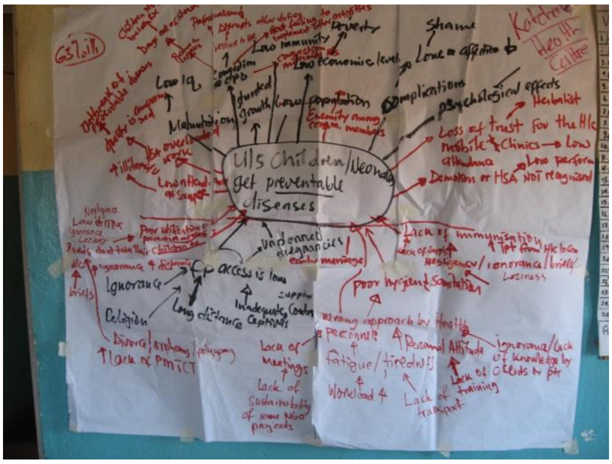
CASE STUDY PROBLEM TREES

The goal of the Child Health Program is to reduce the number of children under 5 years old who die from preventable diseases. To do this it's important to know *why* children under 5 years are dying. Not just the immediate causes but also the underlying root causes.

To find the root causes we decided to do a Problem Tree Analysis. We organised separate meetings with each stakeholder, including community members, chiefs, health centre workers, and government staff. A typical discussion would go like this:

> *Facilitator*: "What causes children under 5 years old to die?"
> *Participant*: "Malaria"
> *Facilitator*: "Why do children die from malaria?"
> *Participant*: "Because they don't sleep under a mosquito net"
> *Facilitator*: "Why don't they sleep under a mosquito net?"
> *Participant*: "Because their parents don't use the mosquito net that they received from the government"
> *Facilitator*: "Why don't their parents use the mosquito net?"
> *Participant*: "Because they don't know that it can prevent malaria"

We kept going until all the root causes had been identified. Each root was drawn on the tree. We did the same for the consequences ("What happens if children under 5 die?" "What happens if that happens?").



A problem tree created by health centre staff

After running all the stakeholder meetings we had five different problem trees. We combined them all together to make a single tree with all the problems.

Then we designed a baseline survey that would measure how severe each problem was. For example, the health centre thought that parents didn't know the importance of using a mosquito net. So we included that as a question in the baseline survey.

The survey showed that in reality 99% of parents already knew that mosquito nets prevent malaria. Awareness was clearly not a problem so we removed it from the problem tree. The same survey also found that some families were missed during the government distribution of mosquito nets. This had not yet been mentioned as a problem, so we added it to the problem tree.

The final problem tree was used to design the program activities. Each activity addresses one root cause.

RESOURCES

ONLINE GUIDES

How to design a new program (includes instructions on how to do a problem tree)

9.4 Choosing activities

Your activities should be designed to address each of the root causes on the problem tree. If you can't address a root alone then work with the stakeholder who can.

Whenever possible try to base your activities on evidence. This could be published scientific evidence, or experiences from other programs. If you aren't sure whether an activity will work then pilot it first and track the results closely.

RESOURCES

ONLINE DATABASES

There are many online databases that contain evidence, examples and reviews from other programs. Some of the largest are:

- International Initiative for Impact Evaluation (3ie)
- USAID Development Experience Clearinghouse (DEC)
- DFID Research for Development (R4D)
- The Cochrane Collaboration
- The Campbell Collaboration
- Abdul Latif Jameel Poverty Action Lab (J-PAL)
- Givewell

9.5 Making a Program Document

Create one document that describes everything about your program (catchment area, needs assessment, activities, etc) including *why* it has been designed that way. This Program Document can be used to explain the program others, particularly the Program Manager replacing you.

RESOURCES

ANNEX I Sample Program Document

A sample program document for the Child Health Program in 2014 – 2016.

10 Implementing activities

A well designed program will still fail if it is implemented poorly. As the Program Manager you are responsible for making sure each activity is implemented following the Program Document. While you should make sure the team follows the plan, it is also important to adapt and adjust the plan when necessary.

10.1 Planning

All activities should be planned in advance. At the start of the year you should make an annual work plan with the team showing the months when each activity is expected to occur. At the start of each month all team members should make their own monthly activity plan that fits within your annual work plan.

Try to give each person as much flexibility as possible when choosing how to plan their time, as long as they achieve the outcomes you expect. If possible, give field officers the opportunity to assess the needs in their catchment area and tailor their activities to get maximum impact.

Make sure all plans are typed up and copies are available at the office and with each employee. Share copies of plans with stakeholders where necessary. At the end of the month each employee should review their plan and mark which activities were completed, which were delayed, and which were cancelled.

CASE STUDY TAILORED PLANNING

Some programs need activities to be implemented in a standardised way every time. In other programs it's more important for activities to be tailored to the needs of the community. The Child Health Program falls into the second category.

The Child Health Program covers eight catchment areas, with one facilitator in each area. At the start of the program each facilitator did a house-by-house survey in their catchment to find out what the needs were. The results were strikingly different in each area.

Catchment area	% of households with their own latrine	% of households with at least one hanging bed net	% of women who delivered at a Health Facility
Mlodzenzi	48%	55%	87%
Chimutu	19%	41%	80%
Namikango	44%	59%	84%
Chiphwanya	36%	66%	88%
Nyamazani	39%	75%	89%
Kalumbi	54%	63%	65%
Khuzi	41%	68%	46%
Chimphanga	21%	37%	66%

Three indicators from the survey shown by catchment area

Rather than making all facilitators run the same activities I let them decide (based on their survey results) which activities to run, and in what order. As a result the communities receive the activities they really need. It also increased the motivation of the facilitators. They now have greater decision making power, but are also more accountable for the results in their area.

10.2 Supervision

Regular supervision is essential for making sure that activities are done as planned. As a Program Manager you should be in the field every week overseeing activities.

You should focus on supervising activities that are difficult, new or unusual. Once the team have mastered a particular activity then regular supervision can be delegated to a supervisor on your team, although you should still supervise periodically.

Develop supervision checklists that can be used to assess employees performing particular activities. Make sure you discuss the results with the employee at the end of supervision and give them specific feedback on how to improve.

It is not possible for a supervisor to be everywhere at once. If you want to make sure that activities are being implemented in your absence then one option is to provide all field staff with a digital camera. They can then take a photo at the start and end of the activity. The camera can be set to automatically stamp the photo with the time and date that it was taken. At the end of the month all the photographs can be reviewed against the monthly plan to confirm which activities were actually implemented.

Verification photos from the Child Health Program showing that an activity took place. The photo on the left was taken at the start of the activity. The photo on the right at the end of the activity. In both photos the field officer (wearing a red sweater) is visible. The time stamps show that the activity lasted just over 2 hours.

RESOURCES

ANNEX B Sample Forms

- ➔ Monthly Activity Verification
- ➔ Monthly Supervision Verification

ONLINE GUIDES

[How to use technology to monitor field activities]

[How to write a supervision checklist]

10.3 Reporting

Field staff should provide regular reports on their activities (e.g. which activities were completed, how many people participated, etc). You should develop reporting forms for this purpose.

It is usually better to get one report per activity rather than an aggregate report for the whole month. Data that has been aggregated into a monthly report cannot be disaggregated. For example, if the monthly report says there were 4 activities with 200 participants in total, you can't tell how many participants were at each activity. This makes it difficult to analyse the report data.

If you do collect one report per activity then you will need to enter each report into the computer to calculate the totals for each month. You should delegate someone to do this task (e.g. Program Coordinator, Supervisor, M&E Officer, etc).

10.4 Auditing

Planning, supervision and reporting procedures should all be described in your procedure manual. As with other procedures it is important to audit them regularly to make sure they are being followed.

11 Measuring results

It's important to know whether your program is working (or not). To know if the program is working you need to measure the results. The general term for this is Monitoring & Evaluation (M&E). Monitoring focuses on whether the activities were implemented as planned. Evaluation focuses on whether the program achieved its long term objectives.

11.1 Setting indicators and targets

Before you can measure result you need to decide how the success of your project will be measured. That means you need to set some indicators. For example, if you are running a malaria program then the indicator could be the percentage of households that have a bed net hanging.

Wherever possible you should use standard indicators – the same ones that are used in national surveys or by international organisations. This will allow your results to be compared with other programs.

Indicators should focus on <u>results</u> not activities. For example, if you are running training sessions on how to setup a small business then a good indicator could be the percentage of participants who successfully setup a small business. The number of training sessions run is not a good indicator of success.

Each indicator must be precisely defined so that it is always calculated in the same way. You will normally use a survey to the measure the indicator, so the exact questions from the survey should be referenced in the definition. An example is shown below:

Indicator	**Percentage of households with their own latrine (not shared)**
Definition	A = Number of households with latrines (Question 14 = Yes) B = Number of households with shared latrines (Question 15 = Yes) C = Total households **Indicator = (A-B)/C**

Sample indicator definition from the Child Health Program

In some cases it can be useful to set targets for each indicator. This is particularly true if you know what other programs have been able to achieve with similar activities. However, if you are running the activities for the first time you might not know what a realistic target is. In that case it could be better to have no target than a target which cannot be achieved.

RESOURCES

ONLINE GUIDES

How to create a monitoring and evaluation (M&E) system – step-by-step guide

11.2 Collecting good quality data

It is important to *accurately* measure changes in each indicator. When it comes to surveys, a small amount of good quality data is always better than a large amount of poor quality data. You should focus your efforts on making sure the data is high quality, rather than trying to survey thousands of households.

To get good quality data you need:

- **Well written survey questions** – where possible you should use standard questions from national surveys that have already been tested.
- **A well designed form** – The layout of the survey form can make a big difference to how accurately it is completed. It also affects the speed and accuracy of data entry.
- **Pre-testing** – The survey should be pre-tested on a small sample first to make sure it works.
- **Qualified enumerators** – Enumeration is a skill. People with more experience at enumeration and a higher level of education will usually get more accurate results.
- **Unbiased enumerators** – Using field officers, community members or other stakeholders to collect data can be risky. They can consciously or unconsciously bias the results.
- **Training** – Enumerators need specific training on how to complete the survey.
- **Supervision** – During a survey supervisors should be in the field every day. Cameras can also be used to photograph each respondent. This reduces the risk of fake data.
- **Auditing** – a percentage of surveys should be randomly selected for auditing. This involves going back to the household to check if the answers were correct.

If possible you should also have:

- **Appropriate sample size** – There are several guides available on how to choose a sample size. You shouldn't sample more people than you need to – it is time consuming, expensive and doesn't make the result more accurate.
- **Random sampling** – If possible you should randomly choose people to complete your survey.
- **Control area** – A control is an area where you are not implementing the program. If you do the survey in your catchment area and a control area then you can compare the results to see if the changes in your area were really due to the program.

RESOURCES

ANNEX J Sample Baseline Survey Report

This is the baseline survey report for the Child Health Program in 2014. The annexes contain everything required to run the baseline survey, including the questionnaire, sampling, enumerator guide, supervisor guide, auditing forms, consultant terms of reference, consultant contract, etc.

ONLINE GUIDES

How to choose a sample size (for the statistically challenged)

How to write awesome survey questions

How to pretest and pilot a survey questionnaire

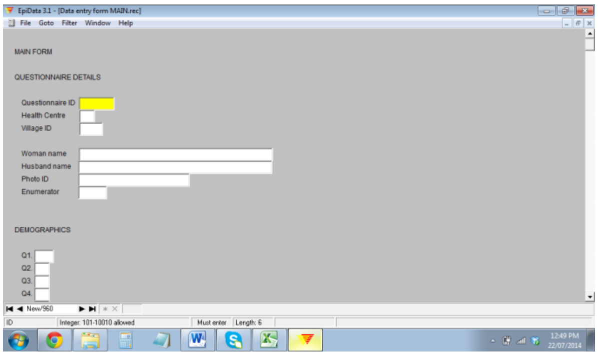
11.3 Data entry

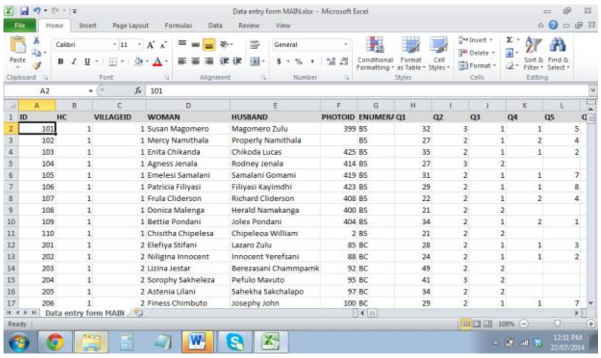
Do not do the data entry yourself. It is a waste of your time and misses the opportunity to train others. If you setup a good data entry system then the risk of mistakes is minimal.

Tips for good data entry:

- **Training** – Make sure you train the person who will be doing the data entry. Sit with them while they are doing the first batch to make sure they are doing it properly.
- **Survey IDs** – Each survey should have a unique ID number. This is written on the hard copy and also entered into the computer. The hard copies should be filed in order of the ID number so that you can locate an individual survey again if necessary.
- **Enter each survey separately** – Every survey should be entered into the computer separately. Do not tally the results by hand and then enter the totals. If you are entering into a spreadsheet then there should be one row per survey.
- **Use codes** – Each answer on the survey should have a code number (e.g. Yes = 1, No = 2). Only enter the number, not the written answer.
- **Limit the range** – Most data entry errors can be avoided by limiting the range of what can be entered. For example, if it is a yes/no question then the acceptable range is between 1 and 2. You can limit the range of what can be entered into Excel using the Data Validation tools.
- **Audit** – Randomly choose a percentage of surveys to audit. Compare the hard copy to the data in the computer to make sure there are minimal errors.

If you have a large number of surveys to enter then it can be helpful to create a data entry form. This can be done using a range of different software, including Microsoft Access or the free software EpiData and EpiInfo. These programs allow the person doing the data entry to fill one form per survey. The full data set can be exported at the end.





An EpiData form used for data entry on the Child Health Program (left) and the raw data exported to Excel with one row per survey (right).

RESOURCES

ANNEX G Basic Data Entry & Analysis Training Manual

➔ Section 3: Data Entry

➔ Section 4: Data Cleaning

ANNEX B Sample Forms

➔ Audit Report - Data Collection

ONLINE GUIDES

How to design survey forms for quick data entry

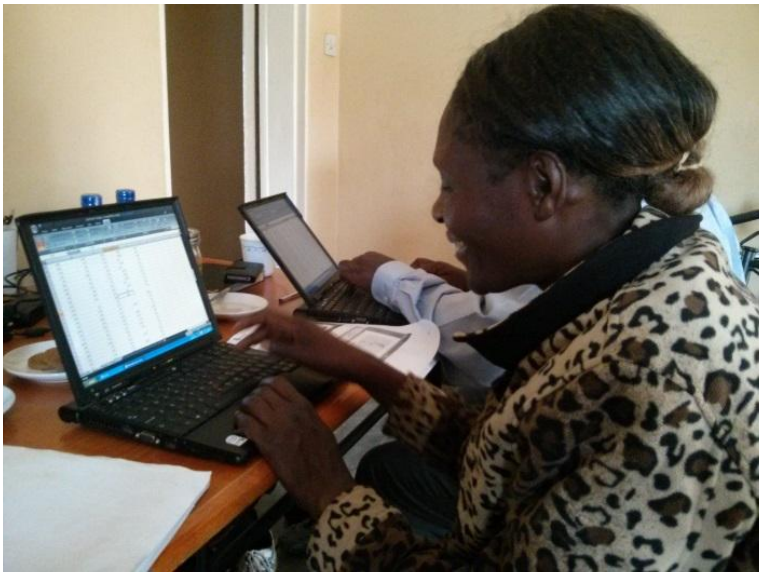
11.4 Data analysis

Most analysis can be done perfectly well in Excel. You don't normally need a statistical package like SPSS unless you plan to do statistical tests (e.g. t-test, chi-square, ANOVA, etc).

Tips for doing analysis in Excel:

- **One row per survey** - Make sure you data has been entered with only one heading row at the top. Under the heading there should be one row per survey.
- **Clean your data** – Use the Filter option to check that each column contains acceptable values. For example, if one column is for age it should not usually contain values above 100. If you find an error use the survey ID to locate the original survey for checking.
- **Use Pivot Tables** – Create a Pivot Table from the data and use this for the analysis. If you don't know how to use Pivot Tables there are lots of free tutorials available on the internet.
- **Check your calculations** – Ask someone else to do the same calculations from your data set to make sure they get the same result.
- **Attach the data set** – When you submit your report you should attach the full data set in Excel so the reader can check your calculations if they want to.

Once you have worked out how to do the analysis yourself then teach other people on your project.

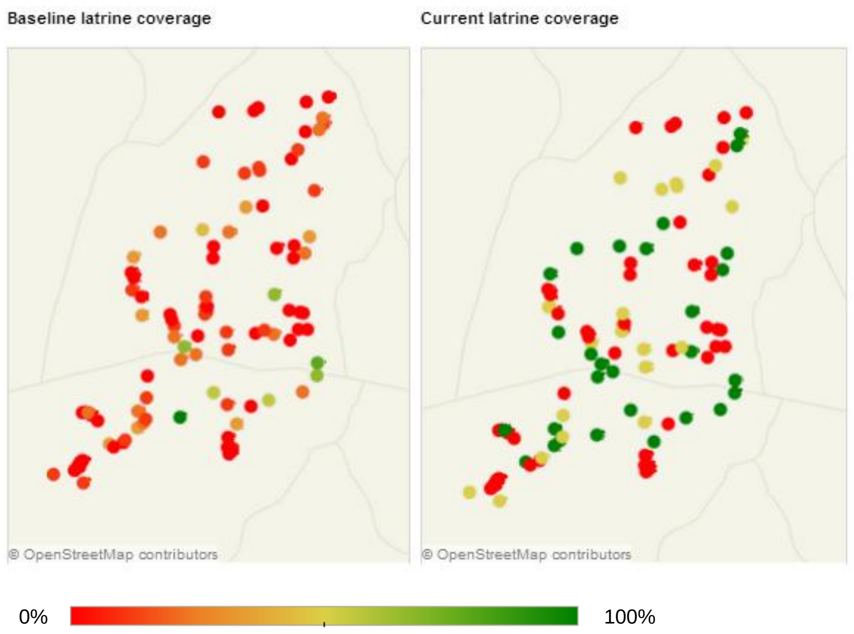


Employees on the Child Health Program learning how to do data analysis

RESOURCES
ANNEX G Basic Data Entry & Analysis Training Manual
→ Section 4: Data Cleaning
→ Section 5: Data Analysis

11.5 Mapping results

If you made a GPS map of your project then you can add indicator results to the map. For example, you could colour villages based on their latrine coverage.



A map showing changes in latrine coverage from the baseline.

DOCUMENTS
ANNEX G Basic Data Entry & Analysis Training Manual
➔ Section 6: Mapping
ONLINE GUIDES
[How to make a simple GPS map of your project]

11.6 Qualitative monitoring

Not all results can be measured quantitatively. Qualitative monitoring is also important to measure less tangible indicators (e.g. empowerment, improved capacity, etc). There are many different methods you can use for qualitative monitoring. These include:

- **Activity log** – Keep a log or diary of the program activities, including meetings and discussions you have with people and partners. Include photos, quotes, or other documents that illustrate whether the program is delivering results.

- **Interviews or focus groups** – meet with beneficiaries and stakeholders to discuss the program. Ask if they have noticed any changes since the program started.

- **Qualitative tools –** there are a range of tools available for measuring qualitative results, including Tiny Tools, the Most Significant Change technique and Batteries methodology. See the resources box for links to these tools.

7th March 2014

We used the project car to take the clinical and nurse in-charges from Mitundu Health Area to Chadza and Maluwa Health Centres. At those Health Centres they collected excess drug stocks which we delivered to Katchale. This solved most of the current drug shortage at Katchale.

The in-charges had a private discussion with the Medical Assistant and HSA managing the pharmacy on how to do the consumption reports so they do not have a drug shortage again.

We also delivered five torches and batteries to be used instead of candles in the labour ward. The nurse in-charge from Mitundu made it very clear to the Katchale Health Centre staff (although the nurse was absent) that there were to be no more candles ("fees") now that the torches were available.

Emergency drug supplies and torches being checked by the senior HSA at Katchale Health Centre, 7th March 2014, 12:11pm

An excerpt from the activity log that is used to measure qualitative improvements in government health services as a result of the Child Health Program.

RESOURCES

ONLINE GUIDES

Should I use interviews or focus groups?

How to do great semi-structured interviews

ONLINE TOOLS

Simple, quick and easy – Tiny Tools for impact assessment

Using the 'Most Significant Change' (MSC) Technique to measure the intangible

The Batteries Methodology for measuring quality of life

11.7 Making an M&E Plan

All indicators, tools and procedures for monitoring and evaluation should be described in one document. This is called an M&E Plan.

RESOURCES
ANNEX K Sample M&E Plan This plan is from the Child Health Program. All the tools used in the plan (forms, checklists, etc) are included in the annexes. **ONLINE GUIDES** How to create a monitoring and evaluation (M&E) system – step-by-step guide

11.8 Auditing

It is important to audit the M&E procedures regularly to make sure they are being followed. This involves checking that data collection, data entry and analysis have been done correctly, and that qualitative monitoring (e.g. diaries, logs) are up to date.

12 Keeping people updated

There will be many people who are interested in the results of your program – the community, government departments, local leaders, Inter Aide head office, and your employees. It's important to keep them updated with regular progress reports.

12.1 Field reports

You should send regular field reports to your Area Manager. The purpose of a field report is to update them on:

- The latest results for each indicator.
- How the activities are progressing, and any problems or challenges you are facing.
- How your relationships with stakeholders are progressing.
- Any administrative, HR or logistical issue.

Keep the field report brief. If you have additional information to illustrate your points then include it in an annex.

RESOURCES
ANNEX L Sample Field Reports

12.2 Stakeholder updates

You should distribute a written update to your stakeholders at least every 6 months, or more frequently if necessary. The stakeholder update should:

- Describe the progress that has been made with each stakeholder's commitment in the MoU.
- Identify any challenges or problems that Inter Aide or other stakeholders are facing.
- Provide an update on the results for each indicator.
- Include a budget update showing how much has been spent directly on project activities.

RESOURCES
ANNEX M Sample Stakeholder Update

12.3 Results board

Program results should also be shared with your team. Although some team members don't work directly on the activities (e.g. Stores Clerk, Security Guards, etc) they still need to know how the program is progressing.

An easy way to share results with the team is to put them on a results board at the office. Make a schedule for updating the board regularly. You can review the results with everyone during performance review days or general meetings.

ANNEXES

The following annexes are attached as separate .zip files:

ANNEX A	**Sample Procedure Manual**
ANNEX B	**Sample Forms**
ANNEX C	**Sample Job Descriptions**
ANNEX D	**Sample Recruitment Tests**
ANNEX E	**Sample Performance Review Forms**
ANNEX F	**Sample Warning and Dismissal Letters**
ANNEX G	**Basic Data Entry & Analysis Training Manual**
ANNEX H	**Sample MoU**
ANNEX I	**Sample Program Document**
ANNEX J	**Sample Baseline Survey Report**
ANNEX K	**Sample M&E Plan**
ANNEX L	**Sample Field Reports**
ANNEX M	**Sample Stakeholder Update**