

How to work with INDICATORS

volume II:
Objectives & Indicators

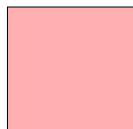
TABLES



manual and CD created by Gunter Kohlheyer,
Institut für Berufliche Bildung, Arbeitsmarkt-
und Sozialpolitik GmbH, Frankfurt am Main



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Lappermühle
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TABLES (consolidated database of objectives + indicators)

The breakdown below provides an overview of the tables containing the full range of objectives and indicators. There are 20 tables (1.1 through 5.4), referenced to the diagram in volume I (page 14) :

Project Type ⇒ logframe level ↓	Focus: DELIVERY			Focus:	Focus:
	MICRO LEVEL	MESO LEVEL	MACRO LEVEL	INSTITUTION BUILDING	REPLICATION
GOAL	11	21	31	41	51
PURPOSE	12	22	32	42	52
DELIVERABLES	13	23	33	43	53
INTERNAL RESULTS	14	24	34	44	54

The collection of objectives and indicators contained in these tables should be seen as a snapshot of what the authors could find in their own areas of work and by checking out the neighbours' gardens and some of the literature. By no means this first collection is regarded complete and free of errors.



Probably, there are lots of additional indicators out there which deserve being included in this collection. In contrast some that are included may not be good enough to survive. In order to discuss the quality and coverage of the indicators with a broader audience and to get hold of undiscovered good ideas, it might be possible to create an appropriate forum somewhere in the Internet. (This is presently being explored.)

This picture shall explain what you will find in the tables:

FORMAT OF THE TABLES

several optional objectives (numbered).


Comments are here; they will relate to strategy, monitoring or just inject ideas.

#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	trial runs carried out and evaluated	<input type="checkbox"/> test designs elaborated <input type="checkbox"/> evaluation approach designed <input type="checkbox"/> evaluation result provided <input type="checkbox"/> test history files available	44	Models are understood as trials and errors which precede a far-reaching (possibly expensive) decision.	"Findings, conclusions & recommendations from trial run available."
	trial runs researched and documented	<input type="checkbox"/> interim trial report published <input type="checkbox"/> final trial report published <input type="checkbox"/> additional publications (special issues)		It should be accepted that the result of the model run could be either positive or negative. A negative conclusion ("unsuitable" for replication.)	"Continuous documentation available with time lag no longer than 3 months."
	models: conclusions derived/adapted designs		41	The process of... and re... may...	"Documentation of reasons and issues for modification design..."

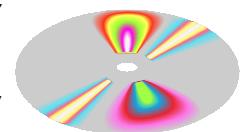
for each objective a set of alternative indicators (bulleted)


At least one fully formulated example can be found here. They stem from live projects.


reference to topic-related TOOLS (as contained in volume III)




For those of our readers, who are using the **CD-ROM**: You may just click your way through the database. For instance you may click on a strategy and on a logframe level, and will be shown a set of alternative objectives. Clicking on any of those objectives will bring up a couple of alternative indicators. Further clicking will show samples, comments and (if available) take you to a related graphical tool. Of course, within the CD conventional paging and browsing is possible, too.





1.1 GOALS OF TRAINING PROJECTS (micro level)						
#	OBJECTIVE	SUGGESTED INDICATORS		 comments	sample	
1	ex-trainees and their families better off	<input type="checkbox"/> income differential <input type="checkbox"/> standard of living <input type="checkbox"/> array of household durables <input type="checkbox"/> store of foodstuff <input type="checkbox"/> savings <input type="checkbox"/> location of house <input type="checkbox"/> type, quality of housing <input type="checkbox"/> number of school-going kids <input type="checkbox"/> more cash in pockets <input type="checkbox"/> education of children (level/expenses)		6 5	typical empirical method: tracer studies; problem: high cost and low data reliability; try alternatives: invite old boys/old girls through media, offer prizes, investigate visitors at centre; usual rule: you need a control group	"After 1 year of graduation average income is >25% above that of control group."
2	companies employing ex-trainees realise higher productivity of labour	<input type="checkbox"/> company profits up <input type="checkbox"/> company market share up <input type="checkbox"/> company product quality up <input type="checkbox"/> product complaints down <input type="checkbox"/> down-time of production lower <input type="checkbox"/> equipment availability up <input type="checkbox"/> company investments up <input type="checkbox"/> demand for more ex-trainees up <input type="checkbox"/> number of subsidiaries up		7	typical empirical method would be comparative analysis of marginal productivity of labour; problem: nearly impossible to do; try instead: comparative case studies	"Number of rejected work pieces down by 25% one year after training of work force."
3	community life enhanced where ex-trainees live	<input type="checkbox"/> less off-migration <input type="checkbox"/> natural age pyramid <input type="checkbox"/> better communal infrastructure <input type="checkbox"/> shack / housing ratio lowered <input type="checkbox"/> more involvement in decisions <input type="checkbox"/> unemployment level down <input type="checkbox"/> level of crime down <input type="checkbox"/> youth activities up <input type="checkbox"/> communal demand: training for our kids		8	try: photographic comparative assessment (before : after or time series)	"One new communal infrastructure project per year realised."
4	micro-enterprise (informal) sector as a whole strengthened	<input type="checkbox"/> informal sector associations formed <input type="checkbox"/> associations form apex/umbrella bodies		45	There is an argument, whether this is a desirable objective, or whether the "informal" sector should go "formal" in the long run.	"Provincial umbrella organisation of informal sector associations formed 5 years after project start."


1.2 PURPOSE OF TRAINING PROJECTS (micro-level)						
#	OBJECTIVE	SUGGESTED INDICATORS			comments	sample
1	wage-employment improved	<input type="checkbox"/> ex-trainees entering in jobs <input type="checkbox"/> ex-trainees doing relevant work <input type="checkbox"/> employment conditions improved <input type="checkbox"/> duration of employment up <input type="checkbox"/> companies prefer ex-trainees to others <input type="checkbox"/> companies become long-term clients <input type="checkbox"/> companies request on-campus interviews <input type="checkbox"/> kids of staff apply for training <input type="checkbox"/> participants ready to pay (share of) fees		7 8	Try innovative tracer studies (invite ex-trainees using mass media rather than tracing them with "detectives") ; it should be combined with promotional activities.	<i>"6 months after graduation 50% the formerly jobless participants are placed into jobs."</i>
2	more self-employment new micro businesses more owner-operators	<input type="checkbox"/> ex-trainees set up own businesses <input type="checkbox"/> ex-trainees businesses survive <input type="checkbox"/> ex-trainees take in family members <input type="checkbox"/> ex-trainees return for more services <input type="checkbox"/> family kids apply for training <input type="checkbox"/> greater diversity of micro business services		8	advisable: build a long standing constituency, use every tracing effort for marketing more services! Mind, that an increase in self-employment may just be forced by too few vacancies in the formal sector; self-employment is not always necessarily the desired outcome..	<i>"25% of all supported enterprises buy project services at least once per year."</i>
3	small enterprises up and running	<input type="checkbox"/> partnerships of ex-trainees start-up <input type="checkbox"/> ex-trainees found enterprises <input type="checkbox"/> small enterprises survive <input type="checkbox"/> small enterprises provide employment <input type="checkbox"/> entrepreneurs return for more support <input type="checkbox"/> small businesses service start-up loans <input type="checkbox"/> small businesses expand <input type="checkbox"/> pioneers make others follow				<i>"50% of newly created enterprises start paying tax after 1 year."</i>
4	corporate production problems solved (company staff returning from further training)	<input type="checkbox"/> product quality up <input type="checkbox"/> production process improved <input type="checkbox"/> production cost reduced <input type="checkbox"/> workforce more flexible <input type="checkbox"/> returning staff promoted <input type="checkbox"/> returning staff better paid <input type="checkbox"/> demand for more staff upgrading <input type="checkbox"/> companies ready to pay course fees <input type="checkbox"/> companies pay cost covering fees <input type="checkbox"/> kids of company clients apply for training <input type="checkbox"/> staff development schemes appear <input type="checkbox"/> fewer trouble shooting from external service technicians		8 38	conduct customer satisfaction surveys; as a rule these should ALWAYS be coupled up with more marketing efforts and follow-up services; avoid purely research-driven visits at companies	<i>"% of products rejected by quality assurance dropped by 50%."</i>


1.3 DELIVERABLES OF TRAINING PROJECTS (micro-level)							
#	OBJECTIVE	SAMPLE INDICATOR			comments	sample	
1	school leavers ready for initial employment	<input type="checkbox"/>	passed exam	21	Problem: Project's own exams will measure own success. This may be misleading or lead to "cheating"; preferable are independent tests; as a rule: avoid measuring the inputs, such as training hours conducted etc. Feed back from employers or propensity to pay course fees may come as handy proxy indicators.	"Revenue recovers variable cost at annually incline up to 100%."	
		<input type="checkbox"/>	trade-tests taken	8			
		<input type="checkbox"/>	passed through external testing				
		<input type="checkbox"/>	parents sent more kids				
		<input type="checkbox"/>	employers give affirmative feed back				
		<input type="checkbox"/>	participants pay course fees happily				
		<input type="checkbox"/>	participants recommend course to peers				
		<input type="checkbox"/>	participants recommend course to peers				
2	employed workforce equipped with new, updated, expanded competencies	<input type="checkbox"/>	examinations passed	21		"50% of candidates pass trade test in 1 st attempt; 25 in 2 nd attempt."	
		<input type="checkbox"/>	trade tests taken	12			
		<input type="checkbox"/>	satisfaction with course				
		<input type="checkbox"/>	positive record of continuous assessment				
		<input type="checkbox"/>	lay-offs averted in negotiations with employers				
		<input type="checkbox"/>	participants bear share of course fees				
		<input type="checkbox"/>	participants invest free time				
3	proficiency of lowly skilled or semi-skilled personnel increased	<input type="checkbox"/>	trade tests taken	21		"Increasing share of participants sponsored by employers: 25%-50%-75%."	
		<input type="checkbox"/>	promotion with seconding employers negotiated				
		<input type="checkbox"/>	employers paying the course fees				
4	unemployed equipped with market-going job entry competencies	<input type="checkbox"/>	community-based work projects negotiated to absorb trainees	21		"75% of all participants placed in community work programs at any time."	
		<input type="checkbox"/>	trade test passed				
5	unemployed skilled persons placed in job-entry programmes	<input type="checkbox"/>	placement accomplished			"At least one new agency request trainees for placement: annually"	
		<input type="checkbox"/>	demand for more such schemes				
6	ability to pass trade tests increased	<input type="checkbox"/>	tests taken successfully	19	This may work well, when trade testing is in the hands of an independent organization or network.	"Decline of fail rates from presently 50% to 15% within 5 years."	
		<input type="checkbox"/>	admission to tests increased				
		<input type="checkbox"/>	length of waiting list				
7	emerging entrepreneurs ready for starting own business	<input type="checkbox"/>	business registration done	45	use of proxy indicators advisable; these will reveal the "returns on investment"	"Value of equipment assets of small businesses incline annually by 15%."	
		<input type="checkbox"/>	business plans ready				
		<input type="checkbox"/>	viable product/service idea or concept				
		<input type="checkbox"/>	positive feed-back from earlier starters				
		<input type="checkbox"/>	starters put up billboards in favour of project				
		<input type="checkbox"/>	starters return for more services				
		<input type="checkbox"/>	franchising takes off (project as franchiser)				
8	competitiveness of small entrepreneurs increased	<input type="checkbox"/>	bottleneck in skills removed	10	Informal sector associations may be used to establish this kind of rapport and data gathering. Personal visits/spot-checks are inevitable.	"Random checks on product quality at Institute of Standards show annual incline."	
		<input type="checkbox"/>	procurement situation improved				
		<input type="checkbox"/>	marketing facilities improved				
		<input type="checkbox"/>	network of "each one help one" initiated				

1.4 INTERNAL RESULTS OF TRAINING PROJECTS (micro-level)						
#	OBJECTIVE		SUGGESTED INDICATORS		comments	sample
1	<p>trainees/participants put through the courses</p> <p>training courses set-up and carried out</p> <p>course approval obtained</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>number of person*weeks of training</p> <p>size of groups</p> <p>fees taken</p> <p>number of applications : admissions</p> <p>number of admitted : turned out</p> <p>number of exams sat : passed</p> <p>number and type of courses</p> <p>avg. duration of courses</p> <p>official course approvals</p>	11	As an overall indicator (not specifying individual courses) capacities to be installed versus actual utilization may be used. This is useful, if the courses are to respond to market forces quickly.	"All technical training venues used at 50%-60%-70% during initial years."
2	<p>courses designed, course outlines prepared, curricula developed, syllabi prepared, test items available, lesson plans prepared, instructional material at hand, rotation plans available</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>number of designs</p> <p>quality of designs (structure, degree of detail, layout) relevance to labour-market)</p> <p>type of occupational profile (e.g. tri-partite involvement)</p> <p>number and type of test items</p> <p>storage/access of test items (database)</p> <p>use of lesson plans (binding or not)</p> <p>type and availability of media</p> <p>use and ownership of media/hand-outs</p> <p>ratio theory : practice</p> <p>learning materials properties (stimulating problem solving, enabling self learning))</p>	25 22 20	<p>This is the whole range of "software and teachware".</p> <p>Quality assessment usually requires check-lists or detailed quality criteria and an independent evaluation. This could be installed in the form of regular peer assessment.</p>	"Complete set of course material developed, tested and annually reviewed for all 5 technical trades."
3	<p>building ready for use, equipment installed and operational, all training venues ready for delivery, maintenance of venues organised,</p> <p>external venues (on-the-job) acquired and linked,</p> <p>accreditation obtained for the centre as a whole</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>ratio of class : lab : workshop : in-plant seats installed</p> <p>m² per person available</p> <p>major equipment (with group sizes)</p> <p>availability of equipment</p> <p>use of maintenance plan/concept</p> <p>operational : unused days (annual avg.)</p> <p>ratio in-school : in-plant venues</p> <p>duration of "internships", industrial projects", industrial practicals</p> <p>relevance and content of internships</p> <p>in-plant training quality control system</p>	13 11	<p>The indicators may focus on "readiness for use" or actual "utilization"; first assessment after key-turn construction may use a check-list-based inspection.</p> <p>The checking of in-plant training facilities require spot-checks; usually done by "official" training advisers."</p>	"All venues ready for training according to annual inspection. Less than 10% items of checklist defective."
4	<p>teachers & instructors hired an inducted, performance improved, teachforce ready to deliver;</p> <p>centre-specific teaching methods and style applied</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>number of pedagogical staff (in full-time equivalents)</p> <p>ratio students : teacher</p> <p>performance levels (for various categories of staff)</p> <p>ratio of student-centred learning allowing students own speed of learning</p> <p>mastering approach instead of rote learning / drilling</p>		Teaching style may be assessed through "hospitation", students' feed back, or peer-group feed back; one may want to experiment with "open house events", where modern learning styles are demonstrated publicly...	<p>"All teacher vacancies filled by end of year 3."</p> <p>"Number of non- or low-performers reduced annually."</p>
5	<p>training linked or dovetailed with production, incubators made available (to hatch new businesses), joint businesses (project in cooperation with trainees) in place</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>volume of production</p> <p>revenue from production</p> <p>training places vs. worker places at prod.</p> <p>type of linkage / intensity of integration</p> <p>organisation of production</p> <p>ratio of practical training : on-real-job</p> <p>number of "incubators" or</p> <p>size of incubator space</p> <p>number of joint start-up ventures</p> <p>average duration of joint ventures</p> <p>size of joint ventures</p>	15 45	There are various models of how to combine Production and Training; see the special tool as an overview. Conflicts of objectives are notorious: see the sample tool of how to negotiate...	"60% of all trainees take part in production activities during 2 nd half of course." "Production recovers 15%of all training costs."


2.1 GOAL OF A TRAINING QUALITY TOOLS PROJECT (meso level)					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	educational quality of institutions enhanced	<input type="checkbox"/> employers satisfaction <input type="checkbox"/> placement results of graduates <input type="checkbox"/> start-up careers of graduates	16	for verification and attribution of impacts: "before-after" or "with-without" comparison; a scientific design requires a control group (homologous)	<i>"Institutions covered by the program compare favourably according to employers' opinion."</i>
2	students learn more effectively	<input type="checkbox"/> students response, satisfaction index <input type="checkbox"/> exam results <input type="checkbox"/> time spent on studies <input type="checkbox"/> available leisure time <input type="checkbox"/> time saved through distance learning		control group advantageous; experimental set-up may be considered during trial runs or test market phase	<i>"Majority of students state and attribute improvements between 1st and last semester."</i>
3	practical relevance of training increased	<input type="checkbox"/> internships mandatory element of training <input type="checkbox"/> time ratio in-school vs. in-plant training			<i>"50% of all colleges have integrated industrial practicals after 3 years."</i>
4					
5					


2.2 PURPOSE OF A TRAINING QUALITY TOOLS PROJECT (meso level)						
#	OBJECTIVE	SUGGESTED INDICATORS			comments	sample
1	teachers teach better	<input type="checkbox"/>	satisfaction with teaching skills upgrading		teacher performance and style may be checked through feed-back instruments: - students' feed back - peers' feed back or traditional class room observation ("hospitation")	<i>"Visiting engineers from industry rate quality of instruction higher every year."</i>
2	instructors perform better	<input type="checkbox"/>	classroom / workshop teaching style has become more student centred			
		<input type="checkbox"/>	more stress on problem solving skills			
		<input type="checkbox"/>	preparation efforts increased			
		<input type="checkbox"/>	hand-outs and other material improved			
		<input type="checkbox"/>	positive students feed back on teachers			
		<input type="checkbox"/>	promotions of high performing teachers			
		<input type="checkbox"/>	number of "poached" instructors/teachers			
3	students learn better (even if infrastructural training quality remains low)	<input type="checkbox"/>	academic performance	16	problem of attributing learning results to just ONE input factor;	<i>"Employers rate present student cohort better than previous."</i>
		<input type="checkbox"/>	testing results			
		<input type="checkbox"/>	positive teachers feed back on students			
4	students step up self learning efforts	<input type="checkbox"/>	ratios of time spent in class : at books		needs students interviews; consider group interviews with fixed/standardised part and an open discussion at end	<i>"Students work-books show signs of intense use."</i>
		<input type="checkbox"/>	satisfaction with learning material			
		<input type="checkbox"/>	wear and tear of self learning materials			
5	students enjoy learning with learning material more than before	<input type="checkbox"/>	satisfaction		Experiment with: students write letters to interviewer or evaluator (such messages can reveal a lot).	<i>"Steadily high number of feed-back-forms with positive comments."</i>
		<input type="checkbox"/>	demand for more self learning material			
		<input type="checkbox"/>	suggestions for improvement of materials			
		<input type="checkbox"/>	propensity to pay for learning material			
		<input type="checkbox"/>	volume of pirated copies			
6	institutions improve training quality	<input type="checkbox"/>	better hardware (availability, maintenance, utilization)		This is a typical summative objective. Attributability will be a major problem in the verification process.	<i>"Institutions covered by the program have significantly higher number of campus interviews."</i>
		<input type="checkbox"/>	more relevant standards			
		<input type="checkbox"/>	acceptance of occupational standards and certificates by companies			
		<input type="checkbox"/>	more relevant courseware			
		<input type="checkbox"/>	better performing teachforce			
		<input type="checkbox"/>	better training management			
		<input type="checkbox"/>	market accepts higher course fees			
7	out-of-school labour-force improve their competencies	<input type="checkbox"/>	purchase and use of training materials by non-students		consider feed back forms included in the books; create incentive for sending it back	<i>"At least 20% of learning material is purchased by non-students."</i>
		<input type="checkbox"/>	number of practitioners applying for trade testing and certification			


2.3 DELIVERABLES OF A TRAINING QUALITY TOOLS PROJECT (meso level)						
#	OBJECTIVE		SAMPLE INDICATOR		comments	sample
1	trained instructors / teachers provided (initial training)	<input type="checkbox"/>	courses run	11	Most of the "hard" facts will flow from well organized school monitoring data systems. It may be a good idea to combine satisfaction surveys with promotional activities among the target teachers.	"Ratio of trained versus untrained teachers up by 10% annually."
2	teaching skills upgraded, updated	<input type="checkbox"/>	participants turned out			
3	specialization of teachers	<input type="checkbox"/>	person*weeks conducted			
		<input type="checkbox"/>	revenue from course fees			"5% of all teachers participate in further training per year."
		<input type="checkbox"/>	net profit realised from sold courses			"Majority of schools request new topics every year."
		<input type="checkbox"/>	upliftment of teachers/instructors			
		<input type="checkbox"/>	satisfaction of participants			
		<input type="checkbox"/>	satisfaction of seconding institutions			
		<input type="checkbox"/>	more or steady demand from seconding institutions			
4	teaching aids, instructional materials distributed	<input type="checkbox"/>	volume of sales	17	marketing tools should be in place and can double as monitoring instruments	"Teachers spent 1% of salary."
5	learning materials distributed	<input type="checkbox"/>	market penetration	18		
6	self-learning materials distributed	<input type="checkbox"/>	net profit realised			
		<input type="checkbox"/>	materials reaching the end-user (%)			"20/30/40/50% of all students own some materials during inception phase."
		<input type="checkbox"/>	quality of materials meeting criteria list			
		<input type="checkbox"/>	satisfaction of users / customers			
		<input type="checkbox"/>	increasing demand from customers			
		<input type="checkbox"/>	customers' recommendations to peers			
7	occupational standards accepted	<input type="checkbox"/>	endorsement by responsible body	22		"1 Industry per year adopts standards in collective bargaining"
		<input type="checkbox"/>	relevance in the labour market			
		<input type="checkbox"/>	standards used in collective bargaining			
		<input type="checkbox"/>	standards used in pay scales			
		<input type="checkbox"/>	use of occupational standards			
		<input type="checkbox"/>	in design of corporate job descriptions			
8	tests and certification system operational	<input type="checkbox"/>	number of candidates for testing			"Testing centres run 2 shifts after 4 years."
		<input type="checkbox"/>	revenues from fees			
		<input type="checkbox"/>	backlog of applications for testing			


2.4 INTERNAL RESULTS OF TRAINING QUALITY TOOLS PROJECTS (meso level)						
#	OBJECTIVE	SAMPLE INDICATOR			comments	sample
1	teacher and instructor training courses organised (initial training, upgrading and updating)	<input type="checkbox"/>	course designs available in: didactical skills <input type="checkbox"/> preparing of lesson plans <input type="checkbox"/> modern teaching and learning methods <input type="checkbox"/> maintenance of training venues <input type="checkbox"/> preparation and use of hand-outs <input type="checkbox"/> organising industrial projects <input type="checkbox"/> organising industrial attachments <input type="checkbox"/> linking training and production <input type="checkbox"/> promotion of self-employment		These indicators are basically quality- driven; focus is not on delivery!	"State-of-the-art course modules cover the complete range of methodology & didactics."
2	training courses for non-pedagogical staff organised	<input type="checkbox"/>	course designs available in: maintenance of training venues <input type="checkbox"/> lab and experiment preparations <input type="checkbox"/> backstopping for industrial internships <input type="checkbox"/> tracer studies <input type="checkbox"/> trainee placement services		Overall quality will result from: proper format, good presentation, content relevance, didactical considerations, methodology, look and feel...	"Courses available for at least 50% of non-pedagogical staff of training centres."
3	specialization of teachers and instructors	<input type="checkbox"/>	course designs available in: skills of curriculum development <input type="checkbox"/> skills of teaching aids development <input type="checkbox"/> skills of standards development <input type="checkbox"/> skills of test item development <input type="checkbox"/> skills of database creation and use	23 24	For checking the quality of staff development course designs an internal quality management concept could be set up (e.g. following ISO 9004) or the materials may be sent out for a specialist's or peer group assessment in appropriate intervals.	"Courses offered in at least 4 different areas of development."
4	training management courses organised	<input type="checkbox"/>	course design available in: course marketing and design <input type="checkbox"/> models for industrial attachment <input type="checkbox"/> business plan development <input type="checkbox"/> public relations <input type="checkbox"/> project monitoring <input type="checkbox"/> project planning	23 25		"Training Modules offered according to attached diagram (cf tools)."
5	learning and instructional materials developed	<input type="checkbox"/>	content, coverage, number, type, properties, size, price for: instructional media <input type="checkbox"/> teaching and learning packages <input type="checkbox"/> self-learning materials <input type="checkbox"/> multi-media volumes <input type="checkbox"/> web-site facility and services	24		"Curriculum of one trade per year fully covered by material."
6	occupational standards system developed	<input type="checkbox"/>	standards and test items provided <input type="checkbox"/> testing functions taken up by franchisees	22		"Per year 5 testing centres receive accreditation."
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3.1 GOAL OF SYSTEM DEVELOPMENT PROJECTS (macro level)					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	system further developed (output, intake, process, funding, decision making)	<input type="checkbox"/> system delivers better output quality <input type="checkbox"/> system turn-out better in line with manpower demand <input type="checkbox"/> intake of system better in line with requirements/aspirations of school leavers system and labour market better linked and matched <input type="checkbox"/> system access opened up to additional target groups <input type="checkbox"/> participatory decision making at system level (tri-partite or multi-partite bodies) <input type="checkbox"/> system funding re-organised, ascertained <input type="checkbox"/> system decision making decentralized <input type="checkbox"/> provider accreditation system installed <input type="checkbox"/> course approval system installed <input type="checkbox"/> occupational standards introduced <input type="checkbox"/> share of NGOs / commercial providers increased <input type="checkbox"/>	27 26 28 21 19 22	The metaphor of system development follows a sequence of "better information" - "better decisions" - "better systems"; please refer to the corresponding tool no 44.	"Training centres switched towards market driven course supply." "Training system decentralised and commercialised by 2010."
2	sub-systems further developed	<input type="checkbox"/> training and production become standard features of technical training institutions <input type="checkbox"/> occupational standards and testing opened up to all members of labour-force <input type="checkbox"/> school-based and plant-based training firmly integrated <input type="checkbox"/> curriculum development entrusted to multi-partite bodies <input type="checkbox"/> training system expanded towards servicing the informal sector <input type="checkbox"/> training system opened up to cater to disadvantaged groups of society <input type="checkbox"/> training and employment generation features linked in training institutions <input type="checkbox"/> short course institutions launched to service demand of employed adults <input type="checkbox"/> cooperative training (school/company) strengthened	42 22 13 15 46 9 29 30 31 32 45 12 33		"All training centres offer 25% of courses to applicants with lower academic qualifications." "Cooperative training becomes standard solution with 50% training time in-plant."
3	system responsive to gender equity aspects	<input type="checkbox"/> capacities used by male/female students <input type="checkbox"/> representation of "male" vs. "female" occupations or courses <input type="checkbox"/> fair composition of teachforce <input type="checkbox"/> fair composition of management cadres <input type="checkbox"/> gender sensitive presentation of learning and teaching materials <input type="checkbox"/> new courses in favour of female		These are widely accepted cross-sectional aspects which supplement other system development strategies.	"Male domination of system-throughput reduced every year by 10%."
4	system responsive to ecological aspects	<input type="checkbox"/> introduction of ecology-related occupations <input type="checkbox"/> curricula show ecology-aware content <input type="checkbox"/> further training of teachers in ecology matters <input type="checkbox"/> ecology-aware practices at schools (maintenance, use of resources, handling of waste and hazardous materials)			"Ecology aspects considered in all training materials (for teachers and students) by year 2000."


3.2 PURPOSE OF SYSTEM DEVELOPMENT PROJECTS (macro level)					
#	OBJECTIVE	SAMPLE INDICATOR		comments	sample
1	responsible bodies take rational decisions	<input type="checkbox"/> visions for new/overhauled system <input type="checkbox"/> mission towards an improved system <input type="checkbox"/> strategies elaborated to change-over or to develop the system <input type="checkbox"/> decisions based on comprehensive information tapping available experience, feed back from trials, international comparison, etc. <input type="checkbox"/> reduced uncertainty/risks of available information <input type="checkbox"/> decision making done in a transparent way <input type="checkbox"/> solutions blending international experience with national peculiarities		This may be a sensitive issue: National legislation influenced by a bilateral project. A low-profile may be advisable.	<i>"Manpower Development Plan emerges by end of 2nd year."</i> <i>"Public hearings on intended Technical Education Legislation "</i>
2	decision making powers re-organised, re-mixed, delegated, re-allocated	<input type="checkbox"/> power sharing among state, employers and employees <input type="checkbox"/> delegation of powers and responsibility to lower level bodies <input type="checkbox"/> opening up of "pockets" for innovative, free-wheeling sub-systems and providers <input type="checkbox"/> de-regulating of sub-systems (e.g. basing occupational standards on voluntariness) <input type="checkbox"/> segmenting of levy-grant systems (sectoral or regional)	46	Multi-partite decision making tends to become a standard. This could involve co-determining system as a whole, endorsing occupational standards, taking responsibility for co-operative training and for managing a levy-grant system.	<i>"A Tri-partite body is formed by law by year 2000."</i> <i>"Regional funds are formed for the training levy."</i>
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3.3 DELIVERABLES OF SYSTEM DEVELOPMENT PROJECTS (macro level)					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	awareness created on best practices	<input type="checkbox"/> best practices from several countries presented to key decision makers and discussed <input type="checkbox"/> national symposium conducted bi-annually with participants from a cross-section of relevant institutions		<p>These objectives are mostly about information and communication.</p> <p>There could be efforts to diversify the means and styles of communication in order to reach / and make interested other than the usual target groups (key decision makers).</p> <p>The new media could be made use of in order to reach a broader audience and facilitate active dialogues (WebSite and News groups).</p> <p>Interactive means of communication (e.g. Internet) can be used for lively and instant monitoring.</p>	<i>"Quarterly topic-based events with participation specialists from 75% of stakeholders conducted."</i>
2	evidence about feasibility of models provided	<input type="checkbox"/> trial run results presented & discussed <input type="checkbox"/> conclusions drawn by decision makers <input type="checkbox"/> other agencies willing to copy the model			<i>"Written Comments of key decision makers on viability of model obtained."</i>
3	answers to policy or system management questions provided	<input type="checkbox"/> quarterly hearings conducted, where answers to policy questions are presented & discussed <input type="checkbox"/> ad-hoc answers to urgent questions provided monthly			<i>"10+ ad-hoc queries per year answered within less than 1 week."</i>
4	recommendations issued for system developers	<input type="checkbox"/> briefings / bulletin with recommendations by system practitioners			<i>"Newsletter published quarterly."</i>
5	blue-prints for system modifications prepared	<input type="checkbox"/> master plan created and proposed <input type="checkbox"/> proposals for implementation of innovative features presented/distributed <input type="checkbox"/> break-down of overall plan into stakeholder-specific sub-plans			<i>"Master plan officially received by decision makers."</i>
6	advertisement campaigns for new system features	<input type="checkbox"/> features for a system overhaul presented to and through the media <input type="checkbox"/> positively received by the media			<i>"Newspaper & magazine clippings show continuing attention of the issue."</i>
7	showpieces opened up to public, professionals and policy makers	<input type="checkbox"/> model centre run and kept at display to public, professionals and stakeholders; <input type="checkbox"/> regular "open days" and special events conducted			<i>"Guest book of open days shows more than 500 entries, 50 of which include diagnostic comments."</i>
8	implementation tools and strategy options offered	<input type="checkbox"/> plans, software, marketing material etc. prepared for implementors			<i>"Implementation strategy available in Logframe format."</i>


3.4 INTERNAL RESULTS OF SYSTEM DEVELOPMENT PROJECTS (macro level)					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	documentation centre, information pool, query system, help desk set up & provided	<input type="checkbox"/> centre with x volumes kept available to users; capacity y seats; open all day <input type="checkbox"/> mail/fax/email answering service, capacity = xyz queries per day; <input type="checkbox"/> INTERNET café run		These service provisions may be planned as logframe-results or alternatively planned on the activity level.	"Doc centre with initial set of 500 documents is open 20 hrs/ week; avg. new arrivals per month = 10."
2	meeting point, common address provided	<input type="checkbox"/> meeting, conference and group working facilities provided to stakeholders			"20 annual conferences with 12-20 persons conducted with full Metaplan equipment"
3	conference facilities and services provided				
4	facilitation and moderation services provided	<input type="checkbox"/> full time moderator and pool of external moderators kept available for stakeholder meetings, workshops, seminars; <input type="checkbox"/> moderation materials/ media available for 12 groups of up to 12 participants			"20 facilitated 3 day workshops arranged per year."
5	exhibition facilities and services provided	<input type="checkbox"/> space and equipment kept/made available for 1 permanent exhibition <input type="checkbox"/> exhibition showing new releases kept available			"4 major exhibitions/fairs per year conducted, reaching not less than 2000 visitors."
6	pool of experts made available	<input type="checkbox"/> experts from relevant subjects on call for various professional assignments <input type="checkbox"/> number of pre-arranged professional partnerships <input type="checkbox"/> contracts concluded with long-term backstopping institutions <input type="checkbox"/> secondment of long-term advisors (expats)	34 34 34 36 37		"12-20 person-months of services provided per year showing an increasing trend."
7	publication services provided	<input type="checkbox"/> editing, graphic design, multi-media support for system-relevant literature and reports kept available			"5 publication projects finalised every year."
8	trial runs conducted and evaluated	<input type="checkbox"/> trial run set-ups designed, trials assigned to "guinea pig centre", <input type="checkbox"/> trials supported, researched and documented	44		"3 trial runs per year initiated; full documentation available after 3 years."


4.1 GOAL OF INSTITUTION BUILDING						
#	OBJECTIVE	SUGGESTED INDICATORS			comments	sample
1	institution secured a long-term survival under changing economic conditions	<input type="checkbox"/> growth of capacities and investment <input type="checkbox"/> new services initiated <input type="checkbox"/> old services discarded <input type="checkbox"/> mission statement updated <input type="checkbox"/> participatory decision making structure <input type="checkbox"/> subsidiaries founded			On the highest level the objective is not simple survival but keeping up the dynamism.	<i>"Investment s in new technology at least every 3 years."</i>
2	institution closed down and re-opened with new mission	<input type="checkbox"/> carefully organised closure <input type="checkbox"/> business plan for successor institution <input type="checkbox"/> well organised opening of new institution			This is regarded a sign of being able to respond to an extreme challenge.	<i>"Orderly winding up process while securing the assets to a related project purpose."</i>
3	institution well placed in the training market	<input type="checkbox"/> institution rated among top 10 <input type="checkbox"/> revenues show steady incline <input type="checkbox"/> increasing number of applicants <input type="checkbox"/> competitors imitate range of services <input type="checkbox"/> innovations successful at rate of x % <input type="checkbox"/> new market segments conquered <input type="checkbox"/> new products/services launched <input type="checkbox"/> marketing department plays crucial role for product design and customer relations <input type="checkbox"/> ISO 9004-type procedures introduced	18 19 41 41		Not just survival among the pack but staying at the top could be the message.	<i>"Institution accredited as an ISO9004-2 service provider by the year 2002."</i>
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4.2 PURPOSE OF INSTITUTION BUILDING					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	institution financially secure and stable	<input type="checkbox"/> re-investment carried out <input type="checkbox"/> modernization investment done <input type="checkbox"/> high reputation in the market <input type="checkbox"/> success in attracting sponsor money <input type="checkbox"/> financial reserves reaching ...% of turnover		Attracting sponsor money requires good financial management and public relations skills.	"Training equipment replaced according to re-investment plan."
2	institution well supported by staff and managers	<input type="checkbox"/> staff fluctuation at reasonable level <input type="checkbox"/> corporate identity high and clear <input type="checkbox"/> staff aware of and behind mission			"100% of professional staff well aware of mission."
3	institution well embedded in social and industrial environment	<input type="checkbox"/> increasing good-will with neighbour <input type="checkbox"/> essentials of mission known to public <input type="checkbox"/> "extra-curricular" activities and events to liaise with socio-economic neighbourhood <input type="checkbox"/> industrial neighbours pay visits, conduct "campus interview" for new recruits <input type="checkbox"/> co-determination bodies (with employers, employees, clients, local communities) institutionalised & alive	46		"Annually increasing number of graduates is placed by means of campus interviews."
4	high institutional reputation	<input type="checkbox"/> products/services in high demand <input type="checkbox"/> customers pay cost-covering fees <input type="checkbox"/> institution receives special assignments (trials, events, high ranking visitors, development tasks) from parent agency <input type="checkbox"/> lead role towards peer institutions <input type="checkbox"/> institution carries out applied research and development (e.g. curricula) for peers	35		"Ratio of applications :admissions significantly higher than at peer institutions."
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4.3 DELIVERABLES OF INSTITUTION BUILDING						
#	OBJECTIVE	SAMPLE INDICATOR			comments	sample
1	structure of institution complete	<input type="checkbox"/>	organogram developed & positions filled		organisation structure should show staffing, apex and attached bodies and advisors	<i>"Positions filled in accordance with growing turnover."</i>
		<input type="checkbox"/>	service manual in place and well practised			
		<input type="checkbox"/>	task forces and teams in charge of special temporary assignments			
		<input type="checkbox"/>	organogram positions and links "alive"			
2	performance of institution up to mark	<input type="checkbox"/>	services well received by target group	41		<i>"Ex-graduates increasingly endorse training to next-generation applicants "</i>
		<input type="checkbox"/>	quality checks lead to improvement			
		<input type="checkbox"/>	obsolete services regularly weeded out			
3	economic survival ensured	<input type="checkbox"/>	costs recovered through revenue and/or budget allocations			<i>"Accumulation of capital in line with depreciation."</i>
		<input type="checkbox"/>	capital accumulation for re-investment in place			
		<input type="checkbox"/>	no depletion of assets (beyond service life)			
4	all management and delivery systems work well	<input type="checkbox"/>	inventory of managerial systems, instruments and tools done in regular intervals	39		<i>"Majority of monitoring recommendations are taken up & actions are taken at top management level."</i>
		<input type="checkbox"/>	systems updated and streamlined	40		
		<input type="checkbox"/>	monitoring system alive and leading to corrective managerial decisions			
		<input type="checkbox"/>	management systems well documented and integrated (cf. ISO 9000)			
5	institution fit for survival	<input type="checkbox"/>	all management systems in place	39		<i>"Independent organisational review attest workability of all management systems."</i>
		<input type="checkbox"/>	all management systems applied	38		
		<input type="checkbox"/>	mission clear / on track			
		<input type="checkbox"/>	staff acknowledged and motivated			
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4.4 INTERNAL RESULTS OF INSTITUTION BUILDING					
#	OBJECTIVE	SAMPLE INDICATOR		 comments	sample
1	institution founded	<input type="checkbox"/> decision on legal form/entity <input type="checkbox"/> registration done <input type="checkbox"/> memorandum of association done <input type="checkbox"/> bylaws done <input type="checkbox"/> founding members' signature <input type="checkbox"/> start-up capital injected <input type="checkbox"/> 1 st general meeting convened <input type="checkbox"/> identification of "parent" institutions created			<i>"Constitution enforced by end of year."</i> <i>"Major stakeholders become members by end of year."</i>
2	organization developed	<input type="checkbox"/> organogram generated (positions & links defined) <input type="checkbox"/> positions described (job profiles) <input type="checkbox"/> reporting lines / matrix-links defined <input type="checkbox"/> positions filled over time <input type="checkbox"/> successors/under-studies identified <input type="checkbox"/> service manual created & updated <input type="checkbox"/> decision making patterns & panels created <input type="checkbox"/> meeting & information style developed <input type="checkbox"/> model for information processing and sharing among staff developed <input type="checkbox"/> office routines defined	38		<i>"Job descriptions available for all positions of organogram by end of year."</i> <i>"At 75% of all meetings visualisation techniques are used."</i>
3	staff development ensured	implementation of the following systems (= jointly developed, documented, tested, introduced, applied & followed up): <input type="checkbox"/> task analysis and job descriptions <input type="checkbox"/> recruitment and selection <input type="checkbox"/> job induction and "gap" assessment <input type="checkbox"/> how to negotiate performance targets <input type="checkbox"/> empowerment, reporting and monitoring <input type="checkbox"/> giving feed-back and coaching <input type="checkbox"/> further training for staff(internal seminars) <input type="checkbox"/> further training for staff (on-the-job) <input type="checkbox"/> further training for staff (external courses) <input type="checkbox"/> job rotation and external attachments <input type="checkbox"/> appraisals and rewards/incentives <input type="checkbox"/> career planning / promotions <input type="checkbox"/> successor planning / understudies <input type="checkbox"/> consultants (their changing roles from "foreman" to "coach" to "backstopper") <input type="checkbox"/> implementing a staff development plan	38 36		<i>"Annual updates or the staff development plan done by end of April."</i> <i>"20% of all staff undergo further training every year."</i> <i>"Appraisals carried out annually with all staff."</i> <i>"10% of all staff receive bonus payments."</i>
4	generic management instruments put into place, used and maintained	<input type="checkbox"/> implementation of the following systems (i.e. jointly developed, documented, tested, introduced, applied & followed up): <input type="checkbox"/> strategic planning, stating the mission <input type="checkbox"/> operations planning and re-planning <input type="checkbox"/> monitoring and evaluation <input type="checkbox"/> reporting and report-triggered decisions <input type="checkbox"/> retrieval system of major documents <input type="checkbox"/> donor handling procedures <input type="checkbox"/> staff leadership style/principles ingrained	39 40		<i>"Operations plan tracked quarterly and updated annually."</i> <i>"Operations plan broken down into staff guidance plans by middle managers."</i>
5	financial management system established and operated	<input type="checkbox"/> financial accounting system <input type="checkbox"/> cost accounting system <input type="checkbox"/> balance sheet done annually <input type="checkbox"/> income statement done quarterly <input type="checkbox"/> cash flow analysis/prognosis monthly <input type="checkbox"/> business planning every 5 years <input type="checkbox"/> re-investment/net investment plan <input type="checkbox"/> income generation / soliciting sponsor money	40		<i>"Financial information available at the specified deadlines."</i> <i>"Targets of business plan achieved with $\pm 20\%$ accuracy."</i>

4.4 INTERNAL RESULTS OF INSTITUTION BUILDING						
#	OBJECTIVE	SAMPLE INDICATOR			comments	sample
6	marketing, product design, and quality management in place	<input type="checkbox"/> market-linked system following ISO9002 <input type="checkbox"/> product design using appropriate technology or labour-based technology <input type="checkbox"/> accreditation/approval for training services <input type="checkbox"/> franchise contracts awarded for testing/certification		41 17 18	There is a considerable array of tools for service-marketing available.	"Market segments known by end of year. Penetration strategy drawn up one year later."
7	training and production management system in place	<input type="checkbox"/> industrial organisation & design of workplaces / training places <input type="checkbox"/> reconciliation tool "training : production" *)		42 14	Conflicts are likely. Consider a 4-field box of rights & duties.	"Conflicts are resolved amicably within four weeks."
8	management of educational resources and tools management in place	<input type="checkbox"/> maintenance & upkeep systems <input type="checkbox"/> training materials supply, storage and issuing <input type="checkbox"/> curriculum development, lessons planning <input type="checkbox"/> equipment, tools and other hardware <input type="checkbox"/> instructional media, teachware, learning materials development and supply <input type="checkbox"/> arrangement, layout, use of training venues <input type="checkbox"/> linking, integrating of training venues		23		"Tripartite curriculum development & updating teams in place." "Maintenance history files established and tracked monthly."
9	gender action plans worked out and implemented	<input type="checkbox"/> plan jointly developed and endorsed <input type="checkbox"/> annual targets set for gender equity at both levels: staffing & beneficiaries <input type="checkbox"/> creation of gender-conducive facilities <input type="checkbox"/> gender-aware PR <input type="checkbox"/> gender-awareness of monitoring/reporting				"Gender action plan enforced and tracked annually; checked at annual staff and students meeting."
10	networking and liaison functions in place	<input type="checkbox"/> getting hold of best practices <input type="checkbox"/> linking up with sister institutions and actively maintaining the links <input type="checkbox"/> linking up with "neighbouring" sectors such as CIP, urban development etc. <input type="checkbox"/> engaging in donor co-ordination <input type="checkbox"/> "hard-wired" networks <input type="checkbox"/> division of labour with sister institutions <input type="checkbox"/> engaging in synergy projects and joint revenue creation <input type="checkbox"/> PR & media links established/maintained		43 4 43 3		"Network of active partners increased every year." "Net revenue from joint projects with peer institutions not less than 2000\$."
11	Donor's role			36 37 39		

5.1 GOAL OF A REPLICATION STRATEGY					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	Model replicated by project at another location (subsidiary)	<input type="checkbox"/> branch office opened up following same strategy and approach		<p>The strategy suggested here assumes a multitude of potential replicators.</p> <p>Apart from "the client", i.e. the agency which mandated the model and "owns" the outcome of the trials, there may be other potential replicators.</p> <p>By gearing the project services also to those, the replication scale can be expanded.</p>	"Subsidiary training centre opened up in Mapuataland during 4 th year."
2	Model adopted and implemented by other agencies	<input type="checkbox"/> model cloned in several cases over time <input type="checkbox"/> major features of model used at other locations <input type="checkbox"/> franchise contracts negotiated			"NGOs set up training centres adopting the model approach at a rate of one per year."
3	Model adopted and implemented system-wide by responsible authority	<input type="checkbox"/> national training board embarks on full scale implementation strategy <input type="checkbox"/> existing institutions switched to model approach <input type="checkbox"/> new model institutions set up			"Model approach becomes standard solution in all existing training centres at a rate of 10% / year."
4	Features of the model become standard for peer institutions	<input type="checkbox"/> all features of the model introduced at other comparable institutions/programs <input type="checkbox"/> all major features adopted at ... <input type="checkbox"/> major features adopted (bandwagon) <input type="checkbox"/> model in principle adopted, but adapted to prevailing conditions			"50% of existing training centres launch additional programmes following the basic principles of the model approach during the next project phase."
5	Model incorporated in Donor's portfolio of assisted projects	<input type="checkbox"/> model appears as a standard type of project in donor's portfolio <input type="checkbox"/> donor includes model project in sector programmes as preferable solution <input type="checkbox"/> donor advertises model in donor community			"Several agencies of the donor community request blue-prints of model approach."
6	Model ported to another country (e.g. South-South)	<input type="checkbox"/> model transferred from trial country to an interested neighbouring country <input type="checkbox"/> model accepted at multi-national conference as a preferable solution <input type="checkbox"/> trial project assists follower project(s) across national boundaries <input type="checkbox"/> trial project staff carry out consultancy services at international level			"2 start-up consultancy missions per year carried out for other countries in the region at full cost recovery."
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5.2 PURPOSE OF A REPLICATION STRATEGY					
#	OBJECTIVE	SAMPLE INDICATOR		comments	sample
1	responsible Training Authority formally approves of the model	<input type="checkbox"/> reform/innovation decision taken <input type="checkbox"/> implementation schedule issued <input type="checkbox"/> legislation/ordinance/passed		44	"Model approach propagated in long-term manpower plan of the Government."
2	Funds for model replication made available	<input type="checkbox"/> budget estimates for model submitted <input type="checkbox"/> budget for first series of replications approved		A classic replication strategy, where Government is seen as the main addressee of the process. Ideally model-runs are mandated by "the client". Tool = 44	"Implementation budget covering the next 4 years allocated."
3	stakeholders recommend model for replication	<input type="checkbox"/> conference held, votes cast in favour <input type="checkbox"/> press releases of major stakeholders favour model <input type="checkbox"/> annual reports/bulletins/newsletters of stakeholder feature and favour model			"Model positively commented or recommended in all newsletters/journals of the stakeholder organisations."
4	Model ranks high on agenda of decision makers	<input type="checkbox"/> model appears as pivotal element in system-reform plans <input type="checkbox"/> model recommended to legislators <input type="checkbox"/> model recommended in lobby <input type="checkbox"/> public opinion pays attention to model <input type="checkbox"/> media provide room for model debate, letter to editor etc			44
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5.3 DELIVERABLES OF A REPLICATION STRATEGY					
#	OBJECTIVE	SUGGESTED INDICATORS	 44	comments	sample
1	model presented as replication-ready	<input type="checkbox"/> documented tests, proof of success <input type="checkbox"/> recommendations for replication <input type="checkbox"/> moral suasion towards replication <input type="checkbox"/> action plans for replication submitted <input type="checkbox"/> model site visited by "clients" <input type="checkbox"/> Hot-Line frequently used by "clients"	44		<i>"Full documentation available in several versions for different audiences: - scientific/ - political - journalistic."</i>
2	model advertised for replication	<input type="checkbox"/> media campaigns launched <input type="checkbox"/> public forum provided <input type="checkbox"/> professional forum provided <input type="checkbox"/> Manuals for replication created and sold <input type="checkbox"/> WebSite visited by interested parties	44	From objective 1 to 4 there is an increasing degree of persuasion involved. "Hard-Selling" of a model may lead to an artificially high acceptance rate & misjudgement of the real likeliness of replication.	<i>"120 copies of replication manual sold at cost during 1st year." "50 visits to WebSite per week with inclining trend over 6 months."</i>
3	support for replication made available	<input type="checkbox"/> project staff invited repeatedly for presentations / debates / clarifications <input type="checkbox"/> supporting information and assistance requested by parent agencies <input type="checkbox"/> master implementation plan elaborated <input type="checkbox"/> consultancy/training services for clients interested in replication/adoption/adaption marketed or provided			<i>"20% of time of all involved professional staff dedicated to external information."</i>
4	potential replicators identified	<input type="checkbox"/> requests for information <input type="checkbox"/> requests for start-up support <input type="checkbox"/> consultancy services sold to interested replicators			<i>"Project approached by at least 10 seriously interested parties per year."</i>
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5.4 INTERNAL RESULTS OF A REPLICATION STRATEGY					
#	OBJECTIVE	SUGGESTED INDICATORS		comments	sample
1	trial runs carried out and evaluated	<input type="checkbox"/> test designs elaborated <input type="checkbox"/> evaluation approach designed <input type="checkbox"/> evaluation result provided <input type="checkbox"/> test history files available	44	Models are understood as trials and errors which precede a far-reaching (possibly expensive) decision.	<i>"Findings, conclusions & recommendations from trial run available."</i>
2	trial runs researched and documented	<input type="checkbox"/> interim trial report published <input type="checkbox"/> final trial report published <input type="checkbox"/> additional publications (special issues)		It should be accepted that the result of the model run could be either positive or negative. A negative conclusion ("unsuitable" for replication.) is perfectly alright as a project outcome. The process of erring and re-trying may be iterative. However, success of the model must not be "forced".	<i>"Continuous documentation available with time lag no longer than 3 months."</i>
3	model improved and tested	<input type="checkbox"/> ongoing trials: diagnosis & conclusions modified/improved/adapted designs	44		<i>"Documentation of reasons for and issues of modification of design."</i>
4	evidence and recommendations prepared	<input type="checkbox"/> position papers edited/published <input type="checkbox"/> project closure report published	44		<i>"Recommendations submitted in decision-friendly format by end of trial-runs."</i>
5	marketing material created	<input type="checkbox"/> PR material developed <input type="checkbox"/> PR concept approved by board <input type="checkbox"/> model site developed into visitors' centre <input type="checkbox"/> WebSite installed and maintained		A tool or a checklist for designing media campaigns would be very helpful.	<i>"Flyers, brochures, videos, CDs, T-Shirts, and popularized versions of the report available for mass distribution by end of project."</i>
6	start-up facility for "replicators" provided	<input type="checkbox"/> staff proficient as consultants <input type="checkbox"/> blue prints for replication available <input type="checkbox"/> FAQ papers available <input type="checkbox"/> training modules for prospective "clients" designed			<i>"Training modules designed and ready for early replicators or trailblazers."</i>
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