



presents this

CERTIFICATE OF COMPLETION

to

Melgie Apat Alas

for having completed the online training

INTERNATIONAL BEST PRACTICES IN RESULTS-BASED MONITORING AND EVALUATION OF GOVERNMENT PROGRAMS AND PROJECTS

held at 9:00 in the morning

*on February 20, 21, 22, 27, 28 & 29, 2024 via **zoom**
(for a total of 18 training hours)*


Henry Belleza Aquende, MBM, Hon. DPA
Founder & President
Center for Global Best Practices


Dr. Alicia C. Manuel, CrFA CICA
Course Director & Lecturer
Center for Global Best Practices

DIS A

2024 004 625

Republic of the Philippine
MISAO STATE UNIVERSITY
 IN INSTITUTE OF TECHNOLOGY
 City 9200 Philippines
www.msuiit.edu.ph

L&D Form 1

EXTERNAL TRAINING

MSU-IIT HRMD-L&D Form No. 01 (EXTERNAL TRAINING REQUEST FORM)

Requesting training on/with: (Please Check One): <input type="checkbox"/> Official Time Only <input type="checkbox"/> Allowable Allowances <input checked="" type="checkbox"/> Reg. Fee Only <input checked="" type="checkbox"/> Reg. Fee & Allowable Allowances				
Employee ID No.	Name of Employee	Position Title/Salary Grade	No. of years/Months in the Position: 3 Years and 1 month	Date Hired
2011-175	MELGIE APAT ALAS	PROJECT DEVELOPMENT OFFICER IV/SG22		December 29, 2020
Department	Division/Section/Tel. No.:			Employment Status
OVCPOVCSI	Office of Monitoring and Evaluation			Permanent

Brief Job Description of the Employee:

As OME Director:

1. Develop assessment tools for monitoring and evaluating the University's projects, services, and activities.
2. Ensure that monitoring and evaluation processes are duly and fully implemented.
3. Conduct careful and scientific analysis of gathered data from the monitoring and evaluation processes.
4. Update the monitoring and evaluation tools to adapt to changing situations and contexts.
5. Coordinate with concerned Responsibility Centers to monitor and evaluate projects and services.
6. Consolidate the evaluation of clients' satisfaction from different Responsibility Centers and prepare comprehensive reports that holistically determine the area that needs improvement.
7. Submit the monitoring and evaluation reports and recommendations for improvement to the Chancellor through the Vice Chancellor for Planning and Development.

Title of Training Program/Seminar:

No. of employees previously attended the same/similar

International Best Practices in Results-Based Monitoring and Evaluation of Government Practices

(1) training/seminar? None

Venue of the Program: Via Zoom

Date of Training (Inclusive)

February 20-22, 2024 and February 27-29,

2024

6 Session

Course Objective of the Program:

Specifically, the course provides the essential knowledge to deliver and support the monitoring and evaluation requirements of continuously improving the delivery of government programs and projects. The learning process identifies, analyzes, and applies the required standards that determine the principles, organization, methodology, and documentation of program and project management's monitoring and evaluation function.

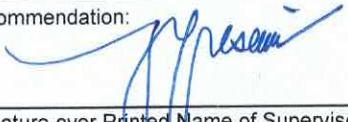
The knowledge that participants will gain from this training is all based on global best practices and international standards that are useful for benchmarking and real-world application.

COURSE OUTLINE

1. To understand the program and project management context of monitoring and evaluation.
2. To determine, describe, document, and demonstrate the monitoring cycle and evaluation cycle and the associated activities of achieving the monitoring and evaluation objectives.
3. To create the monitoring and evaluation framework and the related tools to deliver the reporting requirements.
4. To improve management effectiveness and accountability, define realistic expected results, monitor progress toward achieving expected results, integrate lessons learned in management decisions, make policy, and performance report.

Related to employee's actual

Function:

Employee's Signature:  MELGIE APAT ALAS	Recommendation: 	2.02.2024
Signature over Printed Name of Employee	Date of Request	Signature over Printed Name of Supervisor
FOR HUMAN RESOURCE MANAGEMENT DEPARTMENT		Date Signed
		Date Received (From Requesting Dept./Office):

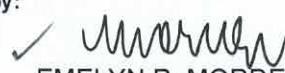
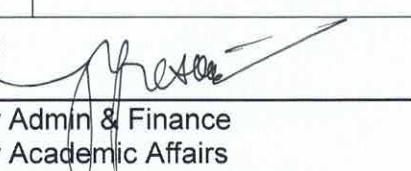
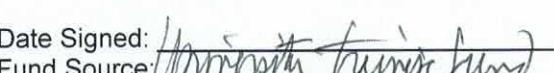
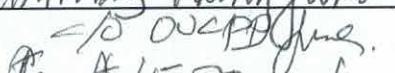
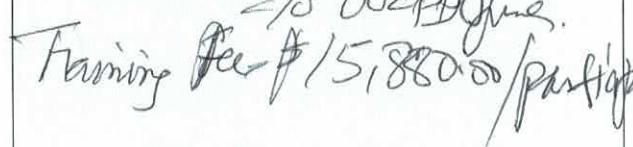
REMARKS:

- () the requested training is similar or nearly similar to previous ones that is attended by the employee or co-employees.
 () the requester or nominee has attended recent training but failed to comply or submit requirements to the HRMD upon return to duty (i.e., report of undertakings, echo of learning to co-employees or to other units needing such learning).
 () applicability of the learning to actual duties based on the certification by the supervisor or monitoring report by training and development section.
 () other remarks (please state): _____

REQUIREMENTS:

This request may be considered provided the requester/nominee/attendee shall comply or submit to HRMD-L&D section upon return to work station of MSUIT:

- () Submit a copy of special order authorizing attendance to the program.
 Submit a copy of certificate of attendance or completion or program upon return to duty.
 Submit summary report of undertakings upon return to duty (L&D form no. 02)
 submit Learning application plan (L&D form no. 03)
 () Report of applicability, usefulness, or effectiveness of the learning to actual duties and office work performance by the direct superior or responsibility center
 (RC) head (L&D form no. 05).
 () Other requirements: _____

Evaluated by: ISMAEL B. ALANGO ✓ Admin. Officer III L&D section	Noted by:  EMEYLN R. MORDENO Chief Administrative Officer HRMD	Please Check Appropriate action: () Endorsed () deferred upon submission or () Not endorsed compliance of deficiency (see remarks)
Recommending Approval:  () VC for Admin & Finance () VC for Academic Affairs () VC for Research & Enterprise (✓) VC for Planning & Development () VC for Student Services () VC for Public Affairs () VC for International Affairs		Date Signed: _____ Fund Source:   
Approved by: PROF. ALIZEDNEY M. DITUCLARAN Chancellor		
Date Signed: _____		
Attach the following: (1) Invitation letter/Program, (2) copy of EIDP, (3) Approved Office WFP		

ANNUAL HRD PLAN

Period: January 1 to December 31, 2024

Date Submitted: October 2, 2023

Responsibility Center: Office of the Vice-Chancellor for Planning and Development

Priority HRD Needs	Action Plan (Attendance in Relevant L&D Program)	No. of Participants and Estimated Budget								TOTALS	P		
		1 st Quarter		2 nd Quarter		3 rd Quarter		4 th Quarter					
		# of Participants	Estimated budget	# of Participants	Estimated budget	# of Participants	Estimated budget	# of Participants	Estimated budget				
COMPETENCY edge/ Skills/ Attitudes)	1) Further studies (Collegiate/ MA/ MS/ Ph.D.)	1	N/A	1	N/A	1	N/A	1	N/A	1 Ph.D. & ANTEU E Alas)	International Training/ VCPD Pi Required		
	2) Professional Conference/ Conventions (Ex. PICPA, IEEI, etc.)					1	150,000			150,000			
ERSHIP COMPETENCY edge/ Skills/ Attitudes)	3) Managerial Skills Development Course										Farrah M Melgie A		
	4) Supervisory Development Course/ Program			2	30,000	2	10,000			50,000.00			
TIONAL COMPETENCY edge/ Skills/ Attitudes)	5) Administrative process skills and competency development relevant program	1	15,000			3	10,000			45,000.00	Mark Ju Arlene I Norhan Melgie ,		
	6) Financial process skills development relevant programs			2	18,000					36,000.00			
	7) Technical skills development relevant programs	2	15,000	3	15,000	5	15,000	4	15,000	210,000.00			
	8) Highly technical skills and competency development relevant program			2	30,000					60,000.00			
<i>Joint. Practice. In 2023M 1/15880.00 - 6 Sessions</i>													
<i>Melgie A Alas - Inst. Post Practice h. Points Based M15880.00</i>													
<i>60,000.00</i>													



TO: Ms. Melgie A. Alas, MMBM, PGDSDS

Director

Office of Monitoring and Evaluation-Office of the Vice-Chancellor for Strategic Objectives

Mindanao State University- Iligan Institute of Technology

Andres Bonifacio Avenue, Tibanga

Iligan City, 9200 Lanao del Norte

Philippines

Dear **Ms. Alas,**

Greetings from the Center for Global Best Practices (CGBP)!

Pursuant to National Budget Circular 565 mandated by the Department of Budget and Management (DBM), we are inviting your key LGU officials, and everyone involved in the results-based monitoring and evaluation of projects and programs, including technical officers in policy, planning, monitoring, and evaluation to this institutional capability-building training program via Zoom:

International Best Practices in Results-Based Monitoring & Evaluation of Government Programs

Schedule:

Tuesday, February 20, 2024 ; 9:00am to 12:00nn

Wednesday, February 21, 2024 ; 9:00am to 12:00nn

Thursday, February 22, 2024 ; 9:00am to 12:00nn

Tuesday, February 27, 2024 ; 9:00am to 12:00nn

Wednesday, February 28, 2024 ; 9:00am to 12:00nn

Thursday, February 29, 2024 ; 9:00am to 12:00nn

This pioneering learning event is also aligned with the policies and guidelines set forth by the DILG in the exercise of its supervisory powers to monitor and evaluate the performance of LGUs in the implementation and management of all infrastructure projects through the use of

Results-Based Monitoring and Evaluation Systems.

We will feature our esteemed course director and lecturer, Dr. Alicia C. Manuel, CrFA, CICA. She was with COA for 31 years as an auditor assigned to various branches of government including DILG, Bureau of Fire Protection and NAPOLCOM, among others.

Dr. Manuel regularly conducts lectures on Management Audit and Baseline Assessment Report and addressing COA challenges at institutions such as the Armed Forces of the Philippines, Philippine Army, Philippine Navy and Philippine Air Force, among many others. She is also a consultant at the Philippine Government Electronic Procurement System (PhilGeps).

For your reference, this letter includes the complete details of this program such as the flyer, course outline, and registration form.

The following rates will apply to those who will attend this training program:

- ₱ 12,880 if you register and pay on or before January 20
- ₱ 15,880 if you register and pay after January 20

The training fee is inclusive of printed lecture materials and an e-certificate of completion.

CGBP is an accredited training provider of the DILG-Local Government Academy, Governance Commission for GOCCs, Civil Service Commission and other regulatory agencies.



Attendees from the government are exempted from the P2,000.00 limit set by COA for attending training provided by the private sector based on Department of Budget and Management Circular No. 563 dated April 22, 2016.

Attendance in this training is not covered by Philippine Procurement Law or RA 9184 based on its Revised IRR's Section 4.5-b. which classifies training, continuing education, conferences, and similar activities as "non-procurement activities that shall be governed by applicable COA, CSC, and DBM rules".

For any assistance or clarification regarding these events, we may be reached at (+63 2) 8842-7148 or 59. You may also call or e-mail program leader, Aiza Cuenca at aiza.cgbp@yahoo.com.

Thank you for your attention to this matter.

Very truly yours,

A handwritten signature in black ink, appearing to read "Henry Belleza Aquende".

Henry Belleza Aquende, MBM, Hon. DPA
Founder and President
Center for Global Best Practices



INTERNATIONAL BEST PRACTICES IN Results-Based Monitoring & Evaluation of Government Programs and Projects



A Six-Session Webinar via [Zoom](#)

Day 1: Wednesday, February 20, 2024 * 9:00AM - 12:00NN

Day 2: Thursday, February 21, 2024 * 9:00AM - 12:00NN

Day 3: Friday, February 22, 2024 * 9:00AM - 12:00NN

Day 4: Wednesday, February 27, 2024 * 9:00AM - 12:00NN

Day 5: Thursday, February 28, 2024 * 9:00AM - 12:00NN

Day 6: Friday, February 29, 2024 * 9:00AM - 12:00NN

This capacity building training is to guide all government institutions in strengthening the results-based monitoring, evaluation and reporting of all government programs and projects as mandated by DBM in its National Budget Circular 565. It is also to address the issues, gaps, and challenges presently encountered in its implementation by providing participants with global best practices and international standards that are very useful for benchmarking and real-world applications.

This pioneering learning event is also aligned with the policies and guidelines set forth by the DILG in the exercise of its supervisory powers to monitor and evaluate the performance of the LGUs in the implementation and management of all infrastructure projects through the use of **Results-Based Monitoring and Evaluation Systems.**

Course Director & Lecturer: Alicia C. Manuel, CRFA, CICA, JD

She was with COA for 31 years as an auditor assigned to various branches of government including DILG, Bureau of Fire Protection and NAPOLCOM among others. While at COA, she was seconded to international organizations as an international consultant to World Bank, Asian Development Bank and AusAid to monitor large scale projects in various countries.

She is the author of the Handbook on AFP Internal Auditors, 2017 and the Internal Audit Manual Province of Negros Occidental, 2019. She regularly lectures on Management Audit and Baseline Assessment Report and addressing COA challenges with the Armed Forces of the Philippines, Philippine Army, Philippine Navy and Philippine Airforce among many others. She is also a consultant at the Philippine Government Electronic Procurement System (PhilGeps).

Who Should Attend:

- Everyone involved in the RBME of programs and projects in ALL government institutions including:
 - National Government Agencies
 - Local Government Units
 - GOCCs and its JV partners
 - GFI, SUCs, LUCs
 - Local Water Utilities
 - Local Economic Enterprises created by the LGUs
 - All other concerned government employees / public officials (including Technical Officers) involved in RBME of programs, projects, strategy planning, and policy-making.

**LIMITED SLOTS ONLY
PRE-REGISTRATION REQUIRED**

* Training investment inclusive of an e-certificate and a printed learning material

P 12,880 / person (when you register and pay on or before January 20)

P 15,880 / person (when you register and pay after January 20)

*Optional: Add **P 450** for a printed copy of a certificate of completion inclusive of delivery charge

Contact Person: Aiza Cuenca

Manila (+632) 8556-8968 or 69

Telefax (+632) 8842-7148 or 59

Email aiza.cgbp@yahoo.com

Check www.cgbp.org



"Enhancing Global Competitiveness Through Best Practices"

INTERNATIONAL BEST PRACTICES IN RESULTS-BASED MONITORING AND EVALUATION Of GOVERNMENT PROGRAMS AND PROJECTS

Tuesday, February 20, 2024 * 9:00am to 12:00nn Tuesday, February 27, 2024 * 9:00am to 12:00nn
Wednesday, February 21, 2024 * 9:00am to 12:00nn Wednesday, February 28, 2024 * 9:00am to 12:00nn
Thursday, February 22, 2024 * 9:00am to 12:00nn Thursday, February 29, 2024 * 9:00am to 12:00nn

The course provides the essential knowledge to deliver and support the monitoring and evaluation requirements of continuously improving the delivery of government programs and projects. The learning process identifies, analyze, and apply the required standards that determine the principles, organization, methodology, and documentation of monitoring and evaluation function of program and project management.

The knowledge that participants will gain from this training are all based on global best practices and international standards that are very useful for benchmarking and real-world applications.

This capacity building training is to guide all government institutions in strengthening the results-based monitoring and evaluation reporting as mandated by DBM in its National Budget Circular 565. It is also to address the issues, gaps, and challenges presently encountered in its implementation.

COURSE OUTLINE

Course Objectives:

1. To understand the program and project management context of monitoring and evaluation.
2. To determine, describe, document and demonstrate the monitoring cycle and evaluation cycle, and the associate activities of achieving the monitoring and evaluation objectives.
3. To create the monitoring and evaluation framework and the related tools to deliver the reporting requirements.
4. To improve management effectiveness and accountability by defining realistic expected results; monitoring progress toward the achievement of expected results; integrating lessons learned into management decisions; policymaking, and reporting on performance.



TOPICS:

Day 1

1. Monitoring and Evaluation for Results:

- What is Monitoring and Evaluation (M & E)?
- Areas of focus:
- Basic Concepts of Monitoring and Evaluation
- Monitoring from a Results-Based Management (RBM) Perspective
- Other Monitoring considerations
- Difference between traditional M & E and RBM

2. **What is RBME? Why is it useful in project planning? What are the key tools used?**

- Brief summary: This module introduces participants to the basic concepts and approaches to RBME as an approach for planning, managing and monitoring for results.

Areas of focus:

- RBME Principles, Concepts and Components
- What are the results? Activities vs. Results
- What is results-based management?
- Why do we follow results-based management?
Group exercise
Group presentation

Day 2

- **The Concept of Results Chain (outputs, outcomes and impact)**
- **Common Elements of RBME**

Group exercise
Group presentation

- **RBME and Program Cycle Management**

Area of Focus:

Project Cycle Management with Respect to RBME

Research methodologies

- **Needs assessment**
- Group exercise
- Group presentation
- **Problem tree analysis**
- Group exercise
- Group presentation
- **Stakeholder analysis**
- Group exercise
- Group presentation

Role of Risk and Assumption in the Project

Risk and Assumption Mapping

Group exercise

Group presentation

Day 3

- **What are the Indicators?**
- **Designing Results-Based Indicators**
- **Designing Global-Level Indicators**
- **Designing Key Performance Indicators and Evidence**
 - Group exercise
 - Group presentation
- **Concept of Theory of Change (TOC)**
- **Developing Theory of Change (TOC)**
- **Clubbing Theory of Change in project designing**
- **Utilizing Theory of Change (TOC)**
 - Group exercise
 - Group presentation

Day 4

- **What is M and E Plan in the Context of RBME?**
- **What are M and E Frameworks?**
- **Developing M and E Frameworks**
 - Group exercise
 - Group presentation
- **Developing Project Plans of Activities**
- **Tracking of Activities Tools**
 - Group exercise
 - Group presentation

Day 5

- **What is Evaluation?**
- **Evaluation Techniques**
- **Defining Key Evaluation Questions**
- **How to Utilize Learning for Improvements**
- **Sharing Learning with Key Stakeholders**
- **Strengthened Knowledge Management**
 - Group exercise
 - Group presentation

Day 6

- **Methodological Considerations**
- **Data Gathering Methodologies**
- **Quantitative Tools**
- **Qualitative Tools**
 - Group exercise
 - Group presentation



- **Define Quality and Accountability**
- **Ensuring Quality and Accountability into Project Cycle Management**
Group exercise
Group presentation
- **Communicating the Results (Discussion)**

Aiza Cuenca
Program Leader
Center for Global Best Practices

Manila lines: (+63 2) 8556-8968 or 69
Telefax: (+63 2) 8842-7148 or 59

Email: aiza.cgbp@yahoo.com
Please cc: mgm.cgbp@yahoo.com
Website: www.cgbp.org



MSU- ILIGAN INSTITUTE OF TECHNOLOGY
REVISED WORK AND FINANCIAL PLAN for FY 2024

OFFICE OF MONITORING AND EVALUATION

Pillar / Strategic Objective	INSTITUTE-LEVEL KEY PERFORMANCE INDICATORS	OFFICE-LEVEL KPI	PERFORMANCE												FUND 01 (GAA)	FUND 06		
			1st Quarter			2nd Quarter			3rd Quarter			4th Quarter						
			Target	Actual	Remarks													
Program	Project / Activity (PPAs)																	
I 5-YEAR DEVELOPMENT PLAN																		
Pillar 3: STUDENT SUPPORT. A learning environment that supports students in their university and life																		
a. Enhance student learning experience and wellbeing																		
	1 Student Satisfaction Index																	
Pillar 5: GOVERNANCE. Mission-driven and technology-enabled governance for operational excellence																		
a. Strengthen and develop human capital	1 No. of plantilla items for administrative staff																	
	3 Percentage of administrative staff completing trainings																	
b. Enhance Employee Experience and Welfare	1 Overall Employee Satisfaction Rating (in Percentage)														15,880.00			
	b. Client (student & employee) feedback																	
															850.00			

7



TERMINAL REPORT

(To be submitted to the HRMD by L&D Attendee together with L&D Form No. 3)

- Training
 Seminar/Symposium/Workshop/Conference/Convention/Online attendance
 Others (please specify): _____

TITLE: International Best Practices in Results-Based Monitoring and Evaluation of Government Programs and Projects

ORGANIZER/SPONSOR OF PROGRAM:

Center for Global Best Practices

INCLUSIVE DATES:

<u>FROM</u>	<u>TO</u>	<u>NO. OF DAYS</u>	<u>NO. OF HOURS</u>
Tuesday, February 20, 2024, 9:00 A.M. – 12:00 NN		1	3
Wednesday, February 21, 2024, 9:00 A.M. – 12:00 NN		1	3
Thursday, February 22, 2024, 9:00 A.M. – 12:00 NN		1	3
Tuesday, February 27, 2024, 9:00 A.M. – 12:00 NN		1	3
Wednesday, February 28, 2024, 9:00 A.M. – 12:00 NN		1	3
Thursday, February 29, 2024, 9:00 A.M. – 12:00 NN		1	3

VENUE:

Online “ZOOM” Platform

OBJECTIVES:

Training Objectives:

The knowledge that participants will gain from this training is all based on global best practices and international standards that are useful for benchmarking and real-world applications.

This capacity-building training guides all government institutions in strengthening results-based monitoring and evaluation reporting, as mandated by DBM in its National Budget Circular 565. It also addresses the issues, gaps, and challenges presently encountered in its implementation.

Learning Objectives:

By the end of the series of sessions, participants shall be able to:

1. To understand the program and project management context of monitoring and evaluation.
2. To determine, describe, document, and demonstrate the monitoring and evaluation cycles and the associated activities for achieving the monitoring and evaluation objectives.

3. To create the monitoring and evaluation framework and the related tools to deliver the reporting requirements.
4. To improve management effectiveness and accountability by defining realistic expected results, monitoring progress toward achieving expected results, integrating lessons learned into management decisions, policymaking, and reporting on performance.

BRIEF REPORT ON UNDERTAKING

The course provides the essential knowledge to deliver and support the monitoring and evaluation requirements of continuously improving the delivery of government programs and projects. The learning process identifies, analyzes, and applies the required standards that determine the principles, organization, methodology, and documentation of program and project management's monitoring and evaluation function.

SYNTHESIS OF LEARNING

Discussions and Learnings during the sessions:

DAY 1 SESSION: Tuesday, February 20, 2024, 9:00 A.M. – 12:00 NN

1. Monitoring and Evaluation for Results
 - What is Monitoring and Evaluation (M & E)?
 - Areas of focus:
 - Basic Concepts of Monitoring and Evaluation
 - Monitoring from a Results-Based Management (RBM) Perspective
 - Other Monitoring considerations
 - Difference between traditional M & E and RBM
2. What is RBME? Why is it useful in project planning? What are the key tools used?

Brief summary: This module introduces participants to the basic concepts and approaches to RBME as an approach for planning, managing, and monitoring for results.

Areas of focus:

- RBME Principles, Concepts and Components
- What are the results? Activities vs. Results
- What is results-based management?
- Why do we follow results-based management?

Group exercise

Group presentation

Learning Insights:

Robust and systematic use of monitoring and evaluation can:

1. Enhance accountability and provide legitimacy for using public funds and resources.
2. Strengthen strategic planning and policy design by improving links between interventions and their results.
3. Facilitate policy learning and increase the efficiency and effectiveness of spending.
4. Results-Based Management aims to improve management throughout a project and a program life cycle: from initiation (analysis, project planning, and design), to implementation (results-based monitoring, adjustments, and reporting), and to closure (final evaluations and reports, and integrating lessons learned into future programming).
5. Five (5) stages of the project life cycle start with Initiation, Planning, Execution, Monitoring, and Closing.
6. RBME is a powerful public management tool that can help policymakers and decision-makers track progress and demonstrate the impact of a given project, program, or policy.
7. Results-based M and E differs from traditional implementation-focused M and E in that it moves beyond an emphasis on inputs and outputs to a greater focus on outcomes and impacts.

8. Results-based management is a life-cycle approach to management that integrates strategy, people, resources, processes, and measurements to improve decision-making, transparency, and accountability. For senior management to exercise sound stewardship in compliance with government-wide performance and accountability standards, RBM is essential. The focus is on achieving outcomes, implementing performance measurement, learning, adapting, and reporting performance.
9. Historically, government departments and implementing organizations focused their attention on inputs (what they spent), activities (what they did), and outputs (what they produced). While information about inputs, activities, and outputs is important, it does not tell implementers whether they are progressing in addressing the issues they have identified. Losing sight of the results, their programs aimed to achieve limited programming effectiveness.

DAY 2 SESSION: Wednesday, February 21, 2024, 9:00 A.M. – 12:00 NN

- The Concept of the Results Chain (outputs, outcomes, and impact)

- Common Elements of RBME

Group exercise

Group presentation

- RBME and Program Cycle Management

Area of Focus:

Project Cycle Management with Respect to RBME

Research methodologies

- Needs assessment
- Group exercise
- Group presentation
- Problem tree analysis
- Group exercise
- Group presentation
- Stakeholder analysis
- Group exercise
- Group presentation

Role of Risk and Assumption in the Project

Risk and Assumption Mapping

Group exercise

Group presentation

Learning Insights:

1. The results chain helps practitioners by providing a concept that allows them to break complex changes into manageable building blocks or steps that lead to one another. This makes it easier to sequence and identify changes during analysis and planning. These steps also become the point at which practitioners can measure whether the expected changes occur throughout project implementation. In summary, when practitioners approach a specific problem, their results chain provides a structure for their project design, guiding them in identifying the building blocks they should focus on in their theory of change.

2. Understanding key terminologies:

Inputs: are the raw materials that provide the basis for a project. Input can include money, technical expertise, relationships, and personnel.

Activities: or interventions are actions of staff members and stakeholders. What will the initiative do with its resources to direct the course of change? Activities are designed to meet a project's objectives.

Outputs: these are the tangible products that result from project activities. What evidence is there that the activities were performed as planned?

Outcomes are the benefits a project or intervention is designed to deliver.

Impact: are higher-level strategic goals or long-term effects of an intervention.

Assumption: These reflect our deeply held values, norms, and ideological perspectives. It is low that we can forecast what changes might occur as an outcome of the initiative.

3. We did a group exercise and ran the problem tree analysis. This exercise uncovers the cause-and-effect scenarios of a core problem.
4. We also conducted a stakeholder analysis. Stakeholder analysis is systematically gathering and analyzing qualitative information to determine whose interests should be considered when developing and/or implementing a policy, project, or program. Stakeholders are people, groups, or institutions interested in a project or program and the problem being addressed. Primary stakeholders are those ultimately affected, either positively (beneficiaries) or negatively (for example, those involuntarily resettled). Secondary stakeholders are the intermediaries in the service delivery process. This definition of stakeholders includes winners and losers and those involved or excluded from decision-making. Key stakeholders are those who can significantly influence or are important to the success of the project.
5. Role of risks and assumptions in a project: A risk is a negative statement about what could go wrong. An assumption turns a risk into a positive statement. Assumptions may be stated in a Theory of Change as the conditions that must be met if the project is to proceed. Assumption mapping should consider three (3) principles: Feasibility (Can we do this?), Desirability (Do they want this?), and Viability (Should we do this?). It is important to maintain a risk register document.

Day 3 SESSION: Thursday, February 22, 2024, 9:00 A.M. – 12:00 NN

- What are the Indicators?
- Designing Results-Based Indicators
- Designing Global-Level Indicators
- Designing Key Performance Indicators and Evidence

Group exercise

Group presentation

- Concept of Theory of Change (TOC)
- Developing Theory of Change (TOC)
- Clubbing Theory of Change in project designing
- Utilizing Theory of Change (TOC)

Group exercise

Group presentation

Learning Insights:

1. An indicator is a variable that provides a simple and reliable means to measure achievement and reflect changes connected to an intervention. Indicators are signs of progress—they are used to determine whether the intervention is on its way to achieving its objectives and goals. The change measured by the indicator should represent the progress the program hopes to make. There are two kinds of indicators: (1) Quantitative: Objective facts that can be easily counted, numerical, measure the scale of intervention – numbers or percentage of beneficiaries reached, no. of the population who voted in the last election, number of people trained. (2) Qualitative: Subjective, can be numerical, measures quality, opinions, perceptions, systems development, influencing, e.g. stages in the passage of a bill through parliament, status of implementation of new learning and development strategy or action plan. The characteristics of good indicators are smart, measurable, attainable, relevant, and time-bound.
2. Concept of Result Chain: The term “results” refers to project outputs and desired outcomes and impacts. RBM indicators: Output/result indicators illustrate the change related directly to the activities. Initial outcome indicators: Illustrate the change

related directly to the output. Outcome indicators describe changes in knowledge, behavior, attitude, and skill resulting from our work. Impact indicators measure the long-term effect of program interventions. Important notes to keep. There should be at least one indicator for each outcome. At least one or two indicators per output. At least one indicator for every core activity. No more than 8-10 indicators per area of significant program focus. Preparing evidence/means of verification (MOV) for key performance indicators is also important.

3. The concept of a Theory of Change is an ongoing process of reflection that explores change and how it happens—and what that means in a particular context, sector, and group of people. Theory of Change is a structured way of thinking about change and the impact organizations would like to achieve. The integrated approach to program design, implementation, M+E, and communication. Causal hypothesis: How do I expect results to be achieved? If [inputs] and [activities] produce [output], this should lead to [outcomes], which will ultimately contribute to [goal]. A theory of change is a detailed description of the mechanism through which a change is expected to occur in a particular situation. A theory of change identifies a program's goals, preconditions, requirements, assumptions, interventions, and indicators, providing important insight into and guidance on intervention and impact evaluation design. At the simplest level, a Theory of Change shows the big, messy "real world" picture, with all the possible pathways leading to change and why you think they lead to change. Do you have evidence, or is it an assumption? Theory of Change has seven (7) steps: Situation analysis – specifying the context, Clarifying the program goal, Designing the program, Mapping the causal pathway, Designing SMART indicators, Making assumptions explicit, Converting to Logical Framework. Logical frameworks, also referred to as "logframes", operate at the project or program level and describe, in a concrete way, how your project or program will create the desired change. Like most other frameworks, these are flexible and evolving – you can easily create one based on your current understanding of the project components and revise it as you go along. The structure of a logframe is quite standardized – it is logical, sequential, to the point has a linear chart format. It could be displayed as a matrix or as flow chart. A logframe is visually engaging as it clearly illustrate the basic project components in the chart, which makes it easier for stakeholders to identify project inputs, activities, output, outcomes, and impacts. In other words, through these components, indicators and milestones, the chart triggers questions to help everyone involved in the project to think about what they're doing, what they hope to achieve and what they need to do to get all the important stuff done. Logframe is logic model that describes the key features of the project (objectives, indicators, measurement method and assumptions) and highlight the logical linkages between them. The logframe provides the basis for developing the Monitoring, Evaluation, Accountability, and Learning (MEAL) Plan.

Day 4 SESSION: Tuesday, February 27, 2024, 9:00 A.M. – 12:00 NN

- What is M and E Plan in the Context of RBME?
- What are M and E Frameworks?
- Developing M and E Frameworks

Group exercise

Group presentation

- Developing Project Plans of Activities
- Tracking of Activities Tools

Group exercise

Group presentation

Learning Insights

1. M and E System: The objectives of M and E system ensure progress at designing, Inception, Implementation and Evaluation Stage. Improve accountability and management of resources. Efficiently and effectively use data. Collect complete and timely information. M and E Plan is a table that builds upon a project logframe to detail key M and E requirements for each indicator and assumption. It allows program staff at the field level to track progress toward specific targets for better transparency and accountability within and outside the organization. Enables real-time, evidence-based decision-making.
2. Important considerations for an M and E plan: **Resources**: How much money and time will be needed to conduct the activities? **Capacity**: Does the product have the internal capacity to carry out the proposed monitoring and evaluation activities, including analysis of data collected, or will outside expertise be needed? **Feasibility**: Are the proposed activities realistic? Can they be implemented? **Timeline**: Is the proposed timeline realistic for conducting the proposed activities?
3. M and E plans can always be amended, and additional indicators or information can be added. However, information that has already been collected cannot be changed. The M and E plan will include a theory of change, a performance monitoring framework, a performance monitoring tool, and an explanation of the needed resources.
4. The theory of change (ToC) is an ongoing process of reflection that explores change, how it happens, and what that means in a particular context, sector, and/or group of people. ToC thinking is a structured way of thinking about change and the impact organizations want to achieve. It is an integrated approach to program design, implementation, M+E, and communication.
5. The M and E plan is important for developing a critical pathway to identify necessary and sufficient outcomes to achieve a goal. It will also serve as a roadmap that shows how a set of actions would help achieve a goal. It identifies and highlights interventions and assumptions critical to producing an outcome. Additionally, it identifies critical areas addressed by external actors and how the project will link to them.

Day 5 SESSION: Wednesday, February 28, 2024, 9:00 A.M. – 12:00 NN

- What is Evaluation?
 - Evaluation Techniques
 - Defining Key Evaluation Questions
 - How to Utilize Learning for Improvements
 - Sharing Learning with Key Stakeholders
 - Strengthened Knowledge Management
- Group exercise
Group presentation

Learning Insights:

1. Evaluation involves making decisions to improve the effectiveness of participants and the efficiency of the program. An evaluation aims to assess alternative programs, determine whether objectives are being fulfilled, identify reasons for successes and failures, uncover the principles underlying a successful program, and refine, revise, update, or track a program. Evaluation should be conducted at the beginning (need assessment), middle (midterm evaluation), and end (final evaluation) of an intervention process. It should include a collection of baseline data for comparison purposes. There are two types of evaluation: (1) Formative Evaluation: An evaluation that is carried out while a project is underway. Often focuses on process and implementation and/or on more immediate or intermediate outcomes. (2) Summative

- Evaluation: An evaluation that assesses the overall outcomes or impact of a project after it ends.
2. Evaluation questions articulate the main issues that the assessment will explore. They are usually developed after the program's goals and objectives have been decided, and the activities to support them have been determined.
 3. These are the steps to developing evaluation questions: Relevance: The extent to which the objectives of a development intervention are consistent with beneficiaries', stakeholders', and donors' requirements. Effectiveness: doing the right things. Efficiency: doing things right. Impact: Positive or negative, direct or indirect long-term impact produced by a development intervention. Sustainability: is concerned with measuring whether the benefits of a project or program are likely to continue after its termination.
 4. Designing evaluation for stakeholder benefit and use: Stakeholders are people with a stake in the evaluation, including primary intended users and others. The primary intended users – people making decisions based on the evaluation findings – are key stakeholders. Other stakeholders include people affected by decisions made during or after the evaluation (program staff, program participants, and beneficiaries) and secondary users of the evaluation findings. Evaluation findings often interest policymakers and advocate for or against a particular course of action. Different stakeholders can be engaged for different purposes and at different evaluation planning and implementation phases. It may not be feasible or appropriate to engage all potential stakeholders.
 5. **Training evaluation tools** include **questionnaires**, **interviews**, **focus groups**, and **observations**. Questionnaires are the most commonly used tools because they efficiently gather both quantitative and qualitative data about a training course. They consist of sets of questions delivered to individuals to obtain statistical information on a specific topic. **Questionnaires** are excellent for assessing participants' reactions immediately following the training course. They can be brief or extensive (shorter is usually better) and can be delivered in paper, email, or online formats. They can contain closed, open-ended, scaled, or multiple-choice questions. Additionally, participants can complete them immediately or at a later time, such as days or weeks after the training. **Observation** is a method of gathering data by watching an individual's behavior in their natural setting. It entails simply watching and noting a person's behavior after a training course to determine if they are able to perform the intended objectives. This method allows many aspects to be captured, including the physical environment, the person's own behaviors, and his or her interactions with others. Observation is a fairly inexpensive method for discovering more about learners' behavior, but it does have its limitations. **Interviews** are a data collection method aimed at gathering both facts and opinions. They involve asking open-ended questions where the respondent can answer the questions in as much detail as her or she wishes to. Interviews can provide valuable insights into behaviors, attitudes, opinions, and mindsets. There are different ways to conduct interviews, including face-to-face, telephone, or Chat on the computer.
 6. Providing evaluation feedback in a timely manner can often be difficult because of the time required to finalize evaluation reports. However, for feedback to be effective, it is critical that the evaluation results be shared at the right time with the right audience. Various media can be utilized to deliver the results of an evaluation depending on the audience's needs. These are some common media used: evaluation reports, websites, periodical newsletters, press events, seminars/workshops, and evaluation participation.

Day 6 SESSION: Thursday, February 29, 2024, 9:00 A.M. – 12:00 NN

- Methodological Considerations
- Data Gathering Methodologies

- Quantitative Tools
- Qualitative Tools
- Group exercise
- Group presentation
- Define Quality and Accountability
- Ensuring Quality and Accountability into Project Cycle Management
- Group exercise
- Group presentation

Learning Insights:

1. Data gathering methods: Surveys, Interviews, Observations, and Record Reviews.
2. Training evaluation tools: Questionnaires, Interviews, Focus Groups, and Observations.
3. Use of qualitative and quantitative data: If you want to conduct statistical analysis, be precise, measure and cover a large group, then use the quantitative method. If you want narrative or in-depth information, are unsure what you can measure, and do not need to quantify the results, use the qualitative method.
4. Participatory data analysis: Present first drafts of data and/or findings, allowing stakeholders to provide context and input on findings or recommendations. This will help sustain stakeholder interest and engagement in the evaluation process. Identify which findings and recommendations are the most meaningful to stakeholders and increase the likelihood that they will be put to practical use.
5. Standards and accountability are linked: Standards establish the thresholds or levels required to achieve the necessary quality for a particular good or service. Accountability is about being responsible to someone and ensuring that certain standards have been achieved.
6. Accountability is a core value of programs/projects and is essential to ensure at all levels, including management, staff, beneficiaries, donors, and other relevant stakeholders. Accountability management practices, such as the use of functional complaint-handling systems, provide timely input for course correction, design change, and, where required, staff changes, especially where it is found that ethical standards and values are not being maintained. The accountability mechanism updates beneficiaries, donors, and key stakeholders to help make informed management decisions and necessary course corrections, contributing to future programming. Accountability is the feature that makes all concerned program/project persons accountable. It gives beneficiaries, donors, clients, and other relevant stakeholders the power to hold implementing agencies accountable for their interventions, actions, policies, and priorities. Accountability mechanisms include complaint-handling mechanisms and feedback practices, especially for women, persons with disabilities, minorities, transgender persons, and other marginalized communities.

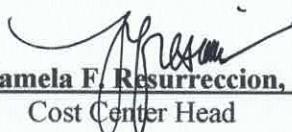
ATTACHMENTS:

- (Photocopy of proof of participation/attendance (Special Order
 Recommendation/Action Steps on how to apply the learning in the work site.

Prepared and submitted by:


Mr. Melgie A. Alas
 Attendee/Participant

Reviewed/Evaluated by:


Prof. Pamela F. Resurreccion, PhD
 Cost Center Head

Received at HRMD by: _____



CENTER FOR
GLOBAL BEST PRACTICES

"Enhancing Global Competitiveness Through Best Practices"

16 February 2024

Mr. Melgie Apat Alas

Project Development Officer IV

Mindanao State University - Iligan Institute of Technology (MSU-IIT)

Andres Bonifacio Avenue, Tibanga

Iligan City, Philippines

Dear **Mr. Alas**,

Greetings from the Center for Global Best Practices!

This is to formalize **MSU-IIT's** payment arrangement with our Center for **your attendance** in the training entitled, "**International Best Practices in Results-Based Monitoring and Evaluation for Government Programs and Projects**" scheduled on **the following dates via Zoom:**

Tuesday, February 20, 2024 ; 9:00am to 12:00nn

Wednesday, February 21, 2024 ; 9:00am to 12:00nn

Thursday, February 22, 2024 ; 9:00am to 12:00nn

Tuesday, February 27, 2024 ; 9:00am to 12:00nn

Wednesday, February 28, 2024 ; 9:00am to 12:00nn

Thursday, February 29, 2024 ; 9:00am to 12:00nn

In view of **MSU-IIT's** request to pay the training fee after the event and our own requirement of asking participant/s in our program to pay in advance, we have come to an agreement that we will allow **you** to attend the said event and reserve **1 slot** in your favor. We also agreed on the following points:

1. That **MSU-IIT** will release the payment to the Center for Global Best Practices within five working days after the training. Payment may be delivered to the latter's office or deposited via its bank facility. The full amount of the payment is **Fifteen Thousand Eight Hundred Eighty Pesos Only (₱ 15,880.00 Net of All Taxes)**.

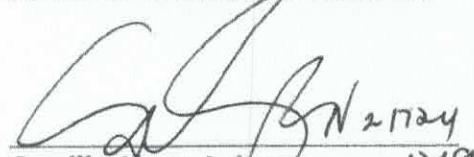
2. That **MSU-IIT's** payment is based on the number of its registered participant/s regardless of actual attendance, since the reserved slot/s for **MSU-IIT** will be considered an opportunity loss for the Center should the participant/s be unable to attend.

3. Given the limited slots for this training, cancellation of registration is not allowed as this will result in opportunity loss for the Center.

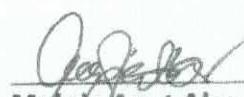
To confirm the said arrangements through your office, please sign the conforme as provided below.

Thank you for patronizing our event and I look forward to your reply.

Authorized signatory
FOR AND ON BEHALF OF
Center for Global Best Practices:


Camille Joyce J. Jonas
Deputy Executive Director

Authorized signatory
FOR AND ON BEHALF OF
MSU-IIT:


Melgie Apat Alas
Project Development Officer IV

2-14-2024



presents this

CERTIFICATE OF COMPLETION

to

Melgie Apat Alas

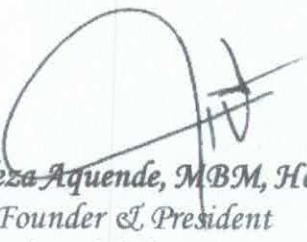
for having completed the online training

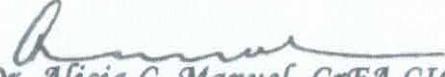
INTERNATIONAL BEST PRACTICES IN RESULTS-BASED MONITORING AND EVALUATION OF GOVERNMENT PROGRAMS AND PROJECTS

held at 9:00 in the morning

*on February 20, 21, 22, 27, 28 & 29, 2024 via **ZOOM***

(for a total of 18 training hours)


Henry Belleza Aquende, MBM, Hon. DPA
Founder & President
Center for Global Best Practices


Dr. Alicia C. Manuel, CrFA CICA
Course Director & Lecturer
Center for Global Best Practices

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