Monitoring Public Services to the Poor:

Capacity Development Programs

La Salle Institute of Governance

Monitoring Public Services to the Poor

Capacity Development Programs

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Foreword

Monitoring is a critical component in delivering public services to the poor. It is a public good where investment in resources and capacity is needed. It is a multi-stakeholder and knowledge activity involving the creation of partnerships among academe, government, private sector, and civil society.

Social accountability is fostered through third party monitors. Weak development performance and fund leakages occur when there is poor information and hidden transactions surrounding public programs. Empowering civil society with the knowledge and capacity to monitor public services to the poor is a strategic development enterprise.

This book is a compilation of capacity development programs conducted in different parts of the country. It provides its users with easy to follow modules that can enhance our capacities to monitor local government programs. It shows how different organizations and entities can come together, draft monitoring plans for specific programs, and come up with reports and appropriate actions to ensure the continuous quality of projects meant to benefit the poor.

The capacity development programs featured in this volume show us that we all can learn to guard the integrity of our local programs. These can guide us to become active participants in our country's development. We hope that you, our readers, will not only read them, but practice them on-site, as our local monitoring teams have done. We assure you that like them, you will find the experience not just worth your while, but deeply meaningful as well.

Dr. Francisco A. Magno
Project Director

Introduction

The De La Salle University (DLSU), with support from the World Bank, is implementing the project "Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor." It is a three-year (2010-2013) collaboration, which aims to promote transparency and accountability by enhancing the capacity of selected civil society organizations (CSOs) and government agencies to conduct joint government-civil society monitoring and evaluation of local public service delivery, especially to the poor.

This Project capacitated major stakeholders from different local government units (LGUs), universities, CSOs, national government agencies (NGAs) and the private sector, through training programs designed to meet local needs. These training programs were identified, developed, and delivered by local university partners in collaboration with the local stakeholders and the DLSU.

As one of its outputs, the Project came up with this set of capacity development programs, which features training modules on principles, tools and approaches in monitoring public service delivery programs in the eight (8) sites covered by the Project. This set of training materials was developed by the local monitoring teams (LMTs) of the eight project sites, namely: Solana and Peñablanca in Cagayan, and Gubat, Sorsogon in Luzon; Pavia in Iloilo, Sibulan in Negros Occidental and Pinagmungajan, Cebu in the Visayas; and Malungon, Sarangani and Lake Sebu, South Cotabato in Mindanao.

These training designs guided the LMTs in monitoring public service delivery programs in their respective sites. They can also assist other groups and agencies in different parts of the country that wish to undertake the same endeavor, to ensure quality programs for the poor in the country.

Each of the training designs included in this sourcebook was tailored to prepare the LMTs for monitoring work in their respective sites. Each design was based on the training needs of the LMTs, which were determined through a Rapid Training Needs Assessment (TNA) conducted prior to the development of the modules.

Capacity Development Programs:

Monitoring Local Livelihood and Employment Programs

Capacity Development Program for Monitoring the Utilization of the Newly Constructed Solana Public Market

SOLANA, CAGAYAN

Introduction

The *Monitoring the Utilization of the Newly-Constructed Solana Public Market* is one of the eight (8) component projects undertaken under the umbrella project *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor*. The latter seeks to strengthen the knowledge, skills and attitudes (KSA) of Civil Society Organizations (CSOs) and government agencies in the joint monitoring and evaluation of local public service delivery in partnership with local universities.

The local project team is composed of nine (9) members. Three (3) of the nine members come from the Green Meadows Foundation, Inc., a children-focused non-government organization based in Solana, two (2) are from the Local Government Unit of Solana and four (4) members are from St. Paul University Philippines.

This capacity development training for the Local Monitoring Team of Solana, Cagayan is composed of lectures and workshops designed to enable the LMT members to gain the knowledge, skills and attitudes to effectively and efficiently monitor and evaluate the local project.

Towards the end of the training, the participants are expected to:

1. Comprehensively discuss basic information on the construction of the new public market as one of the social services provided by the local government unit of Solana;
2. Discuss the basic concepts, theories and principles of monitoring and evaluation;
3. Draft a well-designed appropriate monitoring and evaluation tools;
4. Explain the rudiments of data gathering and analysis; and
5. Express commitment to the project.

The participants of the capacity development trainings will be subjected to a pre-test and post test to measure the extent of the effect of the trainings on their knowledge, skills and attitudes before and after their exposure to the trainings.

Training Design No. 1
Sinni Na, Sinni Ka, Sinni Ittam? Anni Kuattam?

The LMT's success is greatly dependent on the strength of its members' teamwork. Knowing each one's reservoir of talents, skills and capabilities will enable the team to understand each one's gifts and limitations. Getting to know one's strengths enables a team member to know where he could contribute more to the success of the team's activities. To be able to realize a deepened spirit of teamwork among members of the Solana LMT, team building sessions are important.

The training design titled "*Sinni na? Sinni ka? Sinni ittam? Anni kuat tam? (Who am I?, Who are you?, Who are we?, What have we to do?)*" aims to strengthen the partnership between and among the LMT members. Furthermore, this training also endeavors to orient the LMT about the project and the roles each one is expected to perform.

Objectives

At the end of the training, the participants should be able to:

1. Demonstrate appreciation of the benefits of a good teamwork;
2. Identify their contributions to the LMT based on their strengths and weaknesses;
3. Discuss and agree on the project concepts and policies ;
4. Share one's self, including strengths and weaknesses, without fear of being labelled or rejected.

Outline

This training is composed of four (4) modules, namely:

Module 1	The LMT's Introspective Journey to the Self and the Other
Module 2	*Anni makua tam*?: Enhancing teamwork and camaraderie
Module 3	Clarifying LMT Roles
Module 4	*Anni proyekto tam*?: Revisiting Project Concepts and Policies, Rationale and Objectives

Methodologies

The following methods will be employed in the conduct of the training:

1. Reflective journal writing
2. Story telling session in small groups
3. Creative plenary presentation
4. Game
5. Synthesis: Identification of roles and tasks of the LMT
6. Lecturette
7. Q and A
8. Video presentation

Training Design Matrix

Inclusive Time	Objective	Activity/Module	Methodology	Materials Needed
2 hours	The module is designed to enable LMT participants to: • Identify their strengths and weaknesses • Share their unique qualities to fellow participants • Recall the personal qualities shared by their fellow participants	Module 1 – The LMT's Introspective Journey to the Self and the Other	Reflective Journal Writing Story Telling Creative Plenary Presentation	White board, white board markers, metacards, scissors, double sided tapes, manila paper, cartolina of varied colors
2 hours	• Identify the common strengths of the members of the LMT • Identify what they can do together as a team • Internalize the importance of teamwork and camaraderie in the success of the team	Module 2 – Anni makua tam?: Enhancing teamwork and camaraderie	Game Q and A Video presentation: Lesson from the Wild Geese	White board, white board markers, computer, LCD
1 hour	• Identify their unique roles in the local monitoring team • Identify the personal asset that they can share to the team	Module 3 – Clarifying LMT Roles	Group Discussion Synthesis	White board, white board markers, computer, LCD
1 hour	• Explain the project concepts, policies, rationale and objectives • State the specific deliverables of the project • Appreciate the contribution of the project in advancing the advocacy of transparency and accountability	Module 4 – Anni proyekto tam?: Revisiting Project Concepts and Policies, Rationale and Objectives	Lecturette Q and A	White board, white board markers, computer, LCD

Training Schedule

Time frame	Activity
8:00- 8:30	Registration
8:30 - 8:45	Morning Praise
8:45 - 9:00	Statement of training objectives
9:00 -10:00	Module 1: The LMT's introspective journey to the self and the other (part 1)
10:00 -10:30	Health break
10:30 -11:30	Module 1: The LMT's introspective journey to the self and the other (part 2)
11:30 - 12:00	Open forum
12:00 - 1:00	Lunch break
1:00 - 3:00	Module 2 – Anni makua tam?: enhancing teamwork and camaraderie
3:00 - 3:30	Health break
3:30 - 4:30	Module 3 – Clarifying LMT roles
4:30 - 5:30	Module 4 – Anni proyekto tam?: Revisiting project concepts and policies, rationale and objectives
5:30 - 5:50	Sharing of realizations & insights
5:50 - 6:30	Evaluation of the training Closing program: awarding of certificates to resource persons and participants Closing Prayer

Module No. 1
The LMT's Introspective Journey to the Self and the Other

Drucker (2005) emphasized in his article "Managing Oneself" that "success in the knowledge economy comes to those who know themselves, their values and how they best perform." Socrates' famous dictum "know thyself" further makes it imperative for every person to gain deeper understanding of his identity and uniqueness.

Module 1 will primarily focus on deepening the self-awareness of the participants. It will provide the LMT members the opportunity to engage in self-reflection, centering on the question - Who am I? As a result, the participants will then come to grips with their strengths and weaknesses.

Objectives

At the end of the module, the participants should be able to:

1. Identify their strengths and weaknesses
2. Share their unique qualities to fellow participants
3. Recall the personal qualities shared by their fellow participants

Procedures

1. The facilitator will start the training session by making a short introduction of what the training is all about. As part of his introduction, s/he will discuss to the trainees the importance of knowing each other and the imperative of first knowing more about oneself. S/He will begin by introducing himself first and later requesting each participant to do the same thing, stating their name, their nickname, the organization they represent and a brief description of their organization and their position in the organization.

2. The facilitator will use the following guide questions in order to lead the participants into reflective introspection:

   - If you were an object, what object are you? Give at least three objects and explain why you are these objects.
   - How do others usually describe you? What are the reasons behind the description/s?
   - What best assets can you offer to the group to make the joint monitoring a success?
   - What future difficulties do you anticipate to encounter while doing this project? How will you effectively resolve or deal with the said difficulties?

3. After the participants have answered the guide questions, the facilitator will ask them to write down their answers on colored cartolina sheets. They will be asked later to

post their answers using double sided masking tapes on the whiteboard. A group sharing will follow right after each participant has posted his/her answer.

4. The facilitator will guide each participant in sharing their answers by calling on them randomly. He will see to it that everyone in the group is able to do a personal sharing.

5. The session will end with the facilitator asking each participant to give as many descriptions as they can recall about the shared identity of their fellow participants.

Lessons to be Learned

1. Each person is unique. No two persons are alike. Each one has his or her own share of strengths and weaknesses.
2. Different people see the same person differently.
3. One gets another view of himself through the impressions of others.
4. People have a greater chance of working together harmoniously if they know each other more deeply.

Module No. 2
Anni makua tam?: Enhancing Teamwork and Camaraderie

Any organizational entity that fosters teamwork creates a work culture that places a high premium on collaboration and complementation. In this work environment, people understand and believe that thinking, planning, decisions and actions are better when done jointly. People recognize, and even internalize, the belief that "none of us is as good as all of us."

Module 2 consists of activities that are primarily meant to increase the participants' understanding of the importance of teamwork and solidarity. The team building game will seek to reinforce the participants' unity and teamwork by engaging them to reflect on the requisites of a successful team.

Objectives

At the end of the module, the participants are expected to:
1. Identify the common strengths of the members of the LMT
2. Identify what each member can contribute to the endeavor as LMT member.
3. Recall at least three benefits of teamwork

Procedures

1. This session builds on the realizations and outputs of the first module. The facilitator will ask the participants to identify their common strengths and what these can do to the success of the team.

2. The facilitator will present a game titled "Newspaper Bridges". S/He will divide the group into two with members of each team randomly selected. The details of the game are as follows:

   Name of the Game: Newspaper Bridges
   (Source: http://www.buzzle.com/articles/indoor-games-for-team-building.html)
   Requirements: Newspapers (lots), easy tear tape, one jug.
   Sorting the Teams: To get the group sorted, use the animal sound game. On sheets of paper write: duck, dog, cat and cow. An equal number of the four animal sheets must be present. Ask each person to come and collect one sheet each and not show anybody their sheet. The ducks, dogs, cows and cats are to form their groups by making the respective animal sounds. So the room's going to be filled with quacks, bow wows, moos and meows. At the end, four groups will be formed.
   How to Play: To each team, provide equal amounts of newspaper and sticking tape. Give each team thirty (30) minutes to build a bridge, which can withstand the weight of a water jug. The rule to be remembered is that the bridge should have only two pillars to support itself. At the end of the building time, the team which builds the strongest bridge, sustaining the weight of the water jug, is the winner.
   Learning: For the specific purpose of the joint monitoring, the exercise is intended to initially build teamwork and camaraderie among the LMT members so that they can

harmoniously work together. To do this, one must begin with the clarity of the individual and institutional commitment to the project, as well as building trust.

This indoor team game deals more with strategic management and optimum utilization of resources. Each team has to conduct a brainstorming session among them to come up with the best technique to build the strongest bridge.

3. After the game, the facilitator will ask the winning team what strategy it employed and to share what could be the reasons for winning the game. S/He will also ask the other teams reasons why they have not won the game and what could they have done to increase their chances of winning. From these questions, the participants will now be able to gain important insights on the significance of teamwork in doing a task more effectively and efficiently. They will come to realize the importance of each other in doing the team's task.

4. To sum up the realizations concerning teamwork emanating from the game, the facilitator will further present a wrap-up of the other benefits of teamwork to include the following:

   - Building credibility with other individuals and work groups
   - Building trust among team members and gaining trust from others as the team coalesces and develops its expertise.
   - A sense of ownership, accomplishment, and pride among those individuals who worked on the team's task
   - A means of developing new skills among members of the team, including better communication and leadership abilities, along with a sense of confidence that team members can tackle other activities in the future
   - The creativity that comes from multiple people working on a task

Lessons to be Learned

1. I am a member of the team. Whatever becomes of the team is partly determined by my contributions and inaction. I contribute to its success and its failure.
2. It feels good to be in a team. I am better when working in a team.
3. Difficulties and challenges are manageable when resolved and dealt with in the company of a team.

Module No. 3
Clarifying LMT Roles

Roles, when not clearly defined in a team, may either create stress among its members or result to the team's wastage of time. Research shows that high performance teams evolve from team members being able to reach a consensus on which roles are needed by the team and who among the members of the team will use their specific strengths, skills and abilities to fill in these roles.

Module 3 centers its content on providing the participants with the opportunity to collectively reflect on and define their unique roles in the local monitoring team. This is done in order to capitalize on each member's strength.

Objectives

At the end of the module, the participants are expected to:

1. Identify their unique and common roles in the local monitoring team
2. Identify the personal asset that they can share to the team
3. Identify specific targets and tasks to be performed by each of the team member to fulfill the joint monitoring objectives

Procedures

1. The facilitator will engage the participants to a plenary discussion of their roles. S/He will do these by using the following guide questions:

- Why should you, as a member of the local monitoring team, know your roles to play in the team?
- What do you think are your unique roles in the LMT?
- As part of the monitoring team, what are the skills you can offer in order to make the team's endeavors successful?
- What specific tasks can you perform and targets that you can achieve to achieve the joint monitoring objectives?

2. After the facilitator elicits the answers from all the participants, s/he will synthesize the shared inputs and discussions, putting emphasis on the salient reasons why role clarification is important in the team. S/He will then share to the participants the following reasons:

- Eliminate confusion and stress over responsibilities
- Achieve team goals and timelines/deadlines
- Improve efficiency and satisfaction of each individual team member
- Prevent gaps in overall project responsibilities

Lessons to be Learned

1. Every member of the team is valuable and important. Every member is expected to play a vital and sometimes unique role in the team.
2. Every member contributes to the success or failure of a team.
3. Each member complements or supplements each other.

Module No. 4
Anni proyekto tam?: Revisiting Project Concepts and Policies, Rationale and Objectives

Any team is expected to work and function well if its members are able to acquire a sense of meaning, focus and direction for what the team is inherently tasked to do. To be able to realize this, the members of the team should have a solid grasp and understanding of the project that they are to work on: what the project is, its rationale and objectives as well as the expected outputs and deliverables. They should also be informed of the foreseen contribution of the team's work outputs in heightening the advocacy of transparency and accountability as well as the timelines and deadlines that they as a team are supposed to meet.

Module 4 will provide the participants a comprehensive picture of the project that they are to tackle as a team. It will re-orient them of the project rationale and objectives as well as the project deliverables. The participants will also be informed of the timelines and deadlines that are set in relation to the expected outputs.

Objectives

At the end of the module, the participants are expected to:

1. Explain the project concepts, policies, rationale and objectives
2. State the specific deliverables of the project
3. Appreciate the contribution of the project in advancing the advocacy of transparency and accountability

Procedures

1. The facilitator will present a lecturette focusing on the LMT project concepts, policies, rationale, objectives, project deliverables and timelines/deadlines.

2. The LMT lead person or project officer to be monitored will present the basic information about the project including it brief history, objectives and target beneficiaries.

3. The laudable contribution of the project to the cause of advancing the advocacy of transparency and accountability must be presented. After the facilitator's presentation, s/he will encourage the participants to ask questions on matters shared that they did not clearly understand.

Lessons to be Learned

1. The LMT project undertaking is worth the LMT members' effort, time and other shared resources.
2. The project is exciting, fulfilling and challenging on the part of the LMT.
3. Deadlines are set to be followed and to be met.

4. Discipline and commitment are extremely important for the success of the joint monitoring project.

Training Design No. 2
The Project Under the Stakeholders' Lenses: A Training on Monitoring Tools Development

Any project undertaken by any organization, whether big or small, needs to be monitored and eventually evaluated**.** A project needs to be monitored in order to gain enough information about its status and to know when deviations to the project plan become great enough to necessitate corrective actions.

Anyone who is involved in the task of monitoring must possess more than adequate skills and know-how on why, how, when and how often monitoring and evaluation is done on a given project. Monitoring teams must know what kind of data they should collect by selecting the most appropriate M & E tools for data gathering. This should be done in order to ensure that only sensible and meaningful data and information are collected and analyzed.

Designing monitoring tools is also a big challenge for the M & E teams. In most cases, the team must be able to customize the design of the tools to fit the intricacies and the uniqueness of the project being monitored and evaluated.

This training will thereby afford the LMT of Solana the opportunity to deepen their understanding of the M & E processes and to hone their skills in designing and developing M & E tools for the project.

Objectives

At the end of the training, the participants should be able to:

1. Explain the basic concepts of monitoring tools and development
2. Compare and contrast qualitative from quantitative data
3. Decide the most appropriate monitoring tools for the project based on the monitoring plan
4. Construct a well-designed monitoring tool for use in the project

Outline

This training is composed of six (6) modules, namely:

Module 1	Monitoring and Evaluation Concepts
Module 2	Data Gathering Methodologies
Module 3	A Review of the Monitoring Tools: Description, Uses, Advantages and Disadvantages
Module 4	A Closer Look at the Project: Finalizing Aspects to be Monitored and Crafting a Monitoring Plan
Module 5	LMT Monitoring Tools Construction and Design: A Workshop
Module 6	Ensuring the Goodness of the Monitoring Tool: Monitoring Tools Validation and Try-out Processes

Methodologies

The following methods will be employed in the conduct of the training:

1. Lecturette
2. Q and A
3. Workshop
4. Brainstorming sessions

Training Design Matrix

Inclusive Time	Objective	Activity/Module	Methodology	Materials Needed
1.5 hours	The module is designed for the LMT participants to be able to: • Define monitoring and evaluation • Differentiate monitoring from evaluation • State the reasons why monitoring and evaluation are done on projects • Identify the different types of evaluation • State the sequential steps in building a monitoring and evaluation system • Explain the 4 components of a successful M & E plan	Module 1 – Monitoring and Evaluation Concepts	Lecturrette using PowerPoint presentation Plenary discussion	White board, white board markers, computer, LCD
3.5 hrs	• Describe FGD as a data gathering methodology • State the goals of FGD • Explain the preparations needed for the conduct of the FGD • State the DOs and DONTs in facilitating a FGD	Module 2 – Data Gathering Methodologies	Lecturrette using PowerPoint presentation	White board, white board markers, computer, LCD
	• Describe the questionnaire as a data gathering instrument • State and explain some questionnaire construction issues • Explain when to use a questionnaire • Expound on the points that must be considered when writing and interpreting questionnaires • State the rules for effective use of questionnaire • Describe other data gathering methodologies • Discuss the requisites of other data gathering methodologies			
1 hr	• State the description,	Module 3 –	Lecturrette	White board, white

Inclusive Time	Objective	Activity/Module	Methodology	Materials Needed
	usefulness and disadvantages of the different monitoring tools • Identify monitoring tools that can be used by the LMT of Solana	A Review of the Monitoring Tools: Description, Uses, Advantages and Disadvantages	using PowerPoint presentation	board markers, computer, LCD
1 hr and 30 minutes	• Finalize the aspects of the project that will be monitored by the LMT • Prepare a monitoring plan for the project using the prescribed format	Module 4 – A Closer Look at the Project: Finalizing Aspects to be Monitored and Crafting a Monitoring Plan	Workshop and synthesis using PowerPoint presentation	White board, white board markers, computer, LCD
3 hrs	• Design and present a monitoring tool appropriate for the project aspects to be monitored	Module 5 – LMT Monitoring Tools Construction and Design: A Workshop	Group Discussion Workshop	White board, white board markers, computer, LCD
1.5 hrs	• State the different processes involved in the validation and try-out of the designed monitoring tools	Module 6 – Ensuring the Goodness of the Monitoring Tool: Monitoring Tools Validation and Try-out Processes	Lecturrette using PowerPoint presentation	White board, white board markers, computer, LCD

Training Schedule

Time Frame	Activity
DAY 1	
8:00 – 8:30	Registration
8:30 – 8:45	Morning Praise
8:45 – 9:00	Presentation of Participants Statement of Purpose
9:00 – 9:30	TALK 1: Monitoring and Evaluation Concepts (Part 1)
9:30 – 10:00	Health Break
10:00 – 11:00	TALK 2: Monitoring and Evaluation Concepts (Part 2)
12:00 – 01:00	Lunch Break
1:00 –1:10	Unfreezers
1:10 –4:40	Talk 3: Data Gathering Methodologies
11:00 – 12:00	TALK 3: A Review of The Monitoring Tools : Description, Uses, Advantages and Disadvantages
4:40 –5:00	Open Forum Closing Prayer
DAY 2	
8:00 – 8:15	Registration
8:15 – 8:30	Morning Praise Recap of Day 1
8:30 – 10:00	Talk 5: A Closer Look at The Project: Finalizing Aspects to be Monitored and Crafting a Monitoring Plan
10:00 – 12:00	Workshop: Monitoring Tools Design and Development
12:00 – 01:00	Lunch Break
1:00 – 2:00	Workshop: Monitoring Tools Design and Development (Continuation)
2:00 – 3:00	Presentation of Workshop Output
3:00 – 4:30	TALK 6: Monitoring Tools Validation and Try-Out
4:30 – 5:30	Sharing of Realizations and Insights
5:30 – 6:00	Evaluation of the Training Closing Program: Awarding Of Certificates to Resource Persons and Participants Closing Prayer

Module No. 1
Monitoring and Evaluation Concepts

Most of the members of the Solana LMT are neophytes in the area of monitoring. It was revealed in the team's TNA that they need to know more about the concepts and the processes involved in these activities.

This module then serves the above stated need. It will orient or reorient the participants on the basic concepts and processes involved in project monitoring and evaluation.

Objectives

At the end of the module, the participants are expected to:

1. Define and differentiate monitoring and evaluation
2. Explain the importance of monitoring and evaluation of projects, especially of government projects for the poor.
3. Identify the different types of evaluation
4. State the sequential steps in building a monitoring and evaluation system
5. Explain the four (4) components of a successful M & E plan

Procedures

1. The facilitator will start the session by asking the participants the question "How many of you have experience in monitoring and evaluation?"

2. After seeing a show of hands, the facilitator will ask one of them with a follow-up question "Can you please share to the group what you know about monitoring and evaluation based on your personal experience?"

3. After the facilitator has succeeded in making at least one participant to share his experience, s/he will then proceed with a lecturette about the basic concepts and processes involved in monitoring and evaluation to supplement whatever has been shared earlier by one of the participants.

4. The following topics will be covered in his lecturette:

   - What is monitoring?
   - Why monitor activities?
   - What is evaluation?
   - Why evaluate activities?
   - Types of evaluation
   - Comparison of monitoring and evaluation
   - Monitoring Framework

- Steps to building a monitoring & evaluation system
- What are indicators?
- Components of a successful monitoring plan

5. A Question and Answer (Q&A) will follow right after the facilitator finishes his lecturette. This is to encourage the participants to ask questions or clarifications on certain topics that they did not clearly understand.

Lessons to be Learned

1. Monitoring a project is not an easy thing to do.
2. Monitoring and evaluation are both vital to any project.
3. Monitoring is different from evaluation but they are intimately related activities.
4. A monitoring plan is a must for any M & E undertaking.

Module No. 2
Data Gathering Methodologies

One of the inadequacies of the members of the LMT as revealed by the results of their TNA is the limited knowledge of the use and formulation of the different data gathering methodologies.

This module then addresses the LMT's professed limitations as regards their understanding of the various methods of data collection for the joint monitoring project. It will deal more on the commonly used monitoring tools such as Focus Group Discussion (FGD), questionnaire and Key Informant Interview (KII). However, to afford the participants a complete overview of the tools, other data gathering methodologies will also be presented.

Objectives

At the end of the module, the participants are expected to:

1. Compare and contrast each data gathering methodology
2. Explain the preparations needed for the use and conduct of each data gathering methodology
3. State the rules in the construction and use of each data gathering methodology
4. Discuss the requisites of other data gathering methodologies

Procedures

1. The facilitator will present the contents of this module through a powerpoint assisted lecture presentation. S/He will start his lecture with a detailed description of what a questionnaire is as a data gathering tool. After which he will proceed to discuss some issues on questionnaire construction.
2. The participants will also be informed when to appropriately use the questionnaire. The facilitator will talk about the points that must be critically considered in writing and interpreting questionnaires. The facilitator will also discuss the rules that must be observed to effectively maximize the use of the questionnaire.
3. After his discussion of the questionnaire, the facilitator will present a short video where the use of the Focus Group Discussion is shown.
4. The facilitator will next elicit the observations of the participants about the use of the FGD in the video, making sure that everybody will have the opportunity to share their observations.
5. After everyone has shared, the facilitator will present a lecturette on FGD to supplement some of the ideas and observations given by the participants and to synthesize some of their sharing and observations.
6. After the facilitator finishes his discussion of the FGD, s/he will next present another lecturette covering the Key Informant Interview (KII) methodology.
7. The facilitator will describe what the methodology is all about and will explain the skills requirements needed for the interviewer to effectively use the methodology. The rules to be observed for the conduct of the interview will also be discussed.

8. To provide the participants with a complete perspective of the data gathering methodologies, the facilitator will also expound on other data collection methods. In this way, the participants can initially identify the method(s) that they can use in relation to the joint local M & E project.
9. To elicit the LMT's participation, the facilitator will end with an open forum (Q & A) to ensure the participants' optimal understanding of the topics covered in this module. Furthermore, the facilitator will encourage the participants to share their knowledge about any of the topics presented to supplement the lecture given.

Lessons to be Learned

1. Conducting an FGD demands a lot of skills.
2. Each one's opinion, thinking and values are important.
3. A questionnaire is very challenging to design and construct.
4. A good questionnaire is easy to administer but difficult to prepare.

Module No. 3
A Review of the Monitoring Tools: Description, Uses, Advantages and Disadvantages

The success of any monitoring activity is dependent on the relevance, effectiveness and efficiency of the chosen monitoring tools. This then implies that the tools to be used must be appropriately selected.

This module primarily seeks to reintroduce to the participants some of the widely used monitoring tools by providing them with a detailed description of each tool as well as its advantages and disadvantages. This will guide them in the choice of the tools that they will eventually use in their project.

Objectives

At the end of the module, the participants are expected to:

1. State the description, usefulness and disadvantages of the different monitoring tools
2. Identify monitoring tools that can be used by the LMT of Solana

Procedures

1. The facilitator will start the session by asking the participants' what is meant by a tool in general and a monitoring tool in particular.
2. After getting their responses, s/he will proceed to give a Powerpoint-assisted lecturette covering a discussion of some widely used M & E tools. He will give a description of each tool and present each tool's strengths and weaknesses.

   The following monitoring tools will be included in his discussions:
   - Interview
   - Key Informant Interview
   - Questionnaire
   - Focus Group Discussion
   - Community meetings
   - Fieldworker reports
   - Ranking
   - Visual/audio stimuli
   - Rating scales
   - Critical event/incident analysis
   - Participant observation
   - Self-drawings

Lessons to be Learned

1. Every monitoring tool has its own strengths and weaknesses.
2. No monitoring tool is sufficient in itself. Monitoring tools complement and supplement each other.

Module No. 4
A Closer Look at the Project: Finalizing Aspects to be Monitored and Crafting a Monitoring Plan

For the LMT to be able to design the appropriate monitoring tools for their project, there is a need for the team to revisit the different aspects of the project and finally decide on the aspects that they will monitor. This is to make sure that only relevant and pertinent data are actually being obtained and collected, thus avoiding wastage in the team's time, money, effort and other logistics.

To facilitate the making of customized monitoring tools for the LMT, the participants need to be taught how to prepare a monitoring plan to ensure the congruence of the tools with the aspects that will be monitored by the team.

Objectives

At the end of the module, the participants are expected to:

1. Identify the aspects of the project that will be monitored by the LMT
2. Explain why the aspects of the project need to be monitored by the team
3. Finalize the aspects of the project that will be monitored by the LMT
4. Prepare a monitoring plan for the project using the prescribed format

Procedures

1. The facilitator will start this module by explaining to the participants the importance of looking into the project aspects that they will monitor.
2. After the explanation, the facilitator will organize two (2) groups. The members of each group will be randomly selected.
3. The facilitator will ask the two (2) groups to select a facilitator and a recorder/documenter. Each group will be given the project document as reference for the group discussion.
4. The facilitator will lead the group discussion while the recorder/documenter will take down the proceedings of the group discussion. Each group will be asked to identify and finalize the aspects of the project to be monitored and why the identified aspects must be monitored.
5. After each group has finished their discussion, the facilitator will ask each group to present its output and compare whether their outputs are more or less the same. A decision by consensus will be employed to finally decide on the aspects that the team will monitor. The usual Q & A will be used to encourage trainees' participation.
6. When the participants have decided on the aspects that they will monitor, the facilitator will proceed teaching them how to prepare a monitoring plan using a prescribed format.
7. A sample monitoring plan will be presented by the facilitator where s/he will discuss how each column in the prescribed template will be filled in.
8. The sample will be used by the team to prepare a monitoring plan for use in the design of the monitoring tools for the local project.

9. The facilitator will lead a group workshop to provide the participants with the actual experience of monitoring plan preparation.
10. The workshop output will be presented in a plenary session where the facilitator's comments and suggestions for improvement will be entertained and explained.

The following monitoring plan template format will be used in this module:

Aspects to be Monitored	Performance Indicators/OVI	Operational Definition	Data Required	Data Sources	Type of Analysis	Tools Required	Data Collector	Data Consolidator

Lessons to be Learned

1. What should be monitored are only those that counts, or that matters to the project.
2. Looking at the project aspects gives better focus and direction to the team.

Module No. 5
LMT Monitoring Tools Construction and Design: A Workshop

Developing a good monitoring tool is a challenge to the members of the LMT. This is because designing one really entails a lot of knowledge and skills.

Module 5 will provide the participants the opportunity to develop, as a group, monitoring tools that are custom-fit for the project by means of a workshop.

Objectives

At the end of the module, the participants are expected to:

1. Design and present a monitoring tool appropriate for the project aspects to be monitored.
2. Explain the appropriateness of the tool in the joint monitoring activity.

Procedures

1. The facilitator will group the participants into two (2).
2. Each participant will be asked to draw a ball from a box where the balls are numbered either 1 or 2. The participants who drew the same number will form one group.
3. After forming the groups, the facilitator will ask the members of each group to give a name for their group and elect a group leader to facilitate the discussions and to arrive at collective decisions.
4. Each group will be given a copy of the monitoring plan. The facilitator will ask each group to design a monitoring tool using the monitoring plan as guide and applying the learned concepts from the previous modules.
5. The group leader will ask the members to decide on what monitoring tool they will create. The group decision will be reached through consensus on what tool to make.
6. After consensus has been reached, a workshop will follow.
7. The group will be given three (3) hours for the workshop followed by a plenary group output presentation.
8. The facilitator will ask the groups to comment on each other’s workshop output.
9. The facilitator will synthesize the comments given and will give his own observations and suggestions for improvement to enhance the tool made by each group.

Lessons to be Learned

1. There is a feeling of success when one is able to design a team-made monitoring tool.
2. Designing a monitoring tool without a plan is an exercise in futility.

Module No. 6
Monitoring Tools Validation and Try-out Processes

The greatest challenge for the LMT is to make sure that the monitoring tools they have developed possess the two-fold characteristics of validity and reliability. These qualities are by standards, considered as non-negotiable. Thus, the LMT members must be equipped with the skills and know-how to ensure validity and reliability through scientific validation procedures.

Objectives

At the end of the module, the participants are expected to:

1. State the different processes involved in the validation and try-out of the designed monitoring tools
2. Explain the quantitative aspect of monitoring tool validation and try-out

Procedures

1. A powerpoint-assisted lecture will be given by the facilitator covering the following topics:

    - Definitions of validity and reliability
    - Forms of validity
    - Methods of establishing reliability
    - Tool validation procedures & try-out

2. The facilitator will enhance his lecture with a demo presentation of the quantitative analysis of a hypothetical data collected from try-out with the use of statistical software.

Lessons to be Learned

1. A valid tool is always reliable but a reliable tool is not necessarily valid.
2. Monitoring tools validation and try-out are never easy tasks to do.

Training Design No. 3
Making Sense Out of Something: Data Analysis and Report Writing

Monitoring normally results to a large amount of qualitative and quantitative data that must be correctly analyzed, interpreted and reported. Data incorrectly analyzed may lead to erroneous judgment, assessment and decisions.

To prevent such incident to happen in the joint monitoring undertaking, this training will provide the LMT members of Solana the opportunity to enhance their knowledge and skills in data gathering as well as in writing their monitoring reports.

Objectives

At the end of the training, the participants should be able to:

1. Extract meaningful information from the data gathered
2. Draw out significant lessons and recommendations for an improved public service delivery
3. Draft an acceptable monitoring report

Outline

This training is composed of seven (7) modules, namely:

Module 1	Qualitative Data Analysis and Interpretation
Module 2	Quantitative Data Analysis and Interpretation
Module 3	Report Writing

Methodology

The following methods will be employed in the conduct of the training:
1. Lecturette
2. Computer Hands-on (Data Analysis using SPSS)
3. Writeshop
4. Brainstorming sessions
5. Practicum

Training Design Matrix

Inclusive Time	Objective	Activity/Module	Methodology	Materials Needed
3 hrs	The module is designed for the LMT participants to be able to: • Differentiate qualitative from quantitative data • Do qualitative data analysis • Interpret qualitative data	Module 1 Qualitative Data Analysis and Interpretation	Lecturrette using powerpoint presentation	White board, white board markers, computer, LCD
4 hrs	• Apply appropriate statistical analysis to certain types of data • Differentiate descriptive from inferential statistics • Quantitatively analyze data • Interpret quantitative data	Module 2 Quantitative Data Analysis and Interpretation	Lecturrette using powerpoint presentation	White board, white board markers, LCD, gathered data, computers with SPSS software
6 hrs	• Write an acceptable draft of an M & E report • Demonstrate integrity and honesty in report writing	Module 3 Report Writing	Lecturrette using powerpoint presentation	White board, white board markers, computer, LCD

Training Schedule

Time Frame	Activity
DAY 1	
8:00 – 8:30	Registration
8:30 – 8:45	Morning Praise
8:45 – 9:00	Statement of Training Objectives
9:00 – 9:30	Module 1: Qualitative Data Analysis and Interpretation (Part 1)
9:30 – 10:00	Health Break
10:00 – 12:00	Module 1: Qualitative Data Analysis and Interpretation (Part 2)
12:00 –1:00	Lunch Break
1:00 –1:10	Unfreezers
1:10 –3:10	Module 2: Quantitative Data Analysis and Interpretation
3:10 – 3:30	Health Break
3:30 – 5:00	Data Analysis Using SPSS Hands-on
DAY 2	
8:00 – 8:30	Registration
8:30 – 9:00	Morning Praise Recap of Day 1
9:00 – 12:00	Module 3: Report Writing (Lecture and Writeshop)
12:00 – 1:00	LUNCH BREAK
1:00 –1:10	Unfreezers
1:10 –3:10	Module 3 Writeshop: Report Writing
3:10 – 4:00	Presentation of Writeshop Outputs
4:00 – 4:30	Sharing of Realizations and Insights
4:30 – 5:00	Evaluation of the Training Closing Program: Awarding of Certificates to Resource Persons and Participants Closing Prayer

Module No. 1
Qualitative Data Analysis

Qualitative data analysis, an approach most typical in the area of field research, is the non-numerical assessment of observations made through participant observation, content analysis, in-depth interviews, and other qualitative research techniques for the purpose of discovering underlying meanings and patterns of relationships. Qualitative analysis is considered as an art as much as a science.

Doing a qualitative analysis usually is perceived as a rigorous process. This is because it requires creativity, discipline, and a systematic approach.

Objectives

At the end of the module, the participants are expected to:

1. Differentiate qualitative from quantitative data
2. Demonstrate qualitative data analysis
3. Interpret qualitative data

Procedures

1. The facilitator will deliver the content of this module through a powerpoint-assisted lecture presentation.
2. To ensure the trainees' maximum understanding of the topics, the facilitator will allot a few minutes after each topic presentation for an open forum to clarify the participants' doubts and reinforce understanding of subtopics vaguely understood.
3. The following topics will be covered in the facilitator's lecture presentation:

   - What is qualitative data?
   - What is qualitative data analysis?
   - Finding a focus
   - Managing data
   - Reading and annotating
   - Creating categories
   - Assigning categories
   - Splitting & splicing categories
   - Linking data
   - Making connections
   - Maps and matrices
   - Corroborating evidence

4. From the data the LMT has gathered, extract the qualitative ones and make general statements to show how the LMT members view or interpret these.

5. Synthesize and make recommendations as to the next steps to be done to finalize the interpretation of qualitative data.

Lessons to be Learned

1. Not all data can be measured and quantified
2. Analysis of data can be a tough and challenging job.

Module No. 2
Quantitative Data Analysis

Data collected from monitoring activities, be it qualitative or quantitative, are normally analyzed quantitatively. These data are processed and are presented in tables and graphs that contain information generated either from the use of basic or advanced statistical computations.

Most Filipinos seemingly have an aversion to analysis that greatly involves numbers and formulas. The LMT members of Solana, Filipinos as they are, revealed in their TNA their weakness in terms of analyzing quantitative data. This module addresses this concern. It will equip the participants with the basic knowledge and skills of statistical analysis with the hope of making them appreciate the importance of statistics in drawing out significant information from numeric and non-numeric data collected.

Objectives

At the end of the module, the participants are expected to:

1. Apply appropriate statistical analysis to certain types of data
2. Differentiate descriptive from inferential statistics
3. Quantitatively analyze data
4. Interpret quantitative data

Procedures

1. The facilitator will present the contents of this module using a powerpoint-assisted lecture presentation, enhanced using any available data analysis software (i.e., SPSS, SAS).
2. The facilitator will include in his talk both descriptive and inferential statistics, but focusing more on the former and discussing only the latter in passing.
3. The facilitator will use sample data gathered during the try-out and validation of the monitoring tools as raw data for quantitative analysis, using statistical software in the illustration of the different concepts that will be discussed.
4. The following topics will be covered in the facilitator's discussion:

    - Definition of Quantitative Data Analysis
    - Definition of Statistics
    - Divisions of Statistics
    - Measures of Central Tendency
    - Measures of Correlation
    - Measures of Variability
    - Inferential Statistics

5. To afford the participants with the basic skills of data computation, they will be given a computer hands-on training using the data analysis software, with focus on the basic descriptive statistical computations and analysis.

6. The facilitator will also give the participants some exercises on quantitative data analysis with samples of computer generated statistical outputs to ensure that they can interpret and extract meaningful information from a given set of data.

Lessons to be Learned

1. Numbers are meaningless if they are not properly analyzed.
2. Different meanings can be extracted from the same data.
3. Qualitative data can also be analyzed quantitatively.
4. Statistics can be enjoyable and exciting when assisted by statistical software.

Training Module No. 3
Report Writing

Results of any monitoring activity are expected to end with the submission of a report. This report will now eventually be used as input for action planning and decision-making. Thus, a report is a mandatory requirement that must be well written, following the standards of report writing. This module will equip the participants with the basic information and technical skills of report writing through lecture discussion and a writeshop.

Objectives

At the end of the module, the participants are expected to:

1. Write an acceptable draft of a monitoring report.
2. Draft a report that reflects integrity and honesty
3. Share comments and suggestions for improvement on fellow participants' writeshop outputs.

Procedures

1. The facilitator will present a lecturette in the form of a powerpoint presentation where the content of what will be shared to the participants will be taken from **REPORT WRITING:** A take-away guide published by Multimedia Publishing Ltd (Document available at http://lorien.ncl.ac.uk/tskills/reports/repwrite.pdf).
2. The following topics will be covered in this module:
   - Defining the purpose
   - Identifying the reader
   - Setting the objective
   - Selecting our material
   - Planning the structure
   - Rules and guidelines
   - Style and presentation

3. After the lecture presentation, the facilitator will guide the participants into an actual report writing workshop using the LMT's analyzed and interpreted data as basis for the writeshop.
4. After giving the participants enough time to write sample reports, the participants will share their writeshop outputs to elicit comments and suggestions from their fellow trainees.
5. The following outline will be used to write a monitoring report
   (Source: https://www.civicus.org/new/media/Monitoring%20and%20Evaluation.pdf p. 37):

EXECUTIVE SUMMARY
Usually not more than five pages – the shorter the better – intended to provide enough information for busy people, but also to tease people's appetite so that they want to read the full report.

PREFACE
Not essential, but a good place to thank people and make a broad comment about the process, findings etc.

CONTENTS PAGE
With page numbers, to help people find their way around the report.

SECTION 1: INTRODUCTION
Usually deals with background to the project or organization, background to the evaluation, the brief to the evaluation team, the methodology, the actual process and any problems that occurred.

SECTION 2: FINDINGS
Here you would have sections dealing with the important areas of findings, e.g. efficiency, effectiveness and impact, or the themes that have emerged.

SECTION 3: CONCLUSIONS
Here you would draw conclusions from the findings – the interpretation, what they mean. It is quite useful to use a SWOT Analysis – explained in Glossary of Terms - as a summary here.

SECTION 4: RECOMMENDATIONS
This would give specific ideas for a way forward in terms of addressing weaknesses and building on strengths.

APPENDICES
Here you would include Terms of Reference, list of people interviewed, questionnaires used, possibly a map of the area and so on.

Lessons to be Learned

1. Writing reports is an integral part of monitoring.
2. Report writing can be fun, challenging and fulfilling.
3. Reports must be honestly written to add to its credibility.

Evaluation Tool

Capacity Development Training for Local Monitoring Team

Date: ____________________________________

Venue: Knowledge for Development Center (KDC)

TRAINING EVALUATION FORM

Please indicate your impressions of the items listed below by darkening the circle representing your evaluation on the different aspects of the training:

Statements 1. CONTENT/OBJECTIVES	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The training met my expectations.	❍	❍	❍	❍	❍
b. I will be able to apply the knowledge I learned from the training	❍	❍	❍	❍	❍
c. The training objectives for each topic were identified and followed.	❍	❍	❍	❍	❍
d. The content was organized and easy to follow.	❍	❍	❍	❍	❍
e. The training objectives were well articulated before the start of the training.	❍	❍	❍	❍	❍
2. FACILITATOR'S SKILLS					
a. The facilitator was knowledgeable.	❍	❍	❍	❍	❍
b. The facilitator's training strategy(ies) is(are) effective.	❍	❍	❍	❍	❍
c. The quality of instruction	❍	❍	❍	❍	❍

Statements	Strongly	Agree	Neutral	Disagree	Strongly
was good.					
d. The facilitator met the training objectives.	❍	❍	❍	❍	❍
e. Participants' involvement and interaction were encouraged.	❍	❍	❍	❍	❍
f. There was close monitoring and supervision on the participants' growth and learning during the workshops.	❍	❍	❍	❍	❍
3. TIME ALLOTMENT					
a. Adequate time was provided for questions and discussion.	❍	❍	❍	❍	❍
b. Time allotment for each topic is adequate.	❍	❍	❍	❍	❍
c. Time allotment for the workshop session is sufficient.	❍	❍	❍	❍	❍
4. MATERIALS					
a. The training materials distributed were pertinent and useful.	❍	❍	❍	❍	❍
b. There were enough/adequate training materials that were distributed or given to the trainees.	❍	❍	❍	❍	❍
5. VENUE					
a. The training was conducted in a venue conducive for learning and workshop.	❍	❍	❍	❍	❍
b. The training venue is spacious enough to accommodate all the participants.	❍	❍	❍	❍	❍

Statements	Strongly	Agree	Neutral	Disagree	Strongly
c. The venue is well lighted,	❍	❍	❍	❍	❍
d. The venue is well ventilated.	❍	❍	❍	❍	❍
e. There is enough provision of restrooms for the training participants.	❍	❍	❍	❍	❍
6. FOOD					
a. Food/meals served during the training is adequate.	❍	❍	❍	❍	❍
b. There is a variation in the food served during the training.	❍	❍	❍	❍	❍
c. Food is served just on time.	❍	❍	❍	❍	❍

7. How do you rate the training overall?

Excellent ❍ Good ❍ Average ❍ Poor ❍ Very Poor ❍

8. What aspects of the training could be improved?

____

____

9. What are your other comments on this training?

____

____

Testing the Effectiveness of the Capacity Development Training: A Pretest – Post-test Evaluation Tool

Name: ________________________________

Direction: The following are statements designed to determine the level achieved by the members of the Local Monitoring Team in terms of knowledge acquired, skills developed and attitude imbibed. Check [√] the appropriate column that honestly best describes your own level of competency. Use the following code as basis for your personal assessment:

5 – Very High Extent
4 – High Extent
3 – Neither High nor Low Extent
2 – Low Extent
1 – Very Low Extent

Statement	5	4	3	2	1
1. I know each member of the local monitoring team.					
2. I know the project concepts.					
3. I know my specific role in the local monitoring team.					
4. I can give the history behind the construction of the Solana Public Market.					
5. I know monitoring and evaluation concepts.					
6. I can differentiate monitoring from evaluation.					
7. I can design and construct a monitoring tool.					
8. I know the different data gathering methodologies.					
9. I can describe the uses as well as the advantages and disadvantages of monitoring tools.					
10. I can comfortably share my ideas to the members of the team when asked to do so.					
11. I love to participate in group problem-solving and decision making.					

Statement	5	4	3	2	1
1. I possess skills which I can contribute to the team.					
2. I can work well even under pressure and stress.					
3. I know how to prepare a monitoring plan.					
4. I know the aspects of the project to be monitored by my team.					
5. I feel comfortable with fellow members of my team.					
6. I know how to make a monitoring tool.					
7. I know the processes involved in monitoring tool try-out and validation.					
8. I know how to use data analysis software.					
9. I can do qualitative data analysis.					
10. I can perform quantitative data analysis.					
11. I can write an acceptable M & E report.					
12. I love working in a team.					
13. Working in an M&E project excites me.					
14. I can work as a leader and also as a follower.					

Capacity Development Program for Monitoring the Sustainable Livelihood Program of the Department of Social Welfare and Development Region 7

CEBU

Introduction

This set of modules shows the importance of monitoring and evaluating the implementation of a government program. It brings together stakeholders to participate in joint monitoring to assist government institutions in checking whether identified goals and objectives are correctly accomplished.

This training program is part of the World Bank project, "*Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor*," which enables CSOs, the academe and LGUs to ensure that the benefits of government projects for the poor reach their intended beneficiaries. The project seeks to uphold transparency and accountability in the delivery of public service delivery to the poor. It also seeks to strengthen the knowledge, skills and attitudes of CSOs, the academe and the local government units in conducting joint monitoring and evaluation. It has eight (8) project sites all over the country, including Cebu.

The Local Monitoring Team or LMT in Cebu focused on the Sustainable Livelihood Program (SLP) of the Department of Social Welfare and Development (DSWD) in Region 7. This set of modules features the training materials used to strengthen the capacities of the LMT members in conducting this joint monitoring and evaluation initiative.

Objectives

At the end of the training, the participants should be able to:

1. To familiarize oneself with the other participants and the objectives of the training
2. Explain the important concepts and principles that guide monitoring practice in different contexts
3. Cite concrete examples that demonstrate the importance of monitoring.
4. Discuss the policies and institutional procedures of the SLP

Methodologies

The following methods will be employed in the conduct of the training:

1. Getting to know you activities
2. Clustering and theme-building
3. Case analysis
4. Group sharing
5. Lecture
6. Plenary sharing

Outline

This training is composed of three modules, namely:

Module 1	Establishing Rapport
Module 2	Understanding Monitoring Concepts and Principles
Module 3	Policy Context and Program Components of DSWD's Sustainable Livelihood Program

Module 1
Establishing Rapport

Monitoring and evaluating the implementation of projects for the poor is important. It is likewise important to bring together stakeholders to participate in joint monitoring. These can ensure that government agencies are able to attain their goals.

Since stakeholders have different backgrounds and perspectives, there is a need to build team work and cooperation so that they are enabled to work together. This module focuses on establishing multisectoral teams that can efficiently monitor the Sustainable Livelihood Program of the DSWD.

Objectives

At the end of the training, the participants should be able to:

1. To introduce oneself and co-participants beyond names and faces
2. To level-off on the following: objectives, flow and content of the activity, house rules and other administrative concerns, as well as expectations of co-participants.

Methodologies

The following methods will be employed in the conduct of the training:

1. Getting to know you activities
2. Clustering and theme-building

Training Schedule

Time allocation	Activity
07:30 – 08:30	Arrival and registration
08:31 – 08:40	Opening Prayer
08:41 – 08:45	Philippine National Anthem
08:46 – 09:00	Welcome Remarks
09:01 – 09:15	Rationale and Objectives
09:16 – 10:00	Getting to Know You Activity Expectation Setting House Rules
10:01 – 10:15	Working Break

Materials

1. Training kits
2. GTKY information sheets
3. Color-coded IDs
4. White board
5. Whyte board makers
6. Permanent Markers
7. Masking tapes
8. Manila papers
9. Laptop
10. LCD projector

Procedures

1. Upon registration, the participants will be given their respective training kits and IDs. The training kit shall contain the following:
   - GTKY information sheets
   - Handouts and notes
   - Free sheets for note-taking purposes
2. The IDs shall be color-coded to indicate their group assignment during the various workshops that will be covered in the entire duration of the training. This is to ensure that the different sectors are represented in all the groupings. The color assignments shall be as follows:
   - Red
   - Green
   - Yellow
   - Blue
   - Orange
3. Upon arrival, the participants will be given the liberty to choose their tables until the official start of the program.

4. The GTKY information envelope composed of strips that will highlight four important items:
   - One's role in M & E
   - Role of the sector in M & E
   - Expectations from the three-day Training of Trainer
   - What one is willing to give for the success of the three-day Training
5. The GTKY information sheet shall be used later in the getting to know you activity and expectation setting
6. The program is officially opened with an Opening Prayer as well as the Philippine National Anthem. This will be followed by the welcome address, presentation of the rationale of the training, and a discussion of the program.
7. Afterwards, the facilitator will ask all of the participants to get their respective GTKY information sheet and fill in the same within three (3) minutes
8. The participants will be given 3 minutes to group themselves according to the color-codes of their IDs and for them to arrange themselves alphabetically using the first letter of their first name within their respective groups
9. Once in order, the facilitator will ask each participant to share the following:
   - Introduce her/his name and the institution/sector s/he represents
   - What one thinks is her/his role in M&E
   - What one believes is the role of her/his institution in collaborative M&E
   - What her/his expectations are from the three-day Training of Trainer
   - What one is willing to give for the success of three-day

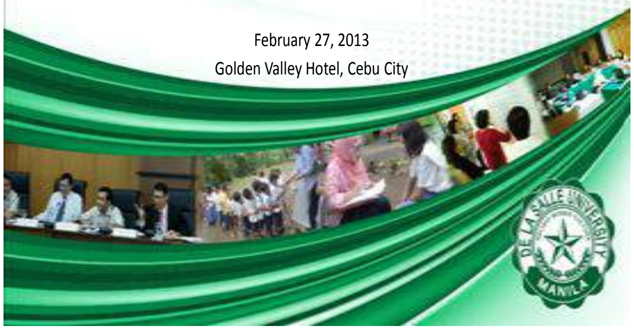
   7. After the sharing of each participant, the GTKY information sheet shall be posted on the board which will be clustered and collated by the co-facilitator to come up with the group training covenant
   8. After all the participants have shared, the main facilitator shall summarize the items in the GTKY information sheet, especially the expectations as well as what they can share to the success of the training. The same shall comprise the training covenant to be approved by the participants. All participants will then be enjoined to affix their signatures to the training covenant posted on the wall.
   9. Thereafter, the facilitator shall give the House Rules of the Training of Trainers, which are as follows:
      - For each participant to actively participate in the various sessions set for the Training of Trainers.
      - For them to set aside their other pre-occupations and to give their full attention to the processes to be introduced to them.
      - To either turn off their mobile phones or at least set them in silent mode.
      - To pay each other the needed respect and address each other with dignity.
      - For each one to freely express herself or himself so that the training becomes a fruitful learning experience for everyone.

Presentation

Knowledge Partnerships in Monitoring Public Services to the Poor

DLSU Jesse M. Robredo Institute of Governance

February 27, 2013
Golden Valley Hotel, Cebu City



Outline

- **Project Objective and Components**
- **Project Milestones**
  - ❑ Partnership Development
    - Project Sites and Partners
    - Knowledge Partnership Workshops
  - ❑ Stocktaking of Monitoring Initiative
  - ❑ Capacity Development Programs
    - Training and monitoring initiatives
  - ❑ Knowledge Management

- Monitoring is a critical component in delivering public services to the poor.
- It is a multi-stakeholder knowledge activity involving the **creation of partnerships** among academe, government, private sector, and civil society.

- Social accountability is fostered through third party monitors.
- Empowering civil society with the **knowledge and capacity to monitor public services** to the poor is a strategic development enterprise.

Project Objective

- To enhance the capacity of **civil society** organizations and **government** agencies to undertake joint **monitoring of public service delivery**, especially to the poor, through the development of **knowledge partnerships** with universities from the different regions.

Project Components

1. Development of Local Multi-Stakeholder Knowledge Partnerships & Stocktaking of Monitoring Initiatives
2. Capacity Development Activities with Local Partners
3. Assessment of Application of Tools & Approaches
4. Knowledge Management

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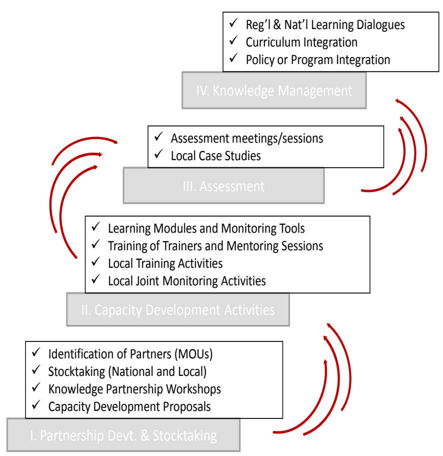

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Partnership Development

- Convened two meetings of the National Advisory Committee (NAC) - March 03, 2011 and December 15, 2011
  - 11 members

8

Members of the NAC

- **National Government Agencies**
  - Department of Budget and Management
  - Department of Education
  - Department of Environment and Natural Resources
  - Department of the Interior and Local Government
  - Department of Social Welfare and Development
  - Department of Health
- **Local Government Units**
  - League of Municipalities of the Philippines

9

Members of the NAC

- **Civil Society Organizations**
  - Transparency and Accountability Network
  - Galing Pook Foundation
  - Affiliated Network for Social Accountability in East Asia and the Pacific
- **Private Sector**
  - Philippine Business for Social Progress

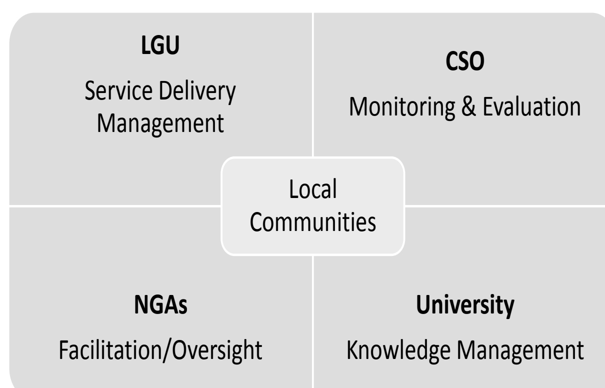
10

Partnership Development

- Established Institutional Partnerships with
  - Six (6) regional universities;
  - Six (6) national government agencies
  - Eight (8) local government units; and
  - Twenty three (23) national and local civil society organizations (CSOs) in different parts of the country

11

Multi-Stakeholder Knowledge Partnership



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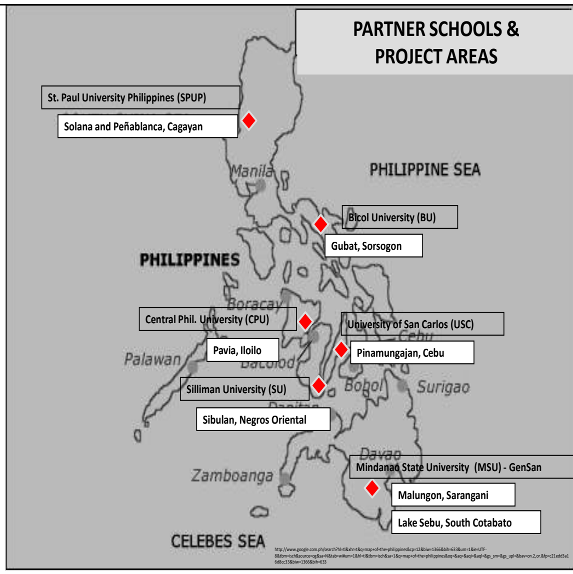

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Of the six (6) partner universities, four (4) have **Knowledge for Development Center (KDC)** – SPUP, USC, SU, and CPU

14

Areas	Poverty Incidence
LUZON	
Gubat	41.30
Penablanca	35.22
Solana	45.74
VISAYAS	
Sibulan	19.70
Pinamungajan	31.37
Pavia	15.25
MINDANAO	
Lake Sebu	65.31
Malungon	50.63

Source: NSCB City and Municipal Level Poverty Estimates 2003)

15

- Seventeen (17) **local civil society organizations (CSOs)** are part of the Project

Project Areas	Partner CSOs
Solana, Cagayan	• Green Meadow Development Foundation Inc.
Peňablanca, Cagayan	• Conservation International
Gubat, Sorsogon	• Diocese of Sorsogon Social Action Center • Gubat Saint Anthony Cooperative
Pinamungajan, Cebu	• KALIPI Pinamungajan Federation • LAMAC Multi-Purpose Cooperative (MPC) Pinamungajan

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Project Areas	Partner CSOs
Sibulan, Negros Oriental	• Rural Improvement Club • Young Men's Christian Association (YMCA) • Community Ajong Multi-Purpose Cooperative (CAMPUCO)
Pavia, Iloilo	• Iloilo CODE • Pavia Employees Multi-Purpose Cooperative (PEMPC) • Parish Pastoral Council (PPC)
Malungon, Sarangani	• Mindanawan Community Development Organization Incorporated • Municipal Irrigators' Association of Malungon • Mahintana Foundation
Lake Sebu, South Cotabato	• NDMU-Champagnat Community College • CSDO-South Cotabato • Save the Children Foundation

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Knowledge Partnership Workshops

- Conducted four (4) regional workshops with project partners: Visayas, Northern Luzon, Mindanao, Bicol
- Through the workshops, regional partners were able to develop their respective Capacity Development Proposals
- Photos and articles are uploaded in the Project website: www.lsig.org

18

Stocktaking of Social Accountability Initiatives

- Conducted a **round table discussion** with CSO leaders
- Produced a **Stocktaking Report** on Social Accountability Efforts by CSOs

19

Stocktaking Report

- Identified monitoring initiatives, tools and approaches, their applications, contributions, and limitations;
- Classified the monitoring initiatives and tools according to their use in the project development cycle; and
- Clarified the challenges faced by CSOs in monitoring public services.

Capacity Development Activities

- Conducted a **series of Training of Trainers (ToT)** and mentoring sessions with local partners
- Produced **capacity development programs** and **monitoring tools**
- Of eight (8) project areas, seven (7) local teams have already completed **training and monitoring activities**.

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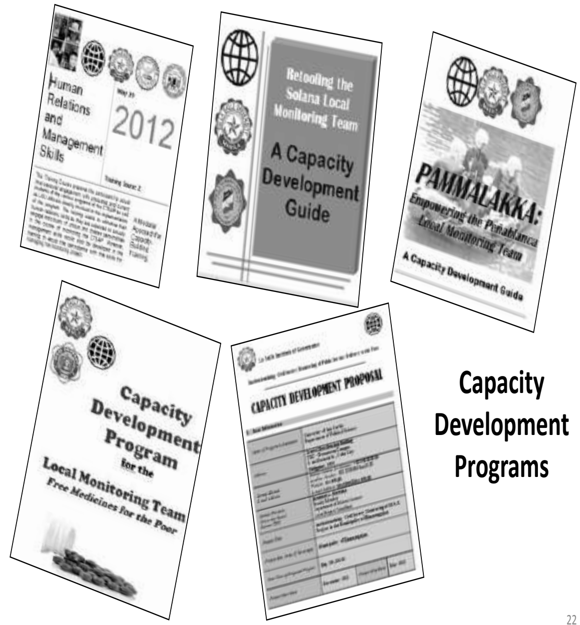

Capacity Development Programs

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Capacity Development Programs

- It provides its users with easy to follow modules to build citizen capacity to monitor local government programs

Capacity Development Programs

- It shows how different organizations and entities can
  - engage in multi-stakeholder monitoring initiatives,
  - draft monitoring plans for specific programs, and
  - come up with reports and appropriate actions to foster the adoption of open governance, accountability and performance standards in public service delivery.

Assessment of Application of Tools & Approaches

- **Case writing**
  - Descriptive Case Studies
  - Thematic Papers

Assessment of Application of Tools & Approaches

- **Knowledge Dialogues**
  - Partnership development
  - Training and monitoring activities
  - Monitoring findings
  - Case Results

Knowledge Management

- Uploading of **knowledge products and photos** in Robredo Institute's **website**
- **Publication** of knowledge products
- **Documentation** of knowledge dialogues
- Integration of lessons into **university curricula**

Knowledge Management

- DLSU will put up a **Governance Knowledge Hub (GKH)** that will host the knowledge products of this Project
- The **Hub** will also serve as a venue for policy dialogues and other knowledge for development activities.

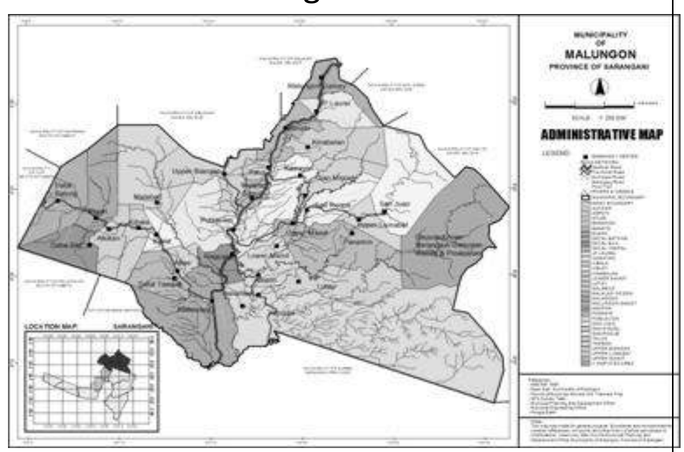
The **GKH** will be housed at the DLSU Learning Commons.

MONITORING AS A MECHANISM FOR BETTER PUBLIC SERVICE DELIVERY:

THE CASE OF WATER, SANITATION AND HYGIENE (WASH) MONITORING IN MALUNGON, SARANGANI

Two components of the WASH in Felipe K. Constantino Elementary School

Malungon



Sitio Flume is an IP (B'laan) dominated community. The elementary school where the WASH project is the Felipe K. Constantino Elementary School.

WASH was initiated by the school officials, through the leadership of the school principal.

"Without WASH (Water, Sanitation and Hygiene), sustainable development is impossible"

-UNICEF

Institutionalizing Joint Monitoring of Public Service Delivery to the Poor

1. ON MULTI-STAKEHOLDERSHIP

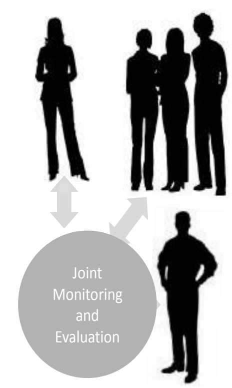
2. ON DEVELOPMENT AND APPLICATION OF CAPACITY BUILDING MATERIALS AND FEEDBACK FROM TRAINING PARTICIPANTS

3. ON DEVELOPMENT AND APPLICATION OF JOINT MONITORING AND EVALUATION TOOLS AND APPROACHES

Institutionalizing Joint Monitoring of Public Service Delivery to the Poor

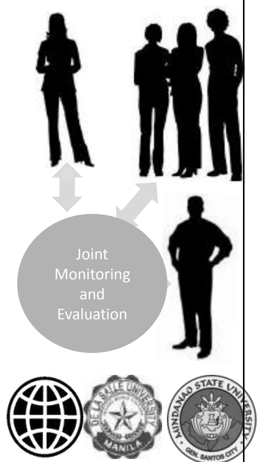
Collaboration

- **For the first time, CSOs, a national line agency (DepEd), academe (MSU-Gensan) collaborated on Joint M and E**
- **Participants were not quite at ease with each other at the start**
- **Facilitator as a common acquaintance of three stakeholders**
- **Knowledge partnership workshop paved the way for starting a collaborative relationship**



Collaboration

- Difficulty of locating appropriate project documents for WASH in LGU offices
- Hesitation of LGU staff to include locally funded project to be subjected to Joint M and E
- Differing perspectives on M and E among the three stakeholders



2. ON DEVELOPMENT AND APPLICATION OF CAPACITY BUILDING MATERIALS AND FEEDBACK FROM TRAINING PARTICIPANTS

- Leveling off of understanding of Joint M and E concepts is crucial before the actual development of capacity building
- The experience of CSOs in participatory processes including monitoring was valuable
- Academe members of the LMT are 'neophytes' in almost all steps in project development and implementation
- Participants appreciated the principles of adult learning used in the capacity building training series

3. DEVELOPMENT AND APPLICATION OF JOINT M AND E TOOLS AND APPROACHES

Lessons Learned

- Developing and applying Joint M and E tools for various stakeholders is quite challenging, especially for elementary and pre-school pupils
- Some assumptions about the project to be subjected to Joint M and E needed to be validated before developing the tools
- Importance of triangulating information about project details right at the start of the process of capacity building, especially the development of the tools

Institutionalizing Joint Monitoring of Public Service Delivery to the Poor

LESSONS LEARNED, CONTINUED…

DEVELOPMENT OF JOINT MONITORING TOOLS

- If not for the conduct of Joint M and E, the LMT would not have known about the effects of local political dynamics on the project WASH in Sitio Flume
- The conduct of the Joint M and E also highlighted the limited role of the LGU in project implementation
- Even for seasoned fieldworkers, interviewing 5-6 year old kids presented tremendous challenges
- Openness and flexibility are important attitudes for members of the Joint M and E team

WAYS FORWARD

- ✓ During the validation workshop, the MPDC office of Malungon committed to allocate funds for rehabilitation of water source for the WASH in Sitio Flume (PhP 300,000). The PTA President also committed to make "relentless" follow ups on this commitment.
- ✓ The LGU staff committed to use the Joint M and E tools in assessing the LGU flagship projects; and to hold dialogues with the SB to institutionalize these
- ✓ Proposal to come up with a draft Executive Order or Ordinance to institutionalize Joint M and E for Malungon LGU-funded projects
- ✓ Development of Syllabus that integrates Joint M and E principles, approaches and tools in two graduate programs in Mindanao State University – General Santos City (MPA and MSDS)

The Innovative "Tippy Taps"

Lessons to be Learned

1. Different sectors may have their own appreciation about the role they play in monitoring and evaluation, especially regarding government-initiated programs, projects, and activities.
2. Despite the uniqueness of each sector, all of them can work together to check whether specific government-initiated programs, projects, and activities are effectively and efficiently implemented.

Module No. 2
Understanding Monitoring Concepts and Principles

This module focuses on joint monitoring. It will assist the participants understand the definition, functions, and practices related to monitoring and evaluation.

Information on the DLSU *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor* Project will be shared. This project is premised on the important role of the academe and CSOs, together with government entities in M&E. The module encourages collaboration among government institutions, CSOs, and the academe in the monitoring of the SLP of DSWD in Region 7.

Moreover, this session provides an opportunity for the participants to hear about the experiences of other groups in the country that have undertaken joint monitoring on livelihood-related government programs, such as the *Uswag Pangabuhian* of Pavia, Ilo-ilo and *CTEAP* in Sibulan, Negros Oriental. These can be used as a benchmark in setting up a similar approach in conducting a collaborative M & E for SLP.

Objectives

At the end of the module, the participants should be able to:

1. Explain the important concepts and principles that guide monitoring practice in different contexts
2. Cite concrete examples that demonstrate the importance of monitoring.

Methodologies

1. Case analysis
2. Group sharing

Materials

1. Training kits
2. Laptop
3. LCD projector
4. Meta cards
5. Masking tape
6. Manila paper

Procedures

1. Plenary presentation on the Basics of M & E and joint monitoring. A resource person will discuss the following:
    - The basic concepts of monitoring and evaluation, which include, among others:
        a. Definitions of monitoring and evaluation
        b. The reasons for conducting M&E
        c. The role of M & E in the overall project life

d. The persons usually involved in conducting M&E
e. The common challenges in conducting M&E
f. The general practices of M&E involved in government program and projects
g. Initiatives introduced intended to improve the conduct of M&E

- After establishing the basics on M&E, the second topic will be introduced that will essentially focus on the conduct of M&E that is collaborative in nature – one that includes government, CSOs, and the academe – each performing their specific role

2. Afterwards, the case studies of two areas where the joint monitoring project was conducted will be presented. Each group shall be given the opportunity to share their respective experiences in implementing joint monitoring.
   - The Negros Oriental Team will be given the chance to share to the Cebu group how they employed Joint Monitoring in the municipality of Sibulan
   - The Ilo-Ilo Team will share their experiences in monitoring the *Uswag Pangabuhian Project* in the Municipality of Pavia
3. An open forum will follow the plenary presentations on the basics of M&E as well as the specific cases in Negros Oriental and Ilo-Ilo that will encourage the participants to ask questions and/or clarifications about the presentations.

4. The open forum will be followed by a group sharing intended to give the participants a chance to impart to the other training participants their respective experiences in conducting M&E.
5. Each group is supposed to come up with an understanding of the current M&E practices as employed by them in their respective localities. To facilitate the discussion, the facilitator shall make use of the following guide questions:
   - How do you conduct M&E?
   - Who are your partners in doing M&E?
   - What are the challenges or problems you encountered while doing M&E?
   - What mechanisms did you introduce to remedy those challenges or problems?
6. In the process, the documenter shall fill in the matrix below in order to capture the peculiarity of the experiences in doing M&E by different sectors and locale.

Sector	Partners in doing M & E	M & E experiences	Challenges or Problems encountered	Mechanisms introduced to counter the challenges

7. Each group will then choose a reporter to present the output of the group sharing.
8. A plenary presentation will follow, where groups can share each group’s outputs to all the participants. This will bring together the experiences of the five clusters and to see the commonality of experiences.

9. Each group will have a maximum of five (5) minutes to present the summary of the group's sharing that will make use of the matrix for uniformity purposes.
    a. After all the presentations, the moderator shall highlight the commonalities of the sharing that shall be seen vis-à-vis the overall framework of the training.

Presentation:
Setting Up a Monitoring System for SLP

Institutionalizing Civil Society Monitoring of
Public Service Delivery to the Poor

Setting-up a Monitoring System for Sustainable Livelihood Program (SLP)

Capacitating the local implementers on system development customized for SLP

Outline

- **Refresher: What is M&E?**
- **Refresher: Why do M&E?**
- **Why joint monitoring?**
- **How to set up your system?**
- **What to do next?**

Refresher: What is M&E?

- [from previous activity results]

Refresher: Why do M&E?

- [from previous activity results]

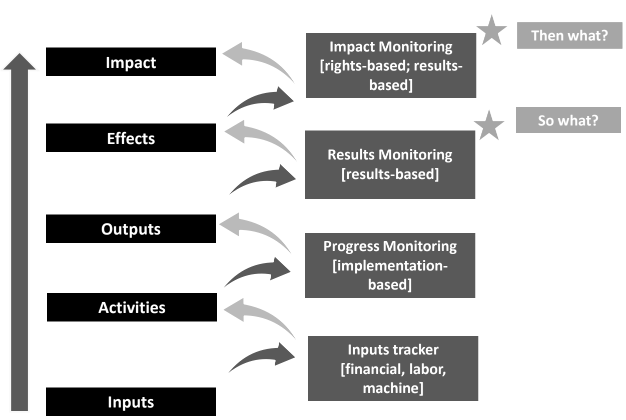
Why Joint Monitoring?

- **1987 constitution and UDHR, principles of HR and the basic right to development and participation**
- **LGC and citizen participation**
- **Local Special Bodies**
- **Greater social responsibility [Pres. Aquino's call for Daang Matuwid]**
- **Known social accountability and M&E initiatives [score cards, Procurement Watch, G-Watch]**

Why Joint Monitoring?

- **Improve governance** *by exacting accountability*
- **Improve development effectiveness** *by improving service delivery*
- **People empowerment** *through expansion of freedom of choice and action of the poor*

How to set-up your system?



How to set-up your system?

- **Choose the aspects that you want to be monitored**
  - results brought about by the project/intervention/activity
  - reach or beneficiaries covered
  - benefits (intended or otherwise)
  - costs (intended or otherwise)
  - systems that may have been instituted
  - effects or some impact based on existing laws or international commitments, i.e. MDG
  - etc.
- **Identify your stakeholders and their information needs**

How to set-up your system?

- **Identify your framework**
  - Implementation-based *[plan vs. actual inc. time and budget]*
  - Causal Approach *[problem-intervention-results/impacts]*
  - Rights-based Approach *[obligations to be met]*
  - Results-based Management Approach *[input-output-so what?]*
  - Evidence-based Approach *[problem-intervention-focused studies]*

How to set-up your system?

- **Select and adapt your indicators**
  - describe your objective or aspects to be monitored
  - site specific, sector specific and disaggregated
  - use industry standard, whenever possible
  - ALWAYS select indicators that will best describe your success
  - choose well, the fewer, the better!
  - a cost-effective means of verification is available

How to set-up your system?

- Do not forget SMART:
  - S – simple
  - M – measurable
  - A – Attainable
  - R – Relevant
  - T – Time bound
- Or you may want to just remember QQT:
  - Q – Quality
  - Q – Quantity
  - T – Time
- Direct, Objective, Practical, Attributable, Adequate, Disaggregated

How to set-up your system?

- **Select methods and instruments in collecting your needs**
  - Survey/Structured questionnaires
  - Focus Group Discussion
  - Key Informant's Interview
  - Census
  - Case Study
  - Desk Review/Literary Review
- **Consult with your stakeholders, agree on their roles and responsibilities**
- **Adapt and pre-test your tools and methods**

How to set-up your system?

- **Prepare plans for data collection, analysis, use and data management**
  - Who will do what?
  - When do you do what?
  - How do you do what? How do you choose your respondents?

How to set-up your system?

– Types of Analysis
- *Quantitative method* –
  - can help provide data on who, how much, how many
  - Can compare associations or relationship between variables
  - e.g. frequencies, averages, percentages, means, ranges
- *Qualitative Method* –
  - can help provide data on how and why
  - can provide insight of the target sample/population

Next Step--

How would your Monitoring Plan look like?

Aspects to be Monitored	Performance Indicators	Operational Definition	Means of Verification	Data Needs	Type of Analysis	Tools Required	Data Collector	Data Consolidator	Responsibility Center	Timing

Your tool and your methods

- **Some methods and instruments in collecting your data needs**
  - ***Data capture forms/instruments/tools***
    - Survey – Structured/semi-structured questionnaires
    - Focus Group Discussion – FGD Guide
    - Key Informant's Interview –KII Guide
    - Census – Structured questionnaires
    - Case Study – Case Guide
    - Desk Review/Literary Review – Checklist
    - Etc.
  - ***Reporting forms/tools***

Your tool and your methods

- **Some things to remember in preparing your monitoring tools**
  - Should be based on plan for the analysis
  - Should be based on data needs per monitoring plan
  - Who will do what? Who will use what?
  - Level of capacity and capacity building
  - Time spent in collation and analysis –*quantitative vs. qualitative*
  - Data management, storage and retrieval
    - **easy to replicate**, can come up with the **same result**, very **minimal time**
    - Capture forms – for archiving or shredding?
    - Storage should be consistent with internal control policies

Your tools and methods

- **Some things to remember in preparing your monitoring tools**
  - **Scope**
    - Should be based on plan for the analysis
    - Should be based on data needs per monitoring plan
  - **Resources**
    - Who will do what? Who will use what?
    - Time spent on data gathering, collation and analysis
    - Manpower and capacity needs in monitoring
    - Budget for monitoring and communicating results
  - **Data management**, storage and retrieval
    - **easy to replicate**, can come up with the **same result**, very **minimal time**
    - Capture forms – for archiving or shredding?
    - Storage should be consistent with internal control policies

What to do next?

- **Implement, evaluate and calibrate, if needed**
- **Document good practices and lessons learned**
- **Communicate results and feedback**
  - Who are your stakeholders and what are their information needs?
  - How can information reach your stakeholders?
  - How do you receive feedbacks?
  - How and who will process feedbacks?
  - How do you use feedbacks?
- **Scale up gains**
- **Replicate**

Lessons to be Learned

1. Basics on M & E

- Definitions of monitoring and evaluation
- The reasons for conducting M&E
- The role of M&E in the overall project life
- The persons usually involved in conducting M&E
- The common challenges in conducting M&E
- The general practices of M&E involved in government program and projects
- Initiatives introduced intended to improve the conduct of M&E

2. Case Presentations of conducting Joint M & E
   - Lessons from the experiences of Sibulan and Pavia in conducting joint M&E in Negros Oriental and IloIlo, respectively

3. Group sharing and plenary presentation
   - The various experiences of the participants in the conduct of M&E in their respective areas of operation.
   - The challenges and problems they encountered
   - The mechanism they introduced to overcome the challenges and problems

Module No. 3
Policy Context and Program Components of DSWD's Sustainable Livelihood Program

After providing the necessary grounding on monitoring and evaluation, the discussion on the anti-poverty agenda of the Philippine government follows. This will highlight RA 8425 and other related laws and policies. This is an important session since this will provide participants information about the country's current socio-economic situation that inevitably led to the introduction of poverty-fighting initiatives.

More specifically, there will be a comprehensive discussion of the SLP of the DSWD as one of the concrete programs intended to address the poverty problems of the country. According to DSWD, SLP is regarded as a community-based capacity building program to improve the socio-economic status of its participants, in which they undergo a broadening of their resource-base by mobilizing savings, accessing capital, engaging in microenterprise activities, participating in the value chain / markets, and receiving institutional development support (SLP Primer accessed at http://livelihood.dswd.gov.ph/primer/).

The module focuses on the rationale and objectives for introducing SLP. Later, the discussion will lead to the contribution of the SLP to the overall anti-poverty framework of the Philippine government. The inputs from the speakers will be followed by a sharing of experiences and perspectives of the participants about SLP, especially as the program is implemented and experienced on the ground.

Objectives

At the end of the module, the participants are expected to:

1. Discuss the policies and institutional procedures on the implementation of SLP
2. Identify the components of SLP
3. Clarify questions and concerns on SLP.

Methodologies

1. Lecture type input
2. Plenary sharing

Procedures

1. A resource person will explain the Philippine government's anti-poverty policy framework, aided by a presentation that will contain the essential inputs and data about the various efforts as well as the approaches currently employed by the different government agencies as well as by civil society.
2. Moreover, the resource person will identify the overarching programs introduced by the government as well as how they logically complement each other. This shall

premise the discussion on SLP to be presented by the next resource speaker. The presentation shall cover the following, at the minimum:

- The rationale of RA 8425
- The poverty profile of the Philippines
- The various determinants of poverty occurrence in the country
- The approaches taken by the Philippine government to address the country's poverty condition
- The major anti-poverty programs introduced by the Philippine government
- The strategies adopted to implement said anti-poverty programs
- M&E for each program
- The continued challenges as well as opportunities

3. The Philippine poverty framework presentation will be followed by another presentation on DSWD's SLP, which is considered as one of the overarching programs implemented by the Philippine government intended to address the poverty situation in the country. The topic will be delivered by one of the field officers of DSWD in Region 7. At the minimum, the presenter will provide the following inputs:
    - The rationale of SLP
    - Component and inclusions of SLP
    - Two tracks of the program
    - Identification of the various livelihood assets
    - Target participants
    - Operational procedures for SLP
    - The national, regional, and local structure of SLP implementation
    - M&E for SLP
    - The challenges and opportunities

4. An open forum will follow the plenary presentations that will encourage the participants to ask questions, clarifications, and/or share their views about the presentations.

Presentation:
Monitoring and Evaluation Framework

Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor

MONITORING and EVALUATION FRAMEWORK

M&E: A refresher

Workshop #1

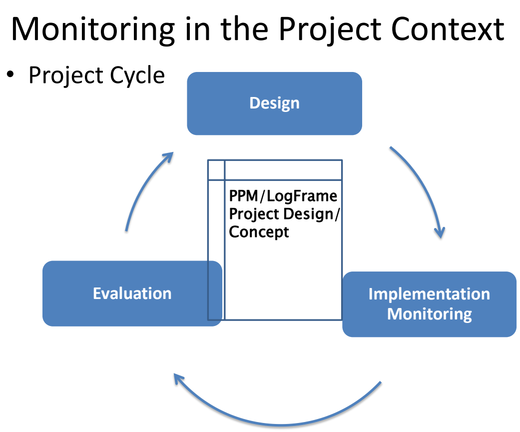
- Write as many terminologies as you can when you see **M&E**

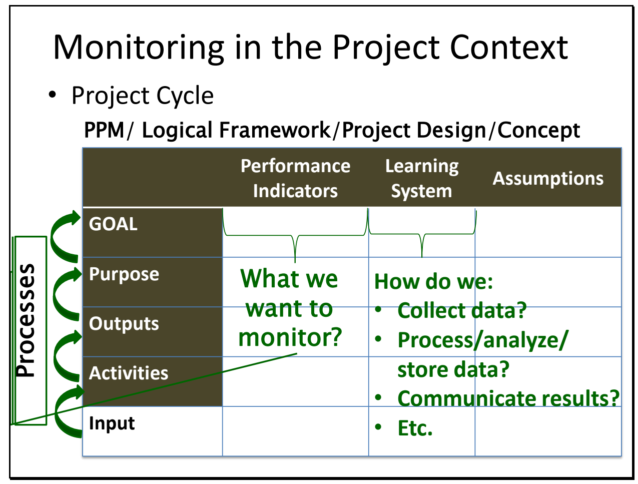
M&E: A refresher

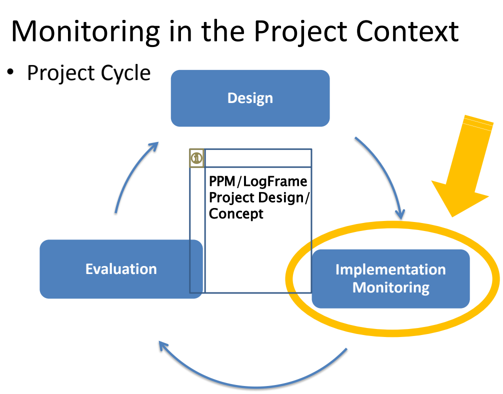
- **Monitoring**: what, when and why?
  - Systematic collection and analysis of information during project implementation
  - Invaluable tool for management
  - Provides basis for evaluation
  - Aims at improving efficiency and effectiveness of a project or organization

M&E: A refresher

- **Evaluation**: what, when and why?
  - Comparison of actual project impacts against the agreed strategic plans
  - Looks at what you set out to do, at what you have accomplished, and how you accomplished it
  - It may be:
    - **FORMATIVE** - done during project implementation; assessment of strategy or how a project/organization is functioning
    - **SUMMATIVE** - drawing of learnings from a completed project or has stopped functioning


Monitoring in the Project Context
• Project Cycle
Design
PPM/LogFrame
Project Design/
Concept
Evaluation
Implementation
Monitoring


Monitoring in the Project Context
• Project Cycle
PPM/ Logical Framework/Project Design/Concept
Performance Indicators
Learning System
Assumptions
GOAL
Purpose
Outputs
Activities
Input
Processes
What we want to monitor?
How do we:
• Collect data?
• Process/analyze/ store data?
• Communicate results?
• Etc.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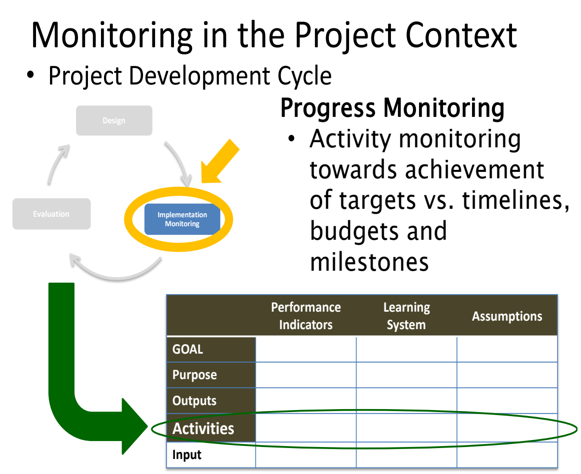
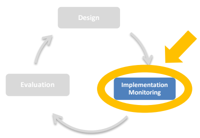

Monitoring in the Project Context
• Project Development Cycle
Progress Monitoring
• Activity monitoring towards achievement of targets vs. timelines, budgets and milestones
Performance Indicators
Learning System
Assumptions
GOAL
Purpose
Outputs
Activities
Input

Monitoring in the Project Context

- Project Development Cycle



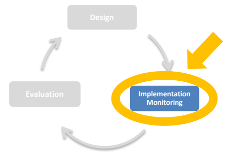
Performance Monitoring

- Reviewing the progress of outputs towards achievement of development goals/outcomes

	Performance Indicators	Learning System	Assumptions
GOAL			
Purpose			
Outputs			
Activities			
Input			

M&E in the Project Context

- Project Development Cycle

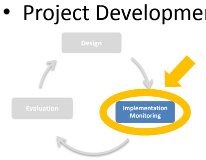


Benefits Monitoring

- Assessment of activities and performance that are outside the control of the project

Monitoring in the Project Context

- Project Development Cycle



Sustainability Monitoring

- Tracking the status of achievements/ accomplishments after implementation

Monitoring in the Project Context

- Other Frameworks

Results-Based Framework

- Focuses on the **"SO WHAT?"**
- *You achieved your targets, SO WHAT?*

	Performance Indicators	Learning System	Assumptions
IMPACT			
Results			
Outputs			
Input			

Monitoring in the Project Context

- Other Frameworks

Evidence-Based Framework

- Focuses on support (studies/cases) related to the achievement or non-achievement of targets
- Looks at what works and does not work/facilitating factors and hindering factors

	Performance Indicators	Learning System	Assumptions/Risks
IMPACT			
Results			
Outputs			
Input			

Monitoring in the Project Context

- Other Frameworks

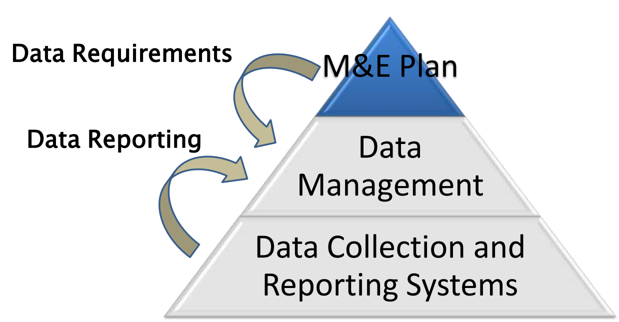
Rights-Based Framework

- Project design/planning bias towards the **RIGHTS** of the beneficiary/stakeholders

	Performance Indicators	Learning System	Assumptions/Risks
IMPACT			
Results			
Outputs			
Input			

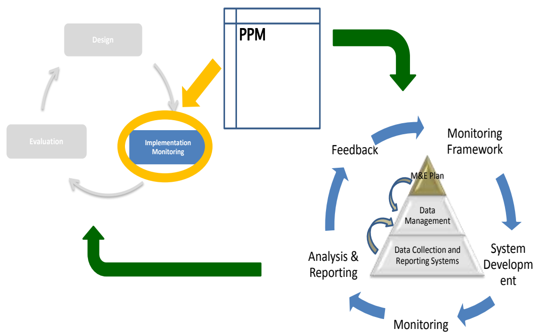
Monitoring in the Project Context

- Project's M&E Framework - Components



Monitoring in the Project Context

- Project's M&E Framework



Monitoring in the Project Context

- Operationalization of the Monitoring Framework
  - Steps:
    1. Clarify objectives
    2. Identify and adapt performance indicators
    3. Choose tools and methods
    4. Assign clear roles and responsibilities
    5. Adapt and pre-test tools and methods
    6. Plan to analyze data and use results
    7. Try it out!

Monitoring in the Project Context

- **Indicators –** quality standards of a project
  - Can describe the success of each level of the logframe/PPM/project design
  - Choose indicator that best describe performance --the fewer the better!
  - Try to use sector standard
  - A cost-effective means of verification is available

Monitoring in the Project Context

- **Indicators** - should be:
  - **S**imple, **M**easureable, **A**ttainable, **R**elevant, **T**ime-bound
  - Specific in terms of target group and location
  - Measurable in terms of **Q**uantity, **Q**uality, **T**ime
  - Direct, Objective, Practical, Attributable, Adequate, Disaggregated

Monitoring in the Project Context

- Data Collection and Analysis
  - Tools and Methodologies in collecting data
    - Survey/Structured interview
    - Focus Group Discussion
    - Key Informant's Interview
    - Census
    - Case Study
    - Desk Review/Literary Review

Monitoring in the Project Context

- Data Collection and Analysis
  - Types of Analysis
    - **Quantitative method –**
      - can help provide data on who, how much, how many
      - Can compare associations or relationship between variables
      - e.g. frequencies, averages, percentages, means, ranges

Monitoring in the Project Context

- Data Collection and Analysis
  - Types of Analysis
    - **Qualitative Method** –
      - can help provide data on how and why
      - can provide insight of the target sample/population

Monitoring in the Project Context

- Operationalization of the Monitoring Framework
  - Monitoring Plan

Performance Indicators/ OVI	Definition	Data Required	Data Sources	Type of Analysis	Data Collector	Tools Required	Timing of Data Collection	Data Consolidator	Timing of Reporting

Monitoring in the Project Context

- Collection, Collation and Analysis of Findings
  - Who will do what?
  - When do you do what?
  - How do you do what? How do you choose your respondents?

Monitoring in the Project Context

- Communicating Results and Feedback
  - Who are your stakeholders and what are their information needs?
  - How can information reach your stakeholders?
  - How do you receive feedbacks?
  - How and who will process feedbacks?
  - How do you use feedbacks?

Next Step--

How would your Monitoring Plan look like?

Performance Indicators/ OVI	Definition	Data Required	Data Sources	Type of Analysis	Data Collector	Tools Required	Timing of Data Collection	Data Consolidator	Timing of Reporting

Lessons to be Learned

1. The Philippine anti-poverty framework with, at least, the following components:
   - The rationale of RA 8425
   - The poverty profile of the Philippines
   - The various determinants of poverty occurrence in the country
   - The approaches taken by the Philippine government to address the country's poverty condition
   - The major anti-poverty programs introduced by the Philippine government
   - The strategies adopted to implement said anti-poverty programs

- M&E for each program
- The continued challenges as well as opportunities

2. The rationale and components of the SLP implemented by the DSWD:
    - The rationale of SLP
    - Component and inclusions of SLP
    - Two tracks of the program
    - Identification of the various livelihood assets
    - Target participants
    - Operational procedures for SLP
    - The national, regional, and local structure of SLP implementation
    - M&E for SLP

Capacity Development Program for Monitoring the USWAG Pangabuhian Project

PAVIA, ILOILO

Introduction

The project *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor* seeks to enhance the capacity of civil society organizations (CSO) and government agencies to undertake joint monitoring and evaluation of local public service delivery, especially to the poor, through the development of knowledge partnerships between local universities.

In Western Visayas, the Municipality of Pavia in the Province of Iloilo is among the eight (8) sites throughout the country that has established a partnership with a local university and a CSO. The major stakeholders of the project in Iloilo include the Municipality of Pavia, as partner LGU, Central Philippine University as partner and anchor University, the Iloilo Caucus of Development (I CODE NGOs) as partner CSO, Pavia Entrepreneurs' Multipurpose Cooperative, Inc. (PEMPC), a local non-government organization in Pavia, together with the Parish Pastoral Council for Responsible Voting (PPC-RV), a church-based NGO, and the Department of Social Welfare and Development (DSWD) Regional Office VI, as the agency of the national government. The representatives from these organizations and agencies formed the Local Monitoring Team (LMT) tasked to monitor the LGU project "Uswag Pangabuhian".[1]

This training workshop design seeks to develop the capability of the LMT in performing its roles and responsibilities in jointly monitoring the LGU project.

Target Participants

A shown by the matrix below, a total of twenty-one (21) participants will represent the local stakeholders/partners in Iloilo. These participants come from varied backgrounds or orientations, trainings and experiences.

Stakeholder/Partner	Target Participants/Representatives
1) Municipality of Pavia (LGU)= 5	• Ramy Madero (Mun. Admin. Designate)* • Luzviminda Sanchez (MSWDO) • Rommel Jamerlan (In-Charge, Uswag Pangabuhian) • Hon. Priscilla Trimañez (Chair, Committee on Livelihood) • Baltazar Gumana (MPDO)
2) PEMPC (PO)= 3 3) PPCRV (NGO)= 1 4) Uswag Beneficiary=1	• Joy Palmada (Manager, PEMPC) • Lane Escrupulo (Staff, PEMPC) • Clovel Hisoler (BOD, PEMPC) • Rouel Gumatas (Auditor, Sta. Monica Parish, Pavia) • Norberto Tanaman (Uswag Beneficiary)

[1] The "Uswag Pangabuhi-an", is literally translated as better or improved livelihood. It is a local version of the Self-Employment Assistance – Kaunlaran (SEA-K), a program implemented by the Department of Social Welfare and Development (DSWD)

Stakeholder/Partner	Target Participants/Representatives
5) I CODE (CSO) = 4	• Emmanuel Areño (Exe. Director, ICODE) • Benedicto Aquillo (BOD, ICODE) • Freddie Salvañia (ICODE) • Mary Jane Homena
6) CPU (Academe)= 8	• Ernesto S. Saquibal, Jr. (Project Leader, Local Project Management Team, CPU) • Dr. Johnny Villanueva (Coordinator, NSTP Program) • Amy Castigador (Director, Office for Institutional Advancement) • Othoniel Legada (Faculty, Dept. of Social Sciences) • Anna Mae Cantel (KDC Librarian, Henry Luce Library) • Karen I. Diesto (Faculty, Dept. of Social Work) • Ma. Lindy B. Saquibal (Faculty, Coll. of Nursing) • Dessie C. Suyo (Faculty, Coll. of Nursing)

Gaps the LMT Mentoring Workshop Intend to Address

Many civil society organizations, including non-governmental and people's organizations (NGOs/POs) as well as the academe, remain unfamiliar with joint monitoring and assessment of public service delivery projects for the poor. Networking and collaboration with government and its agencies, both in the local and national levels, have given CSOs (NGOs/POs) the opportunity to act as 'watchdogs' and 'critics' of government programs. However, the lack of required skills and the availability of tools bar them from effectively pursuing their social accountability functions.

Based on the results of the Rapid Training Needs Assessment (TNA) conducted by the local project team, the local stakeholders in Pavia possess the well-meaning motivation and willingness to do monitoring and evaluation of pro-poor public service delivery projects, i.e., "Uswag Pangabuhian." However, they lack the requisite knowledge, skills and the right perspectives as well as attitudes on how to do effective multi-stakeholder monitoring.

It is on this premise that the conduct of training interventions for capacity development serves as an important ingredient towards a successful joint monitoring in the local level. The local stakeholders, who will constitute the Local Monitoring Team (LMT) need to get acquainted with basic concepts and principles/frameworks of joint monitoring, learn skills in designing a monitoring plan, come up with a monitoring tool, and acquire skills in gathering, analysis and reporting of data.

To be able to achieve all these, the need to enhance teamwork among LMT members through appreciative inquiry (AI) is imperative. The conduct of a series of capacity building activities is expected to equip local stakeholders with the knowledge, skills and attitudes that will enhance their potentials and competencies to do effective joint local monitoring.

Objectives

Overall, the LMT training workshops aim to enhance the capacity of CSOs as well as local government units to do effective monitoring of the implementation of public service delivery project to the poor. The mentoring of local stakeholders will provide them with the much-needed know-how to do joint monitoring, to get acquainted with the nitty-gritty of preparing a monitoring plan, formulating a monitoring tool and acquiring the skills to gather, analyze, interpret data as well as write a research report and disseminate the information.

Specifically, at the end of the three-day local mentoring and training workshops, the participants should be able to:

1. Express the positive attitude they want developed and the commitment they want to make towards multi-stakeholder monitoring and assessment of local public service projects;
2. Articulate their appreciation of teamwork values, coordination and appreciation of civil society-inspired modes of engagement to achieve transparency and accountability;
3. Develop a clear understanding of the goals and objectives of the *Uswag Pangabuhian* Project implementation and target beneficiaries;
4. Discuss the importance of constructive engagement, consensus and collaboration in joint monitoring and assessment;
5. Explain the basic concepts and principles of joint monitoring and evaluation;
6. Identify the series of activities that will make up the local monitoring plan for the public service delivery project;
7. Formulate a monitoring tool to measure the success of the implementation of the identified public service delivery project;
8. Explain the various techniques and ethics in data gathering as well as the basic skills in utilizing the monitoring tool;
9. Demonstrate basic skills in data analysis, report writing and dissemination.

Outline

The three (3) day Local M& E Mentoring Workshops (LMWs) is divided into two (2) main Training Designs (TDs) composed of a total of nine (9) modules, namely:

Training Design No. 1 – GTKYO, Team Building and Constructive Engagement

Module 1: Rediscovering Individual and Group Strengths and Opportunities
Module 2: Enhancing Teamwork through Christian Stewardship
Module 3: Getting to Know the Uswag Pangabuhian Project
Module 4: CSO Constructive Engagement

Training Design No. 2 – ABCs of M&E, Tool Formulation & Utilization, Report Writing and Dissemination

Module 1: Concepts and Principles of Joint Monitoring
Module 2: Preparing/Designing a Monitoring Plan
Module 3: Tool Formulation and Validation
Module 4: Tool Utilization: Data Gathering Techniques and Data Analysis Framework
Module 5: Report Writing and Dissemination

Methodologies

The following methodologies will be used to conduct the training/workshops:

1. Participatory/Interactive Lecture
2. Small-group discussions with presentation of outputs
3. Simulation Drills and Games
4. Structured Learning Exercises (SLEs)
5. Action Planning Workshop

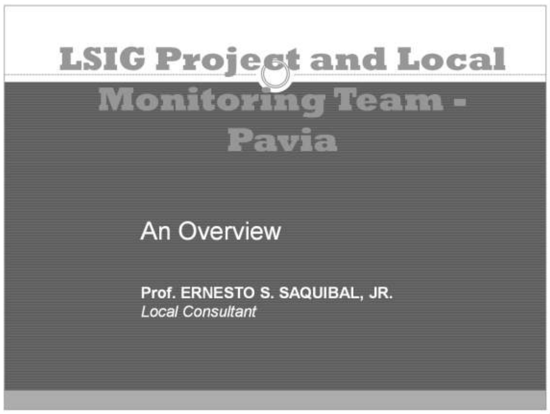
Training Design Matrix

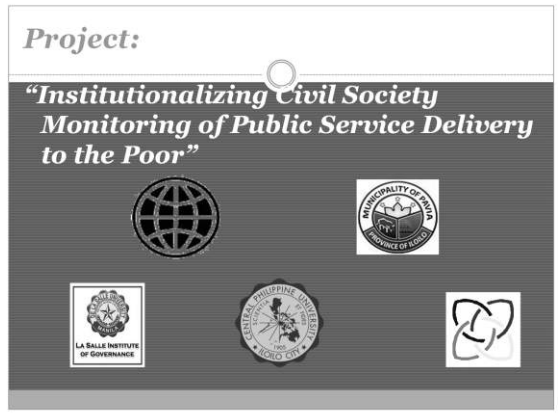
Day 1, Morning Session Time	Activity/Module	Expected Output	Methodology	Materials Needed
8:00-8:30	Arrival and Registration	Participants registered	Profiling Attendance sheet	Profile Sheet Attendance Sheet, IDs
8:30-9:15	Opening Program			
	Opening Prayer			
	National Anthem			
	Welcome Remarks	Short talk		Programme
	Expectations Check	Expectations levelled off with training objectives	*Unfreezers* *ZOPP* *Plenary sharing*	Zopp cards Pentel pens LCD Projector Laptop
9:15-9:45	The LSIG Project and The LMT	Overview on LSIG project	Lecturette	LCD Projector
9:45-10:00	***Snacks/Break***			
10:00-11:45	**Training Design No. 1, Module 1.** **Getting To Know You and Others (GTKYO)** Re- Discovering Individual and Group Strengths and Opportunities	Participants introduced; personal information on traits, values, etc. shared; group values identified; The "Being" constructed	GTKYO Exercises Games *"Up Close and Personal"* *"The Being"*	Paper, pencil Pen, poster board Zopp cards
1:45-1:00	**Lunch Break**			
Day 1, Afternoon Session				
1:00-1:15	Recap of morning activities			
	Energizer			
1:15-3:15	**Training Design No. 1, Module 2.** **Teambuilding:** Enhancing Teamwork Through Christian Stewardship	Teamwork principles and values stressed; Christian stewardship and work ethics emphasized	Interactive Lecture SLE: "*Paper Tower*"	Newspapers Poster board Metacards White board WB pens
3:15-3:30	***Snacks/Break***			
3:30-4:30	**Training Design No.1, Module 3.** **Getting to Know the Uswag Pangabuhian Project**	Salient features of the Uswag Pangabuhian Project explained	Lecture or presentation	LCD projector Laptop
4:30-4:45	***Debriefing and Synthesis***	Participants reflect on lessons learned; their roles in the project	Plenary discussion "The Being-FVC"	Poster board
4:45	Homeward Bound			

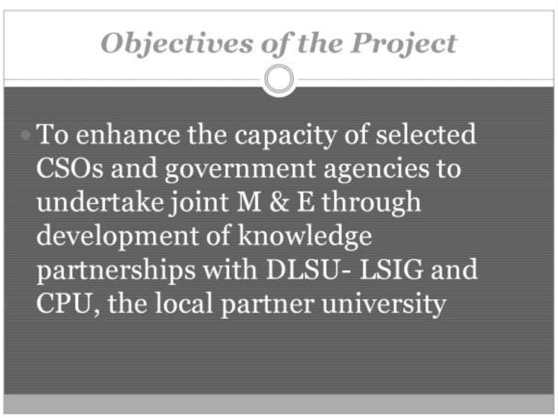
Day 2, Morning Session Time	Activity/Module	Expected Output	Methodology	Materials Needed
9:00-9:15	Recap of Day 1 Activities; Overview and Energizer			
9:15-10:00	**Training Design No. 1, Module 4. CSO Constructive Engagement (CE)**	Basic principles of accountability, transparency and the values of constructive engagement stressed;	SLE: *Human Obstacle Game* Lecturette	LCD projector Laptop Copy of protocol for constructive engagement (CE)
10:00-10:15	***Health Break***			
10:15-11:00	**Training Design No.2, Module 1. Concepts and Principles of Joint Monitoring**	Participants acquainted with basic of concepts/ principles of joint monitoring as well as framework for effective M & E	SLE: *Efficiency Game* Lecturette Plenary sharing Game: *Broken Squares*	Assorted Materials Working tables LCD projector Laptop
11:00-12:00	**Training Design No.2, Module 2. Preparing/Designing A Monitoring Plan**	Series of activities/plan components of local monitoring plan identified; mechanics of plan implementation discussed	Lecturette Action planning workshop –small groups (SG)	LCD Projector Laptop Project Implementation Plan matrix
12:00-1:00	***Lunch Break***			
Day 2, Afternoon Session				
1:00-1:15	Recap and Energizer			
1:15-2:30	***Continuation of*** **Training Design No. 2, Module 2. Small Group discussions and Presentation of Outputs**	Local Monitoring plan drafted, presented and critiqued	Small group discussions Plenary sharing Critiquing	Poster board LCD projector Laptop Manila paper Pentel pens Masking tape
2:30-2:45	***Health Break***			
2:45-3:45	**Training Design No.2, Module 3. Tool Formulation**	Project components & success indicators identified; draft of monitoring tool	Lecturette Workshop (SG)	LCD projector Laptop Metacards Poster board Copy of sample M&E tools
3:45-4:00	***Synthesis***			
4:15	Homeward Bound			

Day 3, Morning Session Time	Activity/Module	Expected Output	Methodology	Materials Needed
9:00-9:15	**Overview and Energizer**			
9:15-10:00	**Continuation of Training Design No. 2, Module 3. Group Work and Presentation of Outputs**	Crucial aspects or components (parameters) Uswag identified; Draft of monitoring tool presented	Plenary presentation Processing and Synthesis Game: Match Box Tower Building	Poster board Manila paper Role Simulation Guide Match Boxes Blindfold
10:00-10:15	**Health Break**			
10:15-12:00	**Training Design No.2, Module 4. Tool Utilization: Data Gathering Techniques and Data Analysis Framework**	Participants acquainted on data gathering process, techniques, skills and learned its ethics	Lecturette Checklist: Myths and Facts Game: Human Bingo	LCD projector Laptop Copy of Tips in Data Gathering Project Information Sheet
12:00-1:00	**Lunch Break**			
Day 3, Afternoon Session				
1:00-1:15	**Recap and Energizer**			
1:15-2:45	**Continuation of Training Design No. 2, Module 4. Simulation Exercises and Critiquing of Outputs**	Participants demonstrated basic skills and techniques in interviewing and focus group discussion (FGD)	Simulation Drills or Walk Through Exercises -Interviewing -Facilitation (FGD)	Copy of Interview Guide Copy of FGD Guide Questions
2:45-3:00	**Health Break**			
3:00-4:00	**Training Design No.2, Module 5. Report Writing and Dissemination**	Steps, techniques and skills in data analysis, report writing and dissemination stressed	Lecturette Plenary discussion	LCD projector Laptop
4:00-4:20	**Synthesis**			
	Evaluation			
4:20-5:00	**Closing Program**			
	Distribution of Certificates			
	Closing Remarks			

Powerpoint Presentation: LSIG Project and the Local Monitoring Team (LMT)-Pavia







Project Components

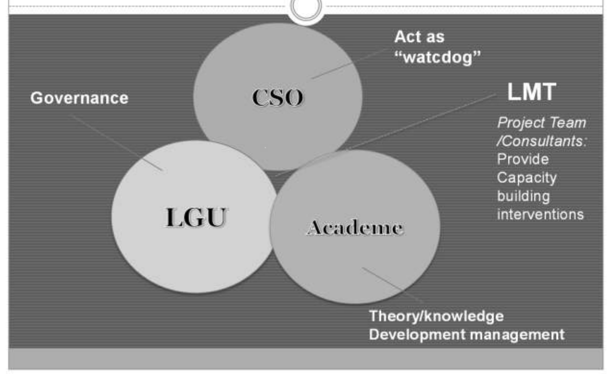
- Stocktaking and Development of Local Multi-Stakeholder Knowledge Partnerships
- ***Capacity Development Activities for Local Knowledge Partnerships***
- Assessing the Application of Tools and Approaches for Monitoring Public Service Delivery
- Knowledge Management/Dissemination of Lessons Learned

Project Sites and Local Partners

Local stakeholders/partners

- Municipality of Pavia –LGU partner
- Central Philippine University- local anchor university
- Iloilo Caucus of Development (I CODE)- partner civil society organization (CSO)
- Pavia Entrepreneurs' Multipurpose Cooperative, Inc. (PEMPC) – local NGO
- Parish Pastoral Council (PPC-Pavia) – local PO

Why Joint Monitoring?

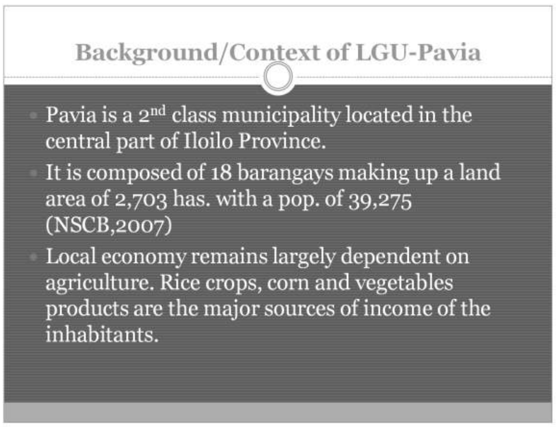


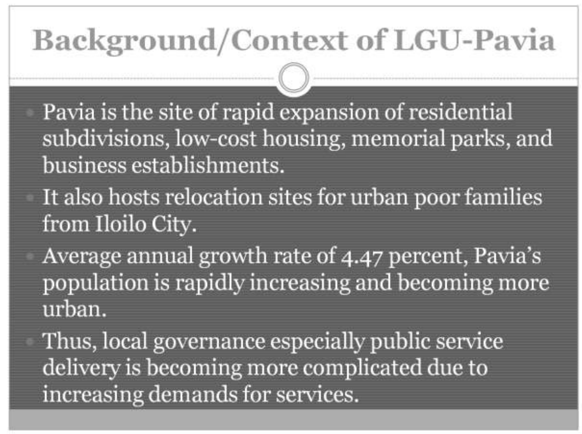
Gains/Outcomes?

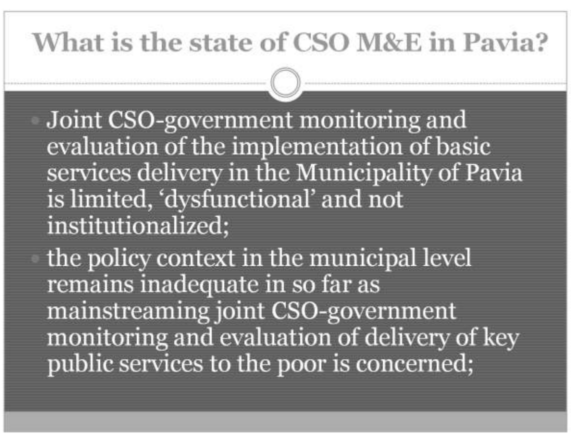
- Lessons learned
- Recommendations for more effective service delivery
  - =>processes and systems
  - =>structures and mechanisms
  - => effects and impact
    - +livelihood
    - +participation
    - +community building
- Improvement of the curricula

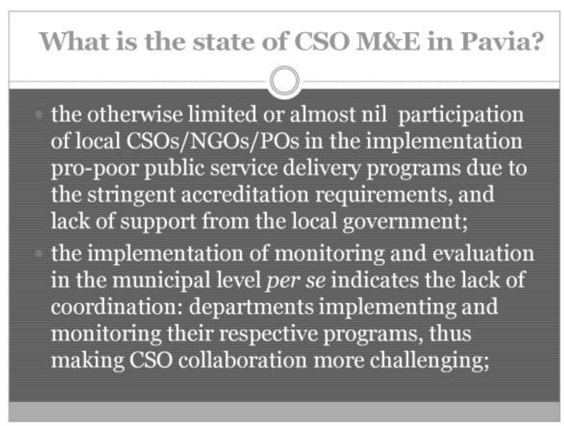
Why are we here today?

- To equip local stakeholders with the knowledge, skills and attitudes that will enhance their potentials and competencies to do effective joint local monitoring;
- The local stakeholders, who will constitute the Local Monitoring Team (LMT) need to get acquainted with basic concepts and principles/frameworks of joint monitoring, learn skills in designing a monitoring plan, come up with a monitoring tool, and acquire skills in gathering, analysis and reporting of data.
- Enhance teamwork among LMT members.


Background/Context of LGU-Pavia
Pavia is a 2nd class municipality located in the central part of Iloilo Province.
It is composed of 18 barangays making up a land area of 2,703 has. with a pop. of 39,275 (NSCB,2007)
Local economy remains largely dependent on agriculture. Rice crops, corn and vegetables products are the major sources of income of the inhabitants.


Background/Context of LGU-Pavia
Pavia is the site of rapid expansion of residential subdivisions, low-cost housing, memorial parks, and business establishments.
It also hosts relocation sites for urban poor families from Iloilo City.
Average annual growth rate of 4.47 percent, Pavia's population is rapidly increasing and becoming more urban.
Thus, local governance especially public service delivery is becoming more complicated due to increasing demands for services.


What is the state of CSO M&E in Pavia?
Joint CSO-government monitoring and evaluation of the implementation of basic services delivery in the Municipality of Pavia is limited, 'dysfunctional' and not institutionalized;
the policy context in the municipal level remains inadequate in so far as mainstreaming joint CSO-government monitoring and evaluation of delivery of key public services to the poor is concerned;


What is the state of CSO M&E in Pavia?
the otherwise limited or almost nil participation of local CSOs/NGOs/POs in the implementation pro-poor public service delivery programs due to the stringent accreditation requirements, and lack of support from the local government;
the implementation of monitoring and evaluation in the municipal level per se indicates the lack of coordination: departments implementing and monitoring their respective programs, thus making CSO collaboration more challenging;

What is the state of CSO M&E in Pavia?

- the lack of capacity of concerned LGU personnel, i.e., heads of departments, MPDCs members, concerned committee chairs of the municipal council, as well as local NGOs/POs to implement joint monitoring and evaluation activities;
- the conspicuous absence of standardized tools to be used in local joint monitoring and evaluation of public service delivery pro-poor projects.

Source: Local Stocktaking Report

What can we gain out of CSO-government joint M & E?

- Develop and enhance the capacity of chosen LGU and CSOs (NGOs/POs) –I CODE and PEMPC in monitoring and assessing public service delivery projects particularly, Uswag Pangabuhi-an as well as the development of available monitoring tool;
- Build and strengthen partnership between Pavia-LGU, local NGOs/POs and Iloilo CODE to enhance accountability and transparency;

What can we gain out of CSO-government joint M & E?

- Establish and sustain institutional partnership with Pavia, local NGOs/POs and Iloilo CODE, acting as a "knowledge hub" through the extension and research programs of the Outreach Office and the Knowledge for Development Center
- Develop proposed courses or subjects that can be integrated into political science, public administration and management curricula of the University.

Capacity Dev't Program in Iloilo

- Capacity Needs Assessment (TNA)
- Development of capacity-building modules
- ***Capacity development training and workshops***
- ***Develop context-specific monitoring tool***
- ***Conduct of actual joint M & E***
- Assessment/Dissemination of lessons learned

Training Design No. 1
Getting to Know You and Others, Teambuilding, and Constructive Engagement

Training Design No. 1 contains four (4) modules. The design focuses on Getting to Know You and Others (GTKYO), teambuilding, CSO constructive engagement, and brief background of the Uswag Pangabuhian Project.

Training Design No. 1 aims to establish trust, camaraderie and a positive outlook among the individual participants through sharing of their personal traits, values and insights as members of a team. The GTKYO and teambuilding exercises which give emphasis on teamwork principles, Christian stewardship and work ethics, are expected to prepare the individual to become a committed team member. Understanding the various modes of CSO constructive engagement especially within the context of Uswag Pangabuhian will surely equip the participants with the necessary knowledge and attitudes to perform their social accountability functions as part of the Local Monitoring Team (LMT).

Module No. 1
Rediscovering Individual and Group Strengths and Opportunities

Module 1 is based on the assumption that each individual is unique and has potentials, talents and skills that need to be tapped and harnessed for the optimum benefit of the individual and the group where he/she belongs. If given an opportunity for group interaction, every individual is bound to rediscover these potentials, nurture and strengthen them in the most meaningful and productive of ways.

This module intends to rediscover each individual's potentials and skills, so as to harness the positive traits and possibly strengthen weaknesses through appreciative inquiry (AI) in the hope that these can facilitate teamwork and the accomplishment of the LMT goals and objectives.

Objectives

At the end of GTKYO activity, the participants should be able to:

1. Identify their potentials and talents, and the skills necessary for group interaction;
2. Share information about themselves and articulate appreciation for one another as members of the same team;
3. Articulate their respect and acceptance for the abilities and limitations of each individual member of the team;
4. Share their feelings with regards to enhanced sense of confidence and accomplishment.

Group Size

Small Group of 7-10 members per group with one facilitator for each

Time Required

One (1) hour and 45 minutes

Resources

1. http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/CategoryView/categoryId/104/Team-Building.aspx
2. http://4h.uwex.edu/clubs/documents/TEAMBUILDING0231.pdf
3. http://www.chartcourse.com/icebreakers-book.html

Methodologies

1. Dyads or small group with plenary discussions
2. Games

Name/Description of Activities

Activity No. 1 (Main Activity) - “**Up Close and Personal”**[2]

The primary goal of this activity is to acquaint members of the group and help them learn more about one another. All participants interview their partners using their own questions or the ones that the facilitator assigns. After the interview process, each person is introduced to the group by his/her partner. By learning more about one another, the group becomes familiar with each other, thus establishing trust.

Materials Needed and Time Required

1. Paper and pencil, but can also be done without
2. Metacards
3. Pentel pen/marker

Procedure

Part 1

1. The facilitator will ask the participants to pair up with another person in the group whom they don’t know very well.
2. The facilitator will then ask each person to develop two interview questions that they’d like to ask their partners. The questions can deal with anything about that person, but shouldn’t be too personal. S/He encourages them to be creative in designing their questions.
3. The facilitator shall then tell the interviewers to write their partner’s responses on metacards. Their answers will be disclosed to the entire group.
4. The facilitator will ask the group to sit in a circle, and for a volunteer to start, or s/he could simply go around the circle.
5. S/He will ask them to introduce their partners by saying their partner’s name and some of the information that they found out during the interview.
6. After the interviewers share their information, the facilitator will allow the interviewees to add or correct any information that has been shared.

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2 Adapted from Teambuilding Facilitation Manual: A Guide to Leading and Facilitating Teambuilding Activities by Claudia Mincemoyer, ed., The Pennsylvania State University: Information and Communication Technologies, College of Agricultural Sciences, 2002. http://www.cas.psu.edu.

Part 2
Constructing the "Being" Full Value Contract (FVC)[3]

1. After the participants have all shared information about themselves and their partners, the facilitator will divide the participants into two groups with seven to ten members each.
2. S/He will request the group to ask a volunteer from their team to be the model of a life-size drawing/sketch of a person on Manila paper.
3. The facilitator will tell the participants to identify the traits, values, attitudes, personal qualities (or what they have already written in metacards) that they think are important to uphold as a group (for example, great sense of humor, being a good listener, etc).
4. The participants will be instructed to paste them inside a life-size drawing of a person on a poster board. This "Being" is a representation of the group as a whole.
5. The group members will then write aspects of group values that they would like to leave out of their community (for examples, disrespect, hurtful words, etc.) on the outside of the "Being".

The "**Being**" is a living, working document that the participants can take with them or display in a place of importance to them. As group members move through their experience together, they can look back to their being to point out that they are doing well and areas where they can continue to improve.

Synthesis

1. Discuss the activity. Did anyone learn anything interesting or surprising about someone? Are there unusual discoveries?
2. Did you find you had anything in common with others?
3. What differences did you discover?
4. What does this tell you about working with others in a group?
5. Did you experience any discomfort (or awkwardness) in sharing information about yourself?

Lessons to be Learned

1. Finding out how little we know about people we spend lots of time with is amazing.
2. Trust: Comfort in disclosing personal information about oneself to the group.

The following are some suggested sample questions:

- How would you describe yourself in one sentence?
- What do you consider as your greatest qualities (your strengths) as a person or individual? Any negative qualities?
- What is your proudest accomplishment?
- If you could be any animal or living organism, what would it be and why?

[3] A "Full Value Contract" (FVC) is a set of values, norms, or ground rules that the group establishes and agrees to use for their time together. The essential points of the FVC are: to allow each member of the group to have a voice in creating group norms, to empower participants, and to ensure that these values will allow the group to work toward their common goals. The FVC asks participants to: (a) fully value themselves, (b) fully value the other members of the group, and (c) fully value the environment – this includes the physical environment and the group environment.

- How would your best friend describe you?
- Make up a book title to describe your life. Why did you choose this?
- Who would you pick up to play your life in a movie? Why?
- If you could go anywhere in the world without worrying about time or money, where would you go? Why?
- What do you want to be most remembered for?
- What person, not related to you, has had the most influence on your life? How?

Activity No. 2 (Optional) - "Partner Swap"

This fun and straightforward activity introduces the concepts of teamwork, trust, communication, and thinking creatively. The goal of this activity is to simply switch places with a partner in as many different and creative ways as possible in 30 seconds to one minute.

Since this is GTKYO game, "Partner Swap" can be utilized as an "icebreaker" and executed ahead of the main activity. Processing/debriefing of lessons learned could be later integrated with that of the GTKYO activity.

Materials Needed

None

Procedures

1. The facilitator will ask the participants to choose a partner – someone who is standing next to them or someone they do not know very well.
2. Participants will illustrate with their partner how the pairs might switch places. Partners will just walk around each other to switch places. The pairs may not use this way of switching places.
3. The facilitator will instruct the participants that they have between 30 seconds and one minute to switch places with their partners in as many different and creative ways as possible.
4. After the allotted time has passed, the facilitator will ask the participants to spend about ten (10) seconds discussing their favourite ways to switch places with their partners.
5. The facilitator will quickly whip around the circle allowing each partnership to share their favorite way of switching places.
6. To process the activity, the facilitator will ask the group members what it took to switch places with their partners. Did they plan the manner by which they will switch places? How?
7. Many of the responses will include communication, teamwork, trust, thinking out of the box or thinking creatively, trying something new and so on. The facilitator will highlight that these are just some of the concepts that they will be working on while doing teambuilding activities.

Module No. 2
Teambuilding: Enhancing Teamwork Through Christian Stewardship

Teambuilding activities help teams build cohesion and work through common group issues. Considering the wide array of backgrounds, trainings and experiences each of the members of the Iloilo LMT member possesses, a teambuilding workshop will surely provide opportunities for participants to combine individual talents and abilities with an awareness of the need to develop cooperation and trust within the group. A well-planned and executed teambuilding workshop anchored on Christian stewardship principles and values also provides participants with a venue as well as opportunities for self-exploration and growth giving them a temporary respite from their hectic schedules, to reflect on their experiences and relate them to daily life.

Objectives

At the end of the teambuilding activity, the participants should be able to:

1. Share their personal insights about themselves and one another as members of the same team;
2. Agree on developing initiatives and responsibilities necessary to accomplish a task through group planning and teamwork, brainstorming, and problem solving;
3. Demonstrate skills in effective communications and leadership skills in group interactions;
4. Share learned insights on the way individual team members behave in various situations and what effects these behaviours have on the group.

Group Size

Small Group - 5-7 members per group with one (1) facilitator for each

Time Required

One (1) and half hour

Methodologies

1. Small group with plenary discussions
2. Games

Activity No. 1- "Paper Tower"

This activity/competition promotes small-group teamwork in building the largest, free-standing paper tower possible using only newspapers (no tape, other help).

Materials

1. Lots of newspaper or scrap of paper (equal piles for each group)

Procedures

1. The facilitator will divide the participants into groups of five (5) to seven (7) people.
2. S/He will assign each group a space to create a free-standing paper tower.
3. Each group should have an equal stack of newspaper or a scrap paper.
4. The groups will be given 30 minutes to create the tallest free-standing tower that they can possibly build.
5. The groups may not use tape, paperclips, and other fastening devices.
6. The facilitator will process the activity by asking the following questions:
   - How did the group members interact? Are there leaders? Dreamers? Those with a vision? Organizers? Followers?
   - How did the group decide on the kind/type of tower that they will build? Did they consider quality or quantity? Why?
   - Did competition or the process drive the group?
   - How well did the group communicate while building the tower?
   - Did the group work together or did one or two individuals take control? Why?
   - What roles did the group members play in the process?

Lessons to be Learned

1. The value of cooperation, coordination, teamwork and consensus in group undertaking.
2. Healthy group competition encourages people to do better, take initiative, innovate, to be resourceful and strive to excel.
3. The importance of communication (verbal or non-verbal) to the success of the group in accomplishing its objectives and goals.
4. Individual or personal goals should be balanced with group goals.
5. The value of trust and compromise.

Powerpoint Presentation: Enhancing Teamwork through Christian Stewardship

Project on Institutionalizing Civil Society Monitoring and Assessment of Public Service Delivery to the Poor

STEWARDSHIP of the COMMUNITY

DIMPNA C. CASTIGADOR

22 May 2012
Knowledge for Development Center,
Central Philippine University, Iloilo City

Objectives of this Discussion

- To name specific ways of stewardship of the community;
- To relate stewardship to the monitoring and evaluation project;
- To choose areas which need working on in relation to stewardship

Matthew 25

- His property
- His servants were given "according to his ability"

Initial Talents	Response	New Total	Results
5	Immediately put money to work Gained 5 more	10 + 1	"Good & faithful"; Made in charge of many things; Share master's happiness
2	Gained 2 more	4	-ditto-
1	Hid money in a ground hole; Complained to "hard master"	0	"Wicked & lazy"; Money given to the one with 10; Thrown into darkness

Matthew 25:29

For everyone who has will be given more, and he will have an abundance. Whoever does not have, even what he has will be taken from him.

Some Truths: What we Choose to Believe Affects our Response

- What we have is not ours. We are just stewards. (his property…)

  "What did you have that you did not receive?" I Cor 4:7
- We are given what we can handle. (according to his ability…)
- We must invest what we have been given.
- There will be a day of accounting.

What We Have Been Given

- Lives
- Talents and gifts
- Families/ Children/ Relatives/ Friends
- Education
- Community and others

Our Communities =

Sum of who we are as stewards + More

Some quotes:

"It is impossible to make a society of gold with men of clay."

"It is impossible to have a just society if each one refuses to be just."

Some of Our Responsibilities

- Obeying those in authority (Romans 13:1-6)
- Paying taxes (Matt. 22:21)
- Exercising the right to vote
- Participating in the government (Daniel 1:1-6:28)
- Praying for those in authority (1 Timothy 2:1-2)

Social Involvement

- Influencing our society
  - Examples:
    - Refer to items under "responsibilities"
    - Writing to those in authority
    - Citizen patrol
    - Participating in efforts such as M&E
- Loving our neighbor

3 Frogs story from Butch

- One atop a well
- One at the bottom of the well

In Which Area Do We Need to Improve?

Module No. 3
Getting to Know the USWAG Pangabuhian Project

The "Uswag Pangabuhi-an" is a local version of the Self-Employment Assistance – Kaunlaran (SEA-K), a program implemented by the Department of Social Welfare and Development (DSWD), which aims to provide financial assistance in the form of micro-loans to poor individuals and sectors/groups in the local level. The project "Uswag", as it is known in Pavia is implemented by the Municipality of Pavia through the Municipal Social Welfare and Development Office (MSWDO).

Uswag is a locally funded micro-finance program of the municipality patterned after the time-tested scheme of the Self–Employment Assistance – Kaunlaran (SEA-K). It was launched in 2008 as an initiative of Mayor Arcadio H. Gorriceta's administration to provide interest and collateral-free micro-loans to enterprising residents, *trisikad* drivers, *sari-sari* store owners of the municipality with a small-scale and actively earning income generating project on a rent-to-own basis and individual lending/group lending. Both individual and group lending is traditional loan scaled to the needs of a micro-entrepreneur.

As a young and still evolving locally-conceived program, Uswag has the potential to succeed as a public service delivery project if its implementation is properly monitored and its impact on the lives of its target beneficiaries is assessed.

Objectives

At the end of Module 3, the participants should be able to:

1. Explain the goals and objectives, mechanisms of implementation, systems/procedures, and target beneficiaries of the Uswag Pangabuhian Project, as well as the impact of its implementation on the lives of those who participated in the project;
2. Examine and discuss the various aspects of the project that are considered crucial to the success of its implementation so that they will be guided in formulating a monitoring tool to assess the project's impact as a public service delivery program for the poor.

Group Size

1. Small-groups of 7-10 members
2. Plenary

Time Required

One (1) hour

Methodologies

1. Small-group (SG) discussion
2. Plenary discussion

Activity: “What do you I know about Uswag Pangabuhian?”

Materials Needed

1. LCD projector
2. Laptop
3. Metacards
4. Pentel pens
5. Masking Tape

Procedures

Part 1

1. The facilitator will divide the participants into small groups of 7-10 members each and assign a working table for each group.
2. S/He will distribute metacards/cartolina strips to the groups where they are going to write their responses on the questions shown on the projector screen.
3. The responses of each member of the group will then be posted on the poster board for the plenary sharing and discussion.

Part 2

1. The facilitator will give an overview of the Uswag Pangabuhian Project, its goals and objectives, mechanisms of implementation, systems/procedures, its target beneficiaries as well as the impact of its implementation on the lives of those who participated in the project.
2. After the brief presentation, the participants will be asked to raised questions and clarifications regarding the project’s goals, implementation and impact.

Synthesis

1. Uswag Pangabuhian is modified and local version of the Self-Employment Assistance-Kaunlaran Program of the national government, specifically implemented through the Department of Social Welfare and Development (DSWD).

2. The goals and objectives of Uswag are identical with that SEA-K but its micro-financing mechanisms, procedures, and funding as well as target beneficiaries are context-

Powerpoint Presentation: Uswag Pangabuhian

One of the beneficiaries of the Uswag Pangabuhian Project's "Rent-to-Own" *Tri-Sikad* Scheme

Municipality of Pavia
Municipal Social Welfare and Development Office

USWAG PANGABUHIAN
Program
SALIENT FEATURES

By: ROMMEL A. JAMERLAN, RSW

What is *Uswag Pangabuhian* Program?

- Locally funded microfinance program of the municipal government of Pavia;
- Patterned after the *Self Employment Assistance Kaunlaran (SEA-K)* of Department of Social Welfare and Development.

Delivery Methodology:

- **Rent-to-Own Scheme**

Provision of an income generating asset through rent-to-own arrangement;

- **Individual Lending Scheme**

Conventional lending re-scaled to fit the needs of a micro entrepreneur.

Delivery Methodology: • **Rent-to-Own Scheme** Provision of an income generating asset through rent-to-own arrangement; • **Individual Lending Scheme** Conventional lending re-scaled to fit the needs of a micro entrepreneur.	**Program Objective:** Provide interest and collateral-free microloans to Pavianhons who have access to economic opportunities.
Targets: • OUTREACH • Provide income generating assets to at least ten (10) qualified beneficiaries/year. • Provide credit access to at least (10) qualified poor but enterprising family heads/year. • VIABILITY • 90% roll back rate on rent to own scheme; • 70% roll back rate on individual lending scheme;	Who may apply? **RENT to OWN SCHEME** – Open to pedicab drivers who are **members of a registered trisikad drivers and owners' association** in the municipality; – An applicant should be a **licensed** pedicab driver; – He does not own and rents a pedicab; – No record of *defaulted loans*; – Willing to abide on the program guidelines.

Who may

INDIVIDUAL LENDING

- Open to poor Pavianhon who have EXISTING generating project
- The IGP is profitable
- No record *defaulted*;
- Willing to abide on the program

Among qualified

THE FOLLOWING ARE GIVEN PRIORITY:

- Registered solo parent;
- Registered Person with disability;
- Member of local women's organization – KALIPI;

An applicant should submit the following upon application:

RENT TO OWN SCHEME

- Barangay Certification that he has no defaulted loan;
- Photocopy of the registry papers of the pedicab he is presently renting;
- Photocopy of the latest driver's license.

INDIVIDUAL LENDING SCHEME

- Barangay Certification that s/he has no defaulted loan;
- Submits a pro-forma "project proposal" that details the needs and cash flow of his/her income generating asset.

Processing

NAMES OF INITIALLY QUALIFIED BENEFICIARIES ARE SUBMITTED to the MAYOR's OFFICE for APPROVAL.

RENT TO OWN SCHEME

- Approved application are shortlisted for a program orientation.

INDIVIDUAL LENDING SCHEME

- Approved application are assessed for capacity to pay and character. A validation report will be prepared stipulating the assessment findings and recommended amount of capital assistance.

How much is granted?

RENT TO OWN SCHEME

– A pedicab unit's cost depends on the specifications qualified applicants may require.
  (P 6200 to 7500.00)

INDIVIDUAL LENDING SCHEME

– Initial loan of P 3000.00 is granted.
– A gradually higher repeat loan of P 4000 to P 10000 will be granted if applicant can pay the previous loan within its term.

Releasing

– All applicants undergo an orientation of his/her responsibilities before a unit or capital assistance is released;
– They will sign an agreement on terms and conditions:
  - To present a receipt of purchases using the assistance
  - Applicant's obligation to pay on committed interval term
  - Willingness to surrender unit for repossession payment is

Payment collection scheme:

– Term:
  - Maximum of one year (240 days) for rent to own scheme;
  - Maximum of six months for individual lending scheme
– Amortization schedule: Any day from Monday to Friday. Beneficiaries personally remit their payment on or before 2PM;
– "Forced Savings" of at least P 1,000.00 is required.
– Certificate of Ownership is awarded and savings is returned upon full payment.
– Beneficiary can qualify for a repeat loan if s/he can fully pay the previous loan within the term.

Payment collection scheme:

– Capital payment is directed remitted to the municipal treasurer;
– Forced savings is deposited to a separate Rural Bank account;
– Follow letters are mailed to delinquent loans;
– For overdue and defaulted rent-to-own payments, the pedicab unit will be repossessed;
– Program point persons:
  - Rommel Jamerlan – application processing and follow
  - Eres Jules Gepes – collection

Financial Status (as of April 2012):

Credit	Amount (fro 2009 to	Amount	Balanc	Rat o Retur
Individua Lending	P 179,	P 49,	P 130,	27.51
Rent to Schem	P 191,	P 114,	76,	59.93

Module No. 4
Civil Society Organization Constructive Engagement

Civil society's monitoring and evaluation of the government's delivery of pro-poor basic services pertaining to education, health, housing and social welfare is a crucial component of local governance and accountability. It is anchored on the idea that CSOs which include NGOs and POs can check government performance and thereby exact accountability.[4]

The role of CSOs is therefore of critical importance in constructive engagement with government, both at the local and national levels, especially in the monitoring of the implementation of its various service delivery programs, formulation of laws and policies, and measuring the impact of projects or services rendered to target beneficiaries.

Thus, for the LMT to effectively carry out its tasks and social accountability functions, there is a need for its members to be acquainted with the basic principles of constructive engagement such as trust, sense of ownership, voluntarism, and community service as well as learned the skills or "art" of constructive engagement.

Objectives

Upon the completion of the activities in Module 3, the participants should be able to:

1. Explain or elaborate the concept of constructive engagement, salient principles and meaningful ways of collaboration;
2. Discuss the importance of constructive engagement, consensus and the value of this approach in joint monitoring and assessment;
3. Identify valuable interpersonal skills to be developed in order to successfully "constructively" engage in endeavours where there are many stakeholders with diverse interest.

Group Size

Small group - 5-7 members per group with one facilitator for each group

Time Required

One (1) hour

[4] Final Local Stocktaking Report for Iloilo by Prof. Ernesto S. Saquibal, Jr. (October 2011). Submitted to La Salle Institute of Local Governance, De La Salle University, Manila.

Resources

- http://start.mobilebeat.com/showthread.php?10292-Weekly-Game-032-The-Human-Obstacle-Course

Methodologies

1. Small group with plenary discussions
2. Games

Activity: Structured Learning Exercise - "**Human Obstacle Game"**

Materials Needed

1. Game props – wig, lipstick, woman's dress, man's coat
2. Chairs, boxes, etc. to serve as obstacles

Procedures

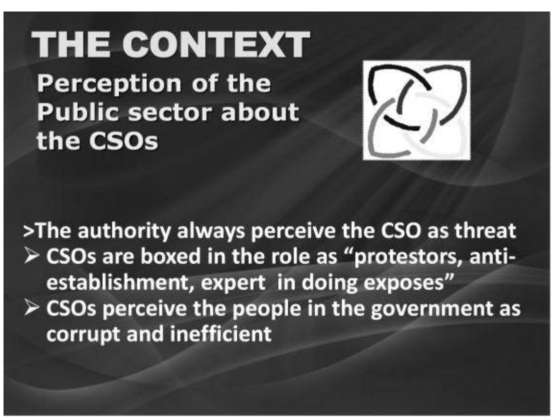
1. Two volunteers will be selected from among the participants, one male and one female. The volunteers will be the main competing players in the game.
2. Another set of four (4) volunteers will be asked from the participants. These volunteers will act as the obstacles through which the two (2) competing players will have to pass.
3. The two (2) players will be escorted out of the room (outside the seminar area) and billeted in separate areas. Each of the players will take turn in passing through the "human obstacles" positioned in different places inside the seminar area.
4. Before a player passes through an obstacle, he will be accompanied by the facilitator and given instructions on what to do.
5. Obstacle No. 1 (who is positioned by the door) will only allow a player to pass if he/she is able to comply with Obstacle No. 1's request, i.e. to wear an ID; recite a children's poem or execute an exercise, ex., "Jumping Jack";
6. Next, a few meters away is Obstacle No. 2. To pass Obstacle No. 2, each player must dress the volunteer like a "Woman" (Obstacle No. 2 is a male). Each of the players must convince the male volunteer to wear a woman's wig. A wig will be provided for the male participant.
7. To pass Obstacle No. 3 (who is a woman but with a male alternate), each of the players must be able to convince them to put on a man's clothing – trousers, polo shirt and cap (for the woman obstacle and woman's clothing for her male alternate). The clothing will be provided by the facilitators.
8. The last obstacle, Obstacle No. 4 (who is also female but with a male alternate) must be convinced by each of the players to allow them to sit on her or his lap. The female will be paired with the male volunteer while the male player with the female volunteer obstacle.
9. The player who finishes each of the tasks as s/he passes through each of the obstacles within the shortest time wins the game.
10. To process the lessons from the activity, the facilitator will ask the following questions:

- How did the players accomplish their respective tasks within the given period?
- How were they able to convince the obstacles to “give in” and let them pass? What strategy or strategies did the players employ in order to succeed?
- What particular problems/challenges confronted them as they passed through each of the obstacles?

Lessons to be Learned

1. The importance of the concept of constructive engagement, and the values of consensus, interpersonal skills and persuasion in order to accomplish a task.
2. The value of trust, cooperation and appropriate communication skills in individual as well as group goals.

Powerpoint Presentation:
CSO Constructive Engagement




AREAS OF CSO'S ENGAGEMENT
LOCAL GOVERNMENT
1) SECTORAL AGENDA FOR CSOs' engagement with the LGU
2) PARTICIPATION IN LOCAL DEVELOPMENT COUNCILS / CAPACITY DEVELOPMENT
3) LGU DEVELOPMENT PLANNING
4) LGU USE OF 20% development fund
5) LGU PERFORMANCE MONITORING
6) Locally funded PROJECT MONITORING
7) Governance for Effective DRRM CCA


ADVANTANGES OF THE CONSTRUCTIVE ENGAGEMENT
NON –THREATENING (CASTING ASIDE ANCIENT BIASES)
USING PRINCIPLED ENGAGEMENT AND RULE OF LAW
ALLOWS BROADER AND DEEPER DIALOGUE BETWEEN STAKEHOLDERS
CONSENSUS RESOLUTIONS TO ISSUES AND PROBLEMS
PROMOTES WIN-WIN SOLUTION


SOCIAL CONTRACTS
"Social Contracts between the "governing and the governed" are rooted in the past moral and political philosophies (Hobbes, Rousseau)
attuned to contemporary demands for social justice and equitable social relationships.
Social Contracts are manifestos or agreements such as Compacts, Covenant Agreements, Memoranda of Cooperation or Resolutions that are accepted by multi-stakeholders.
.


Localized Initiatives for Constructive Engagement with the Public Sector and LGUs
1. Project Monitoring and Evaluation Committees (Participatory M&E, CapDev and Reporting and Feedback Giving)
- PSR in New RPMC
- NGOs/POs in PMEC
2. Transparency-Accountability in LGU (Social Contract and Performance Monitoring)
3. Localized Anti-Poverty Project: Public Expenditures Management
4. Bottom Up Budget Process

WHAT WORKS : successful in advocacy for Constructive for Engagement in Governance

1. As reliable and trustworthy partner of LGUs (maintained good track record and principles)
2. Grassroots leaders development program consultant , trainor and advisor to Municipal and Barangay
3. Mentoring and Coaching in the Development of Local Governance Champion
4. Organized and trained constituencies as Watch Dogs & CBOs (DPWH, DOH, DSWD, DBM, DILG, DA, DepEd)
5. Low cost of implementation, big returns

Constraining Factors: Political Wont of Some Government Officials ....

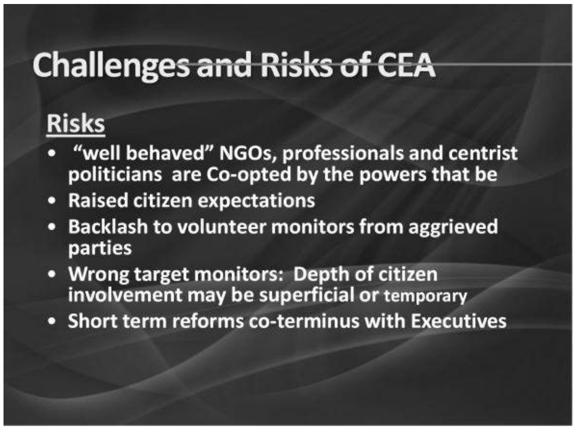
- Non disclosure of public information especially budget, project reports, expenditures
- Slow response to enact or create mechanisms, processes through which citizens and groups articulate their interests, exercise their rights and obligations and mediate their differences
- Resistance to change the old paradigm of relationship between the society and the state, between rulers and the ruled, the government and the governed

WHAT WORKS: CSOs successful in advocacy for Constructive for Engagement Governance

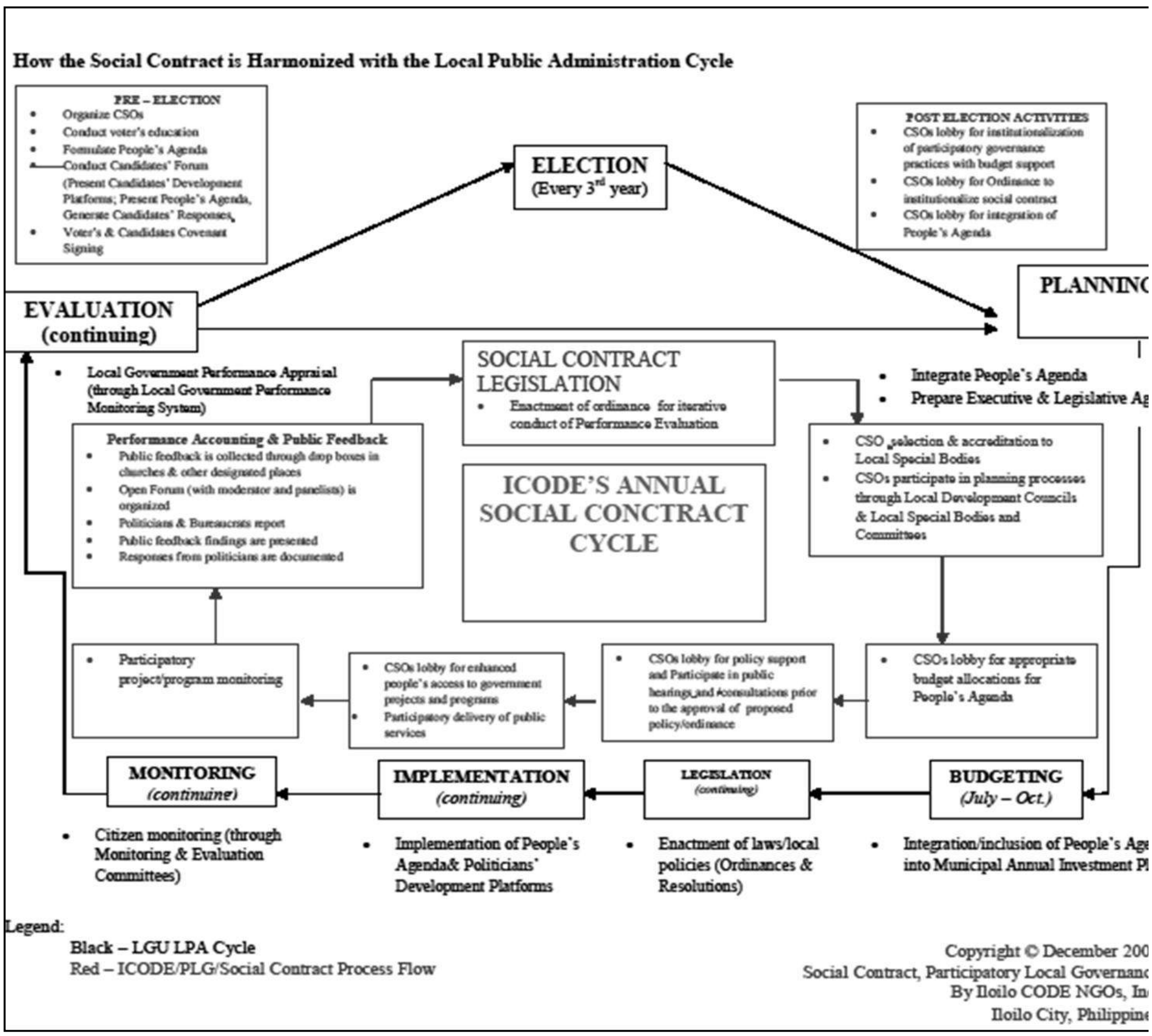
1. Observance of Agreed protocols
2. Understanding / Mastery of Citizen-Constituents of the Public Administration and Budget Cycle
3. User friendly, systematic, participatory tools (Poverty Data Monitoring Systems: MDG Performance Tracking focused on Population Health and Environment Database.
4. School of Governance and Grassroots Leaders Development Program (CSO-Academe-Government partnership)
5. Partnerships on Media-Citizen Engagement (CCJD) -

WHAT DOESN'T for CSOs ...

- "Holier than Thou" attitude of CSOs – I'm better than the government
- Watch dog generates alienating relationships
- Overly demands/pressures : Refusal to succumb to citizens demand as the "politicians" are supreme in the representative democracy
- Violations of protocols of engagement: Sensationalizing, unnecessary exposes of media and CSOs


Challenges and Risks of CEA
Risks
"well behaved" NGOs, professionals and centrist politicians are Co-opted by the powers that be
Raised citizen expectations
Backlash to volunteer monitors from aggrieved parties
Wrong target monitors: Depth of citizen involvement may be superficial or temporary
Short term reforms co-terminus with Executives


Key recommendations for the improvement of CSOs' engagement with government
PERFORMANCE BASED INCENTIVES AND OPPORTUNITIES FOR CSOs (To overcome the limited financial resources)
CAPACITY DEVELOPMENT FOR VOLUNTEER human resources for constructive engagement
SOCIAL CONTRACT TYPE MECHANISMS be institutionalized


How the Social Contract is Harmonized with the Local Public Administration Cycle
PRE – ELECTION
Organize CSOs
Conduct voter's education
Formulate People's Agenda
Conduct Candidates' Forum (Present Candidates' Development Platforms; Present People's Agenda, Generate Candidates' Responses,
Voter's & Candidates Covenant Signing
ELECTION
(Every 3rd year)
POST ELECTION ACTIVITIES
CSOs lobby for institutionalization of participatory governance practices with budget support
CSOs lobby for Ordinance to institutionalize social contract
CSOs lobby for integration of People's Agenda
EVALUATION
(continuing)
PLANNING
Local Government Performance Appraisal (through Local Government Performance Monitoring System)
SOCIAL CONTRACT LEGISLATION
Enactment of ordinance for iterative conduct of Performance Evaluation
Integrate People's Agenda
Prepare Executive & Legislative Ag
Performance Accounting & Public Feedback
Public feedback is collected through drop boxes in churches & other designated places
Open Forum (with moderator and panelists) is organized
Politicians & Bureaucrats report
Public feedback findings are presented
Responses from politicians are documented
ICODE'S ANNUAL SOCIAL CONCTRACT CYCLE
CSO selection & accreditation to Local Special Bodies
CSOs participate in planning processes through Local Development Councils & Local Special Bodies and Committees
Participatory project/program monitoring
CSOs lobby for enhanced people's access to government projects and programs
Participatory delivery of public services
CSOs lobby for policy support and Participate in public hearings and consultations prior to the approval of proposed policy/ordinance
CSOs lobby for appropriate budget allocations for People's Agenda
MONITORING
(continuing)
IMPLEMENTATION
(continuing)
LEGISLATION
(continuing)
BUDGETING
(July – Oct.)
Citizen monitoring (through Monitoring & Evaluation Committees)
Implementation of People's Agenda& Politicians' Development Platforms
Enactment of laws/local policies (Ordinances & Resolutions)
Integration/inclusion of People's Age into Municipal Annual Investment Pl
Legend:
Black – LGU LPA Cycle
Red – ICODE/PLG/Social Contract Process Flow
Copyright © December 200
Social Contract, Participatory Local Governanc
By Iloilo CODE NGOs, In
Iloilo City, Philippine

Training Design No. 2
ABCs of M&E, Tool Formulation & Utilization, Report Writing and Dissemination

Monitoring and evaluation is at the heart of any project development cycle. Monitoring provides the feedback mechanism by which project implementers will be able to know the progress of a project, what factors impede its success and what remedies should be introduced to achieve project goals and objectives. In contrast, evaluation gives the implementer an idea of the project's impact on target beneficiaries, or to what extent the project implementation has changed their lives.

For government and civil society, monitoring and evaluation provides them with better means of learning from past experience, improving service delivery, planning and allocating resources and demonstrating results as part of accountability to the key stakeholders.[5]

It is evident that civil society organizations (NGOs/POs), the academe included, have continuously engaged government and its institutions in various collaborative undertakings to perform its social accountability functions. Thus, it is imperative that multi-stakeholders' initiatives at joint monitoring, such as the Local Monitoring Team (LMT) needs to get a good grasp of the basic tenets of joint monitoring and the ways to make it work.

[5] Monitoring and Evaluation: Some Tools, Methods and Approaches: The World Bank, Washington, D.C., 2004. Available at: www.worldbank.org/oed/ecd/

Module No. 1
Concepts and Principles of Joint Monitoring

Objectives

Upon the completion of Module 1, the participants should be able to:

1. Explain the basic concepts and principles of joint monitoring and evaluation.
2. Share acquired insights as to the applicability of the concepts and principles of joint monitoring to the implementation of multi-stakeholders monitoring of Uswag Pangabuhian by the LMT.
3. Articulate learned values, skills and right attitudes on how to make joint monitoring effective.

Group Size

Small group with five (5) to seven (7) members with one (1) facilitator for each

Time Required

One (1) hour

Resources

1. Martin, R.R.; Weber, P.L.; Henderson, W. E.; Lafontaine, K. R.; Sachs, R. E.; Roth, J.; Cox, K. J.; Schaffner, D. 1987. Broken Squares. Columbus, OH: Ohio State University Extension.

2. http://dragon.sleepdeprived.ca/games/cooperative_games/cooperative_games_37.htm

Methodologies

1. Small group with plenary discussions
2. Games

Activity (Game): “Broken Squares”

Materials

1. One set of broken squares for every six participants and observer’s instructions for one member of each group

Procedures

2. The facilitator will divide the participants into groups of six. Five members of each group should form a small circle so they can work with the squares.
3. The sixth person will be the observer and should be given the observer's instructions.

   Instructions for the observers
   - Your job is part observer and part judge. Make sure each participant observes the following rules while playing the game.
   - No talking, pointing, or any other kind of communication among the five (5) people in your group.
   - Participants may give pieces to other participants but may not take pieces from other members.
   - Participants may not simply throw their pieces into the center for others to take. They have to give the pieces directly to one individual at a time.
   - It is permissible for a member to give away all the pieces of his square, even if he has already formed a square.
   - As an observer, please record the following observations on this paper. You may record the names of individuals in your group who identify with a particular question. The participants are not to see these questions.
     - Who is willing to give away pieces of the puzzle?
     - Did anyone finish their puzzle and then somewhat divorce himself/herself from the struggles of the rest of the group?
     - Is there anyone who continually struggles with their pieces but yet is unwilling to give any or all of them away?
     - How many people are actively engaged in mentally putting the pieces together?
     - Periodically check the level of frustration or anxiety--who's pulling their hair out?
     - Was there any crucial turning point at which time the group began to cooperate?
     - Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?
4. The facilitator will give each group a big brown envelope containing one set of squares.
5. The set of squares is broken down into five pieces. Each piece is labelled with a letter, for example, A, B, C, D, E.

   How to prepare broken squares
   - All pieces labelled with the same letter should be put together in one envelope. This will give you five (5) envelopes per group of six (6) persons working with the exercise. (The extra person serves as an observer.)
6. These sets of squares will be given to the group, one set per member, in individual envelopes within the larger envelope.
7. Do not let the group open the envelope until the instructions are read.
8. The facilitator will then read the following instructions aloud:
   "In each envelope there are five sets of pieces of paper for forming squares. When I give the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her a perfect square of the same size as that held by others."

8\. Specific limitations are imposed upon your group during this exercise.

a. No member may speak.
b. No member may ask another member for a piece or in any way signal that another person is to give him or her a piece.
c. No member may take a piece from another member.
d. Members may, however, give their pieces to other members.
e. “Are the instructions clear?” (Questions are answered at this time.) “The observer in each group will enforce the rules. Begin working.”

9. After the activity, the facilitator will ask the following questions to process the learnings from the activity.
   a. How did you feel during the exercise? Why? How many were frustrated? Why? (The usual answer to this question is, “I couldn’t communicate.” Suggest this is not true, but rather their normal patterns of communication were disrupted. They could communicate by giving away appropriate pieces.)
   b. Ask the observers if anyone mentally dropped out when they had completed their square? Why?
   c. Was there any critical point at which the group started to cooperate? What was the cause?
   d. What are some principles for successful group cooperation? Each individual must understand the total problem. Each individual should understand how he or she can contribute toward solving the problem. Each individual should be aware of the potential contributions of other people. There is a need to recognize the problems of other individuals, in order to aid them in making their maximum contribution.
10. How was trust developed or broken down within the whole group?
11. What was necessary to build trust within the group context?

Synthesis

1. Analyze certain aspects of cooperation in solving a group problem.
2. Become sensitive to some of their own behaviour which may contribute toward or obstruct the solving of a group problem.
3. Identify the role of trust building in cooperation situations.

Powerpoint Presentation: Role of Partners on Joint Monitoring

ROLE OF PARTNERS

Project Monitoring and Evaluation Team

ME Project Coordinator

- To constructively engage with the Pavia LGU partners in the promotion of Transparency and Accountability in Governance (TAG) through education, advocacy work and capacity development
- By virtue of MOA, (LSIG-CPU-LGU Pavia) to take the lead in the project research, stock taking, organizing and capacity development of local ME Team to improve the project performance of selected local government funded projects
- To develop customized monitoring tools attuned to the context of the Project and the LGU

ME Project Coordinator

- To guide and assist the Local ME team in the application of the customized monitoring tools through conduct of FGDs and Survey/Interview Questionnaire of project stakeholders and clients
- Together with the LTC and the LMW, to consolidate the ME data
- To conduct MEValidation and data Analysis
- To facilitate ME Results Reporting and Learning Forum

ME Project Training Coordinator

- To assist in the preparation of ME Tools of the community & participants in the conduct of site visits and FGDs
- To coordinate and work closely with the LMW in designing of the M&E Team Building Sessions and Learning Modules
- To take the lead in the Training component of ME Tools and complete the capacity building trainings & retooling activities to improve the competencies (A,S,K) of local monitors
- To coordinate with Local Training Assistants to ensure financial, logistical and administrative concerns in the training are addressed

Local ME Team (LGU, CSOs, Client Leaders)

- Submit monitoring reports to Local Project Coordinator (CPU)
- To assist in the preparation of the community & participants in the conduct of site visits and FGDs
- To attend and complete the capacity building trainings & retooling activities to improve personal competencies (A,S,K) as monitors

USWAG Project Officers (MSDWO)

- Provide necessary project information (project concept and scope, work /financial plan and targets, list of beneficiaries, and performance report to the local monitors
- Guides in the monitors in the conduct of the M&E activities
- Coordinates with local officials and clients about the conduct of Site Inspection, Field Visits & FGDs in the target barangays
- Attend and complete formal schooling & Capacity buildings to improve competencies

USWAG Project Officers (MSDWO)

- Act as process observers during the FGDs
- Provides additional information and feedback
- Control and safe keeping of monitoring reports & submit results to the LCE/Project Funder or MECs
- Assists in the documentation, data/report validation
- Submit acceptance reports to the LCE / Project Funder

LGU Project Focal Persons

- Custodian and safekeeping of all USWAG project documents, reports , and records
- Represents the municipality in the project agreements
- Provides access to Project Information and other relevant data
- Gives feedback to the LGU / LCE / SB regarding the ME activities and the result Project Monitoring & Evaluation
- Provide logistical, technical and policy support

Project Beneficiary

- Acts as Key Informant
- Assists in Gathering of other KI s
- Provides comprehensive responses to the survey instruments
- Give feedback/reports to the enumerators on the client satisfaction about the project

Project Beneficiary

- Participates in Monitoring activities as respondent to the Surveys/FGDs
- Provide other quantitative qualitative information and evidences about the positive/negative impacts of the project during the FGDs
- Shares learnings and insights on the project
- Gives recommendations about the project or how to make the assistance programs and services better

Module 2
Preparing/Designing a Monitoring Plan

A plan is a key ingredient to the success of any endeavour.

A monitoring plan is a necessary ingredient of any activity or project being implemented. It does not only set the goals, mechanisms, and expected outputs of a project. It also defines the roles of those involved but most importantly, determines the success of project implementation by measuring its over-all project performance.

A performance monitoring plan (PMP) is used to plan and manage the collection of performance data, how the data will be analyzed, reported, reviewed, and used to inform decisions. At the minimum, PMPs should include the following: (a) a detailed description of each performance indicator; (b) the source, method, frequency and schedule of data collection, and (c) the office, team, or individual responsible for ensuring data are available on schedule.

In the conduct of multi-stakeholders monitoring of the implementation of Uswag Pangabuhian Project in Pavia, it is thus, imperative for the members of the LMT to be acquainted with these basic information in order for the group to come up with a context-specific performance monitoring plan.

Objectives

Upon the completion of the activities in Module 3, the participants should be able to:

1. Clearly explain the concepts and principles in formulating a monitoring plan and related activities and processes.
2. Formulate or come up with a design of performance monitoring plan that will guide the LMT in implementing the joint monitoring of Uswag Pangabuhian Project.

Group Size

Small group with five (5) to seven (7) members with one (1) facilitator for each

Time Required

One (1) hour and thirty (30) minutes

Methodologies

1. Brief powerpoint presentation
2. Small Group discussions- Action planning workshop

Resources

1. Performance Monitoring and Evaluation: TIPS. USAID Center for Development Information and Evaluation, 1996(7). Availableat http//pdf.usaid.gov/pdf.

2. Monitoring & Evaluation Capacity Development. Available at http//www.worldbank.org/oed/ecd/

Materials

1. LCD Projector
2. Laptop
3. Manila paper
4. Pentel pens
5. Masking tapes

Procedure

Part 1

1. The facilitator will present an overview of how to prepare/design a performance monitoring plan, and its elements, among others.
2. Participants will then be given an opportunity to clarify points in a plenary discussion.

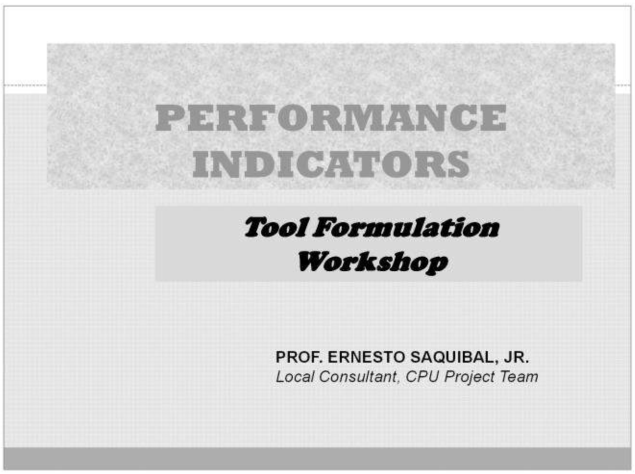
Part 2

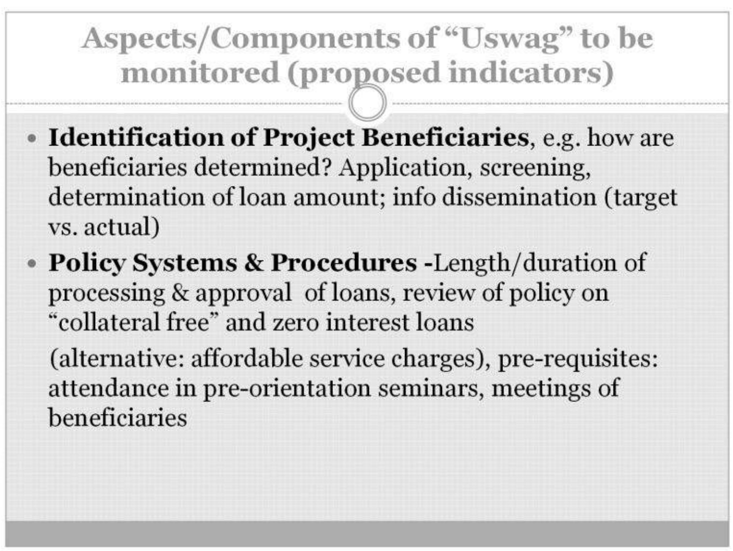
1. The facilitator will divide the participants into three groups with five (5) to seven (7) members each.
2. Based on the inputs in the lecture-discussion, each group, with the assistance of the facilitator, will come-up with a performance monitoring plan context-specific or relevant to the Uswag Pangabuhian Project.
3. In designing their PMP, the groups will have to consider the following minimum requirements:
   - a detailed description of each performance indicator;
   - the source of the information
   - method of obtaining information
   - frequency and schedule of data collection, and
   - the office, team, or individual responsible for ensuring data are available on schedule
   - establishing the necessary protocols for data collection
4. The outputs of the groups will then be presented, discussed and critiqued.
5. The facilitator will collate/synthesize the main points presented and come up with a single version of the PMP.

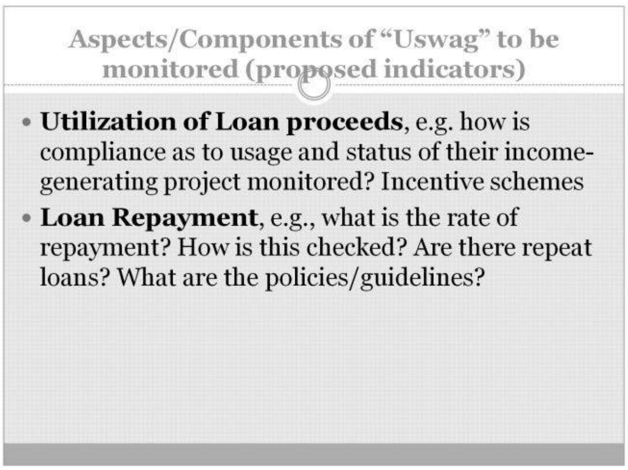
Synthesis

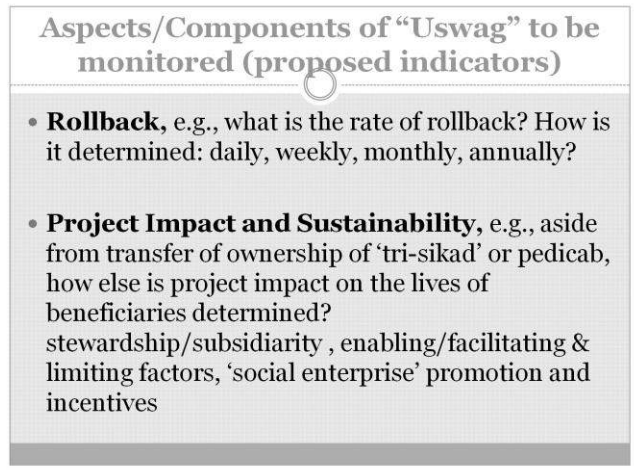
1. A PMP is a critical tool for planning, managing, and documenting data collection.
2. It contributes to the effectiveness of the performance monitoring system by assuring that comparable data will be collected on a regular and timely basis. These are essentials to the operation of a credible and useful performance-based management approach.
3. A performance monitoring plan promotes the collection of comparable data by sufficiently documenting indicator definitions, sources, and methods of data collection. This enables operating unit to collect comparable data over time even when key personnel change.
4. PMPs support timely collection of data by documenting the frequency and schedule of data collection as well as by assigning responsibilities. Operating units should also consider developing plans for data analysis, reporting, and review efforts as part of the PMP process.

Powerpoint Presentation: Project Component/Aspects to be Monitored






Aspects/Components of "Uswag" to be monitored (proposed indicators)
• **Utilization of Loan proceeds**, e.g. how is compliance as to usage and status of their income-generating project monitored? Incentive schemes
• **Loan Repayment**, e.g., what is the rate of repayment? How is this checked? Are there repeat loans? What are the policies/guidelines?


Aspects/Components of "Uswag" to be monitored (proposed indicators)
• **Rollback,** e.g., what is the rate of rollback? How is it determined: daily, weekly, monthly, annually?
• **Project Impact and Sustainability,** e.g., aside from transfer of ownership of 'tri-sikad' or pedicab, how else is project impact on the lives of beneficiaries determined? stewardship/subsidiarity , enabling/facilitating & limiting factors, 'social enterprise' promotion and incentives

Module 3
Tool Formulation and Validation

Monitoring tools are a crucial instrument that determines the success of any project being implemented at the output and outcome levels. In research investigations, a research instrument is considered good when it exhibits two important qualities: validity, and reliability.

Validity refers to the appropriateness, meaningfulness and usefulness of inferences a researcher makes on the data he or she collects (David, 2002). Simply put, a research tool is valid when it measures what it intends to measure. Reliability is the extent to which a test produces consistent readings when used over different periods of time. Reliability is a key criterion in evaluating the quality of a measuring device. A reliable device gives results that are consistent, dependable, and stable (Goel 1998).

In formulating a monitoring tool for the LMT for the Uswag Pangabuhian Project, it is important to take into account these criteria as well as the salient components/aspects and performance or success indicators of the project implementation.

Objectives

Upon the completion of the activities in this module, the participants should be able to:

1. Identify the different aspects or components of the Uswag Pangabuhian project as well as its performance or success indicators.
2. Come up with a “customized” monitoring tool based on the existing tools used by CSOs, particularly ICODE, in the monitoring and evaluation of various public service delivery projects in Iloilo Province.

Group Size

Small groups with five (5) to seven (7) members, with one (1) facilitator for each group.

Time Required

One (1) hour and thirty (30) minutes

Methodologies

1. Lecture with powerpoint presentation
2. Small group with plenary discussions

Procedures

Part 1

1. The facilitator will present an overview of the tool formulation process and the requirements in drafting a tool through a power point presentation.
2. The salient components/aspects, success and performance indicators of Uswag Pangabuhian Project should also be briefly discussed to guide the participants in the workshop.
3. Participants will then be given an opportunity to clarify points in a plenary discussion.

Part 2

1. The facilitator will divide the participants into three groups with five (5) to seven (7) members each group.
2. Based on the inputs in the lecture-discussion, each group, with the assistance of the facilitator, will come-up with a monitoring tool based on the project components and success indicators they have identified. A detailed description of these performance indicators must be reflected on their output.
3. The groups' outputs will be presented, critiqued and collated in the plenary session.

Module 4
Tool Utilization: Data Gathering Techniques, Data Analysis Framework

Data is an important element in decision-making. One cannot make sound and valid decisions in the absence of sufficient, accurate, and reliable data. As such, learning the various techniques to gather data utilizing a particular instrument or tool helps the investigator or team of monitors to obtain adequate and accurate information required to assess the progress of the project being implemented.

To carry out its tasks, it is important for the LMT to be familiar with the different techniques in data gathering which may include the conduct of surveys, in-depth interviews and focus group discussions. There is no doubt that the utility of a monitoring tool largely depends on the knowledge and skills of the data gatherer. Moreover, any data or information obtained using the different strategies and techniques only become meaningful and useful to the project implementers and monitors when they are interpreted and analyzed within a given framework.

Objectives

Upon completion of the planned activities in Module 4, the participants should be able to:

1. Explain and discuss the basic techniques and strategies of data gathering and relate their importance to the implementation of the local monitoring of Uswag Pangabuhian Project.
2. Demonstrated interpersonal or “people” skills especially in the conduct of in-depth interviews or key informant interview (KIIs) and focus group discussions (FGDs).
3. Explain the necessary protocols and ethics involved in gathering data.

Group Size

Small groups with five (5) to seven (7) members per group with one (1) facilitator for each group

Time Required

One (1) hour and thirty (30) minutes

Methodologies

1. Short lecture with powerpoint presentation
2. Small group with plenary discussions
3. Games

Resources

1. Goel, Madan Lal. 1988. Political Science Research: A Methods Handbook, Ames, Iowa: Iowa University Press.
2. David, Fely P. 2002. Understanding and Doing Research: A Handbook for Beginners. Iloilo City: Panorama Printing Press.

Procedures

Part 1

1. The facilitator will present an overview of the research process and the various techniques and approaches in data gathering through a power point presentation.
2. Participants will then be given opportunity to clarify points in a plenary discussion.

Part 2

1. The facilitator will divide the participants into three groups with five (5) to seven (7) members each.
2. Based on the inputs in the lecture-discussion, each group with the assistance of a facilitator will come-up with a "role play" on how to gather data as members the LMT for Uswag Pangabuhian Project.
3. A group may choose to do an in-depth interview of key informants or a focus group discussion of a group of target beneficiaries.
4. The groups' outputs will be presented and critiqued in a plenary session.

Part 3

Game *(Optional – if there is still time)* **"Human or People Bingo"**

Time Required

Thirty (30) minutes

Group Size
The more the better

Materials

1. Bingo cards with various characteristics/traits/saying in squares.
2. Pencil/pens, prizes of desired

Procedures

1. The facilitator will distribute the bingo cards to individual participants.
2. The facilitator then instructs them to get signatures on each square from someone in the group who fits the description listed on the Bingo card.
3. The participant who gets the most signatures wins the game: Bingo!

4. After the activity, the facilitator will discuss how differently people tried to find their pair. What strategies did they use to gather the data? Did they yell to communicate what they need? Did they quietly move about? Did they stay in one place?
5. Relate this to the different style of obtaining information to fill in the cards.

Powerpoint Presentation: Data Gathering Techniques and Data Analysis Framework

Data Gathering Techniques and Data Analysis Framework

TIPS AND GUIDE

PROF. ERNESTO SAQUIBAL, JR.
Local Consultant, CPU Project Team

Project:

"Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor"

Importance of Data and Data Gathering

- Learning the various techniques to gather data utilizing a particular instrument or tool helps the investigator or team of monitors…
  - ✓ Obtain adequate and accurate information required of them
  - ✓ Come up with an assessment as regards the progress of the project being implemented.

Data and Data Gathering: *How Important?*

- Data is an important element in decision-making.
- One cannot make sound and valid decisions in the absence of sufficient, accurate, and reliable data.

The Great Pyramids

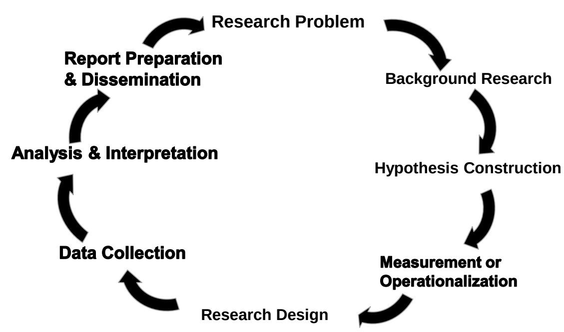
Importance of Data and Data Gathering

- To carry out their tasks, it is important that members of the Local Monitoring Team should be familiar with different techniques in data gathering which may include the conduct of …
  - surveys
  - in-depth interviews
  - focus group discussions

Importance of Data and Data Gathering

- There is no doubt that the utility of a monitoring tool largely depends on the knowledge and skills of the data gatherer.
- Moreover, any data or information obtained using the different strategies and techniques only become meaningful and useful to the project implementers and monitors when they are interpreted and analyzed within a given framework.

The Research Process



Data Collection

- “***Data***” refers to any kind of information researchers obtain on the subjects, respondents or participants of a study. In research, they are collected and used to answer the research question or objectives of the study.
- ***Types of Data***
- ***Quantitative data*** – the information can be counted or expressed in numerical values
- ***Qualitative data*** – are descriptive information which no numerical value

Types of Data

- ***Primary data*** – information collected directly from the subjects being studied
- ***Secondary data*** – are information collected from other available sources, e.g. Censuses, surveys, completed studies

Data collection (Primary): Considerations

- Unit of analysis (individuals, HHs, etc)
- Data aggregation needs (by gender, age, groups, etc)
- Sampling techniques for selecting cases (random sampling, purposive sampling)
- Techniques or instruments (structured questionnaires, direct observation, etc)
- Frequency and schedule of data collection
- Plan for Data Analysis , Reporting, Review and Use

Data Analysis Plans

- Comparing disaggregated data
- Comparing current performance against multiple criteria, e.g. Past vs. Planned or targeted performance, other benchmarks
- Analyzing relationships among performance indicators, e.g. Cause-effect relationship
- Analyzing cost-effectiveness, e.g. *Performance data compared with altenative program approaches in terms of costs as well as results.*

Techniques of Data Collection Per Data Type

Type of Data	Technique(s)	Means/Instrument or Tool
Quantitative Data	Surveys or sample surveys	Structured interview Self-administered
Qualitative Data	In-depth interview Focus group discussion (FGD)	Interview guide FGD guide

In-depth Interview

- An in-depth interview is a direct, face-to-face means of gathering information from individuals, using ***probing*** techniques.
- Questions are ***open-ended*** or with no fixed responses or options to choose from.
- Details are sought through the use of follow-up questions. This is called ***probing***.
- Data from an in-depth interview often reveal a clearer picture of the ***key informant's*** (KI) knowledge, perceptions, or experiences

In-depth Interview

- Once potential KIs are identified and selected, their permission is sought and the schedule for the interview is set.

Conducting the Interview: Steps

1. Introduce yourself.
2. Make the KI feel at ease.
3. Then explain the purpose of the interview and how the informant was selected
4. Begin asking questions starting with simple open-ended questions and follows these up with probing questions. Probing questions flow from the answer given by a KI.
5. When you're done, end the interview and thank the key informant.

Focus group discussion (FGD)

- An informal in-depth discussion in which a small number of participants (6-12 persons) under the guidance of a moderator or facilitator talk about topics of special importance to a particular research topic.
- Participants are purposively selected from defined target population whose opinions and ideas are relevant to the study or research (AIDSCAP,FHI,1994)

Conducting FGDs: Steps

Preliminary Considerations

1. Before the moderator begins the discussion, he/she should see to it that participants are seated in a circular arrangement so that each member can see and hear every participant talking.
2. The moderator must be part of the circle formed by the group, while the assistant or documentor sits outside the circle to avoid distracting the group.

Conducting FGDs: Steps

1. Moderators opens with a brief introduction (of self) to put the participants at ease, establishes the ground rules, and allow rapport to develop between himself/herself and the group.
2. The moderator explains the objectives of the FGD, what goals the FGD expects to achieve, and how the FGD will be conducted.
3. The moderator then asks the participants to introduce themselves to the group.

Conducting FGDs: Steps

4. When the moderator senses that the group are already feeling at ease he/she can start asking non-threatening questions that all members of the group can easily answer.
5. Throughout the discussion, the moderator shoudl stimulate participation by asking for reactions or by asking members what they think. The moderator should watch out for potential problems and immediately correct them.

What's a Good Moderator?

1. Has experience in group dynamics;
2. Puts the participants at ease;
3. Shows genuine interest in the discussion;
4. Involves everyone in the discussion, but knows how to control over-talkative participants;
5. Encourages divergent points of view.

"As adults learners, one should cross, explore boundaries and give understanding to other people."

Lao Tzu

" I hear -> I forget;
I see -> I remember;
I do -> I understand."

Confucius

Module 5
Report Writing and Dissemination

Any project undertaken will surely have results that need to be reported and disseminated. Crucial to the reporting process, however, is the manner and quality by which the report is written and presented to a wider audience. In research, one's findings have little significance unless they are communicated to others. Thus, it is imperative for researchers to know how to report their research clearly, concisely, and effectively (Goel, 1988).

In preparing a report, the writer must take into considerations some basic concerns: (a) who will read this report?, (b) what is its main purpose?, (c) what will be the form, length and sequence of the report?. These aspects should be taken into account if the writer wants to have a clear, concise, and readable report.

One must not forget, however, that report writing and dissemination requires knowledge and skills of the various approaches and techniques in doing a report. A popular approach is the so-called "Hourglass Shape" writing style, developed by Louise Kidder. This will be introduced to the members of the LMT for Uswag Pangabuhian.

Objectives

Upon the completion of the activities defined in this module, the participants should be able to:

1. Discuss the essentials of report writing, the various steps, forms, and approaches in preparing a written report.
2. Demonstrate some basic skills in report writing and dissemination.

Group Size

Plenary

Time Required

One (1) hour

Methodologies

1. Powerpoint presentation
2. Plenary sharing/discussion

Procedures

1. The facilitator will present a brief background on report writing and dissemination, as well as the various techniques and approaches in preparing a report through a power point presentation.
2. Participants will then be given an opportunity to clarify points in a plenary discussion.

Powerpoint Presentation: Tips on Report Writing

REPORT WRITING AND DISSEMINATION

TIPS AND GUIDE

Prof. ERNESTO S. SAQUIBAL, JR.
Local Consultant

Palm Jumeirah, Dubai

Project:

"Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor"

Why Write a Report?

- In research, one's findings have little significance unless they are communicated to others.
- Thus, it is imperative for researchers to know how to report their research clearly, concisely, and effectively.

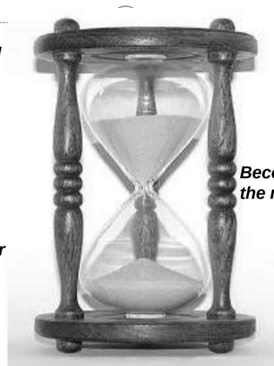
Tips in Preparing a Report

- In preparing a report, the writer must take into considerations some basic concerns:
  - (a) who will read this report?
  - (b) what is its main purpose?
  - (c) what will be the form, length and sequence of the report?.
- These aspects should be taken into account if the writer wants to have a clear, concise, and readable report.

Tips in Preparing a Report

- One must not forget, however, that report writing and dissemination requires knowledge and skills of the various approaches and techniques in doing a report.
- A popular approach is the so-called **"Hourglass Shape"** writing style
- Developed by Louise Kidder

"HOURGLASS"



Sections of the Report (Format)

A standardized format allows a reader to study the report from beginning to end as a narrative, to scan for an overview, or to locate specific information

I. Introduction
II. Methodology
III. Results and Discussions
IV. Conclusions, Implications and Recommendations
V. References
VI. Appendices

Introduction: *What to include?*

- Should clearly indicate what the researcher is investigating;
- Description of the background of the research question
- Theoretical context and direction to the study
- Summary of the major conclusions of the study
- Review of literature

Methodology

- Describes the procedures used to answer the research question –provides basis for the validity of the research output
- Measurement of variables
- Sampling
- Data collection

Results and Discussions

- 'heart' of the report
- Includes the graphs, tables, and figures which describe the results of the study/investigation
- *Discussion:* Results are presented in light of the research problems stated in the introduction
- Include aspects of the study that could not be shown by tables and graphs.
- Also includes a discussion of the limitations of the study
- Implications for understanding a broader picture.

Conclusions, Recommendations & Implications

- Brief (re) statement of the problem, the results, and the conclusions.
- Points out the implications of your findings for policy or for other researchers and show what further research needs to be done.
- You should also point out the limitations of your research.
- *Key Questions: W*hat did you ask?
  What did you find? What do you conclude?
- *To whom do your conclusions apply?*

Bibliography

- Should include all the books and articles you have read whihc are relevant to the study, and these should be presented in alphabetical order.
- It should not include those you ought to have read but haven't.
- Give your references in a proper form.

Appendices

- Should be numbered and given a title.
- Ex. Copies of the questionnaires, raw scores on tests.

Evaluation

MULTI-STAKEHOLDERS TRAINING WORKSHOP ON JOINT MONITORING
LOCAL MONITORING TEAM (LMT)-PAVIA, ILOILO

Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor
May 22-24, 2012 Knowledge for Development Center (KDC)
Central Philippine University, Iloilo City

Name and position of participant (optional): …………..…………………………………
Agency: …..…………………………………………………..

LMT Training Evaluation Form
To help determine the level of success achieved by this training program, we would appreciate your responses to the following questions. Your ideas and comments will be valuable in improving further training efforts. Thank you.

Please circle the number that best describes your opinion about each statement
1= strongly disagree; 2= disagree; 3= neither; 4= agree; 5= strongly agree

ADMINISTRATIVE/LOGISTICS

	1	2	3	4	5
1. The facilities and equipment were favorable for learning					
2. The organization of the training was sensitive to my needs and helpful for learning					

TRAINING PROGRAM CONTENT

1. The content of the training was in line with my expectations					
2. I clearly understood the objectives of the training					
3. The training met all of its stated objectives					

TRAINING PROGRAM DESIGN AND TRAINING MATERIALS

1. The way this training was delivered was an effective way to learn this subject matter					
2. Participant materials (handouts, training manuals, etc) were useful					
3. I had enough time to learn subject matter covered by the training					
4. The training content was logically organized					

TRAINERS

	1	2	3	4	5
1. Demonstrated a thorough knowledge and understanding of the topics					
2. Stimulated thinking and discussions, giving opportunities for ideas/experience exchange					
3. Were interested in helping participants					
4. Overall, I was satisfied with the trainers					

Please comment on the following questions. Please use the other side if you need more space.

THE TRAINING PROGRAM

1. ***What are the strengths of this training program?***
2. ***What are the weaknesses of this training program?***
3. ***What are your recommendations to improve this training program?***
4. Please describe one (1) thing that you intend to do differently back in your district as a result of this training.

THE TRAINING MATERIALS

1. ***What are the strengths of the training materials?***
2. ***What are the weaknesses of the training materials?***
3. ***What are your recommendations to improve the training materials?***

THE TRAINERS

1. ***What are the strengths of the trainers?***
2. ***What are the weaknesses of the trainers?***

3. ***What are your recommendations to improve the quality of the trainers work?***

OTHER COMMENTS:

1. ***Any other comments?***

Capacity Development Program for Monitoring the Community Training and Employment Administration Program

SIBULAN, NEGROS ORIENTAL

Introduction

This World Bank-funded project on *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor* intends to boost the capacity of civil society organizations, the academe, and LGUs to jointly undertake monitoring of local government programs and projects primarily focused on public service delivery to the poor and marginalized sectors of society. The project, requiring technical as well as theoretical direction, is further enhanced through the development of knowledge partnerships among local universities in eight project sites all over the Philippines. One of the project sites is the Municipality of Sibulan in Negros Oriental.

The LMT in Negros Oriental is composed of fifteen (15) members and represents three (3) sectors. These sectors are the LGUs of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe, represented by faculty members and a graduate student of the School of Public Affairs and Governance (SPAG) of Silliman University.

The LMT in Sibulan primarily focused on the Community Training and Employment Administration Program (CTEAP) of the municipality. The program is designed to assist locals of Sibulan find employment opportunities and improve the quality of their lives through skills and technology training and transfer. At face value, the program is noble. However, it still needs to be monitored, for this will not only uncover weak points in the program, but will also reveal some of its strengths. The weak points will be plugged and strengthened, and Sibulan will further improve the program by building upon its strengths.

In order to realize this, the LMT must be equipped, trained, and capacitated to enable it to effectively and efficiently perform monitoring work. Hence, these training courses were developed.

This training course is comprised of two (2) modules, tailored to prepare the LMT for monitoring work. The modules are specifically designed to fit the training needs of the members of the LMT for actual monitoring work of the CTEAP. The trainings needs were determined through the conduct of a rapid TNA, and will be met through group sessions and workshops.

Judging from the fact that the members of the LMT come from various sectors in society, it is but fitting and necessary to develop the team spirit among them. Developing the sense of being a team allows the LMT to effectively work together towards the achievement of set goals, transcending individual uniqueness. On the other hand, while the team spirit within the LMT is necessary, coming up with their collective goal(s) is equally necessary and important. These two needs were determined through the rapid TNA.

The modules included in this training course aim to achieve the following general objectives for the participants:

1. Broadly comprehend the Community Training and Employment Administration Program of the LGU of Sibulan.
2. Collectively define the goal(s) of the LMT in line with their monitoring work.
3. Develop the team spirit among the participants as they undertake actual monitoring work.

At the end of the training, participants are expected to:

1. Show a profound sense of commitment to the goals of the LMT.
2. Demonstrate team skills and spirit for the monitoring work ahead.

Training Design No. 1
Goal Setting and Team Building

A team is defined as a number of people organized to function cooperatively as a group. Based on this definition, it is a given that a team, be it a sports team, a team of doctors operating on a patient, or a rescue team tasked to rescue disaster victims, should cooperatively work together in order to be able to function effectively. Functioning effectively requires that the team should have a complete awareness of what they intend to achieve as a group. This will require a collective goal-setting, wherein the goal(s) is/are clearly defined and the method(s) of achieving such goal(s) is/are identified.

However, awareness of the goal(s) of the group does not assure its absolute success. Studies in the United States show that team-building activities in workplaces "don't do much to help solve workplace issues." This simply means that it is not enough to just put people together and make them aware of their goals and hope that somehow they will just find a way to work together effectively. It is imperative that each member of the team must also be aware of their individual role and function in the team on the basis of their competencies. Moreover, effective teams are not just put together. They are designed. Designing a team requires that they be taught, trained, and mentored on the skills and knowledge necessary for the success of the group. This is the essence of this training course. It is a tool for the training, equipping, and mentoring of the CTEAP Monitoring Team.

Objectives

In order to put together an effective CTEAP Monitoring Team, the trainers will endeavor to do the following:

1. Explain to the participants the necessity of having a clearly defined goal.
2. Collectively, through focused group discussion (FGD), define the set goal(s) of the CTEAP Monitoring Team.
3. Impress upon the participants the importance of working as a TEAM.
4. Build the foundation for lasting partnerships and cooperation among the participants through carefully designed team-building activities.
5. Process the learnings and realizations of the participants after the various team-building engagements.

At the conclusion of the training, the participants will be able to:

1. Collectively identify their goal(s) as a team.
2. Design strategies how the participants can work together as a team.

Methodology

In achieving the set objectives, the following methodology will be used:

1. *Lecture Discussion*. The trainers present the topics through lecture-discussion.

2. *Focused Group Discussion.* The goal(s) of the team are identified through FGD - open, free, and focused discussion where participants can freely articulate their mind on a topic.
3. *Team-building Activities*. These are carefully designed activities where participants realize the necessity of working as a team, and identify key concepts in team dynamics.
4. *Group Processing*. Trainers process the learning and realization of the participants in the team-building activities.

Training Design Matrix

Time	Objective	Activity/Topic	Methodology	Materials
8:00-8:30 AM	• To ensure that all expected participants are in attendance. • To distribute the handouts and resource materials.	Registration	The existing registration practice.	Materials, Handouts, Kits, Name tags, Marking pens, etc.
8:31-9:00 AM	• To orient the participants of the subject and the training course as well as internal rules and procedures observed by the trainers throughout the duration of the training.	Course overview and orientation	Discussion	Sound system, Laptop, LCD projector
9:01-9:30 AM	• To give an overview of the project to be monitored in order to set the context of the monitoring work.	Context setting - Members of the LMT who are also directly involved with CTEAP will give an orientation of what the program is really all about. This will include the rationale of the program when it was conceived as well as the details on the operation of the program itself (funding, linkages, and employment).	Discussion and brief talk by LGU officials who have direct knowledge of the CTEAP.	Sound system, laptop, LCD projector
9:31-10:00 AM	• To discuss the importance of goals • Explain the necessity of goals in organizations.	Module 1 • Goal formulation/ setting	Lecture type and FGD	Sound System, laptop, LCD projector
TEA BREAK				
10:30-12:00 NN	• To come up with the goals of the team.	Module 1 • Goals formulation/ setting	Workshop	Sound system, laptop, LCD projector, and handouts.
LUNCH BREAK				

Time	Objective	Activity/Topic	Methodology	Materials
1:30- 2:30 PM	• To present to the academe and the resource person the formulated goals for critiquing and revision of the same.	Module 1 • Goal presentation	Discussion and critiquing	Sound system, laptop, LCD projector
2:31- 4:00 PM	• To perform team-building activities specifically designed to promote collective action and awareness of group dynamics and individual uniqueness.	Module 2 activities: • Treasury Box • Solution Seekers • Puzzle-Making	Group session	Rope, string, index cards, pentel pens, puzzles and other materials needed for the team-building activities.
TEA BREAK				
4:01-5:00 PM	• To process the learning obtained by the participants in the various team-building activities.	Group processing	FGD	Sound system

Module No. 1
Goal Setting

A philosopher once opined: *"Knowing yourself is to be human. But it is in knowing your purpose in life that you become complete."*

In essence, and in the context of this project, the importance of defining the purpose or goal of the LMT cannot be marginalized. It is the compass that determines the direction of the team. Organizational experts say that awareness of the team's goal(s) not only expedites the work of the organization/team, but it also minimizes cost incurred because resources (including human effort) are really allocated to areas where they are needed. It is therefore of prime importance that every participant is conscious of the team's goal(s).

Objectives

This module is basically designed to enable participants to:

1. Realize the importance of having clearly defined goals and the need for the same.
2. Articulate their perceived goals of the Local Monitoring Team.
3. Define the collective goal of the Local Monitoring Team.
4. Formulate ways and means by which the collective goal(s) of the team can be realized.

Group Size

The LMT is composed of fifteen (15) members equally representing three (3) sectors: Local Government Unit of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe represented by faculty members and a graduate student of the SPAG of Silliman University.

Time Requirement

The module will run for three hours and 30 minutes, subdivided among the different participant-trainer engagement activities indicated.

Materials

1. Bond papers
2. Writing pens (ballpens and Pentel pens)
3. Manila paper
4. Cartolina for Name Tags
5. Scotch tapes
6. Laptop
7. LCD projector
8. Whiteboard and whiteboard for the team building sessions

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center (SUGA-TC). Tables and chairs to accommodate the participants will be prepared and will be arranged in a manner that would subdivide the group into three (3) groupings.

Resources

- Internet Source: Free Management Library

Methodology

- Focused group discussion
- Team-building activities

Procedures

Part 1

1. The lecturer/resource person will lecture on the importance of goals as well as the necessity of having one. This will be done through a lecture/discussion type of learning activity.
2. After the lecture is given, and the team has fully grasped the input provided by the lecturer, the team is then divided into three (3) and are made to occupy separate tables for the second part of the activity.

Part 2

1. The LMT will be divided into three (3) groups composed of five (5) members per group.
2. Each group will be provided with the necessary materials for the activity.
3. Using their acquired knowledge of the CTEAP during the context setting, and having been oriented of the project's purpose, the group is to formulate their goal(s). This will be done through small group discussion.
4. After all the groups have finished, the facilitator will then instruct the group to post their outputs on the board and collectively compare their formulated goals with the other groups.
5. It is expected that during this period, a healthy exchange of ideas on their goals will take place.
6. As this is taking place, the facilitator will go around each group and provide the much needed inputs.
7. The groups will then consolidate their goals into one collective output which will be presented to the facilitators.

Part 3

1. After the consolidation of their goals, the team will appoint a member to present the same for critiquing.
2. The facilitators will critique and provide their inputs in order to polish the goals.
3. A collective goal reflective of the spirit of the team will be created at the conclusion of the exercise.

Synthesis

1. Goals are of immense importance to organizations and should never be downplayed. There is no alternative to not having a goal. The vision is the never-ending objective of the team. The mission is the purpose and intent of the team.
2. Goals are the ways and means to realize and materialize the mission. It is putting flesh and bones to the soul.

Lessons to be Learned

There is no excuse for not having a goal. Every LMT, regardless of size and number, needs to have a clearly defined goal if it is to succeed in its work. More importantly, a goal, in order for it to be lived up to, must be collectively formulated in order to instill the idea of collective ownership. In this manner, the goal becomes a part of every person in the team.

Module No. 2
Team-Building

Together **E**veryone **A**chieves **M**ore. The acronym of the word "team" encapsulates the very essence of it. It is in collective work that the team is able to achieve more. But being able to effectively and efficiently work as a team does not come by the mere act of just coming together as a group. Simply put, a team, in order for it to be a real TEAM, must be coached, taught, and nurtured. This is the force behind this module.

Objectives

This module is basically designed to enable participants to:

1. Comprehend the necessity of working as a team.
2. Establish enduring partnerships and cooperation among team members.
3. Acquire team skills necessary for the task of monitoring.

Group Size

The LMT is composed of fifteen (15) members, equally representing three (3) sectors: the LGU of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe represented by faculty members and a graduate student of the SPAG of Silliman University.

Time Requirement

The module will run for two (2) hours and 31 minutes, subdivided among the different participant-trainer engagement indicated in the design matrix.

Materials

1. Lengths of rope
2. Puzzle (3 sets)
3. Manila paper
4. Writing pens
5. Stopwatch
6. Index cards
7. LCD projector
8. Laptop
9. Bond paper

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center.

Resources

Internet Source: Free Management Library

Methodology

1. Focused group discussion
2. Lecture discussion
3. Team-building activities

Procedures

Team-Building Activities

Treasury Box

This activity creates team individualism and builds team spirit by helping members explore each other's skills, talents and special knowledge. It also builds self-esteem as members share their strengths and discover what makes them unique and productive.

1. The facilitator will start by explaining that skills and talents are portable and every member of the team is bringing a box full of knowledge and skills to the team. This next activity will help fill the team's treasury box.
2. The facilitator will then distribute 3x5 index cards. The participants will write their names on the cards and below their names, list two specialties or skills that they bring to the team, e.g., knowledge of project management, organizational skills, or proposal writing. When the participants will have completed the cards, they then stick the cards on a flip chart and engage everyone in exploratory conversations about the items.
3. During the discussions, team members will be able to learn new things about each other and become aware of each other's strengths.
4. Once the discussions are finalized, the participants will put all the cards in a box, labeled treasury box. Itemize it after the meeting and place the box in a popular spot in the office. Encourage team members to open it and read it every time they need encouragement or support on special tasks.

Solution-Seekers

This activity helps obtain several possible solutions or suggestions for the participants' current challenges or issues. The seating arrangement is an important element in this exercise. All the participants should be sitting in a circle. Each participant will be asked to think about an actual job-related problem or concern. Each will write his or her problem on a blank sheet of paper. For example: "How can I get more team engagement?" Or, "How can I get my team to be more punctual?" After allowing a few minutes to think about and write out their problems, each participant will pass his or her problem sheet to the right. The person receiving it will read the problem just received and will write down the first thought(s) that come(s) to mind to address that problem. Each participant is allowed 30 seconds to respond to that individual sheet. This rotational process is repeated every 30 seconds, and the process keeps going until each person gets his or her own sheet back. If time permits, they can then discuss some of the more practical solutions they received.

Puzzle-Making

1. Participants enjoy this activity because it engages them to cooperate quickly. This can be used at any time to make a point about interdependence, the necessity of having everyone's input, or the importance of regular communication.
2. A 50-piece puzzle set is placed into four small bags. One complete puzzle is assigned to each table. The participants will then be organized into four sub-groups.
3. Each group is to pick a bag of puzzles. They are to put a puzzle together with their teammates, but they have to follow instructions closely: For the first two (2) minutes, they should begin putting their puzzle pieces together by alternating turns. They are not allowed to talk or touch each other's pieces. When the two (2) minutes have passed, they should continue taking turns putting pieces in silence, but they may begin touching one another's pieces. Continue for two (2) minutes. Finally, they will have five (5) minutes to finish putting the puzzle together in any way they would like. Talking will be permitted during the last five (5) minutes.
4. After the final five (5) minutes, the activity will be halted. The participants are then asked for their observations and feedback. The point is then delivered: we often find ourselves doing things in isolation without involving one another. When we involve one another, using all of the pieces and communicating in many different ways, we have a greater chance to successfully complete a project.

Note: The above procedures can be modified (example: grouping, composition per group, members per group, physical condition and capability of the participants, etc.) as conditions dictate.

Synthesis

1. Each person is unique and has talents and skills to complement his uniqueness.
2. The secret in a team is first to know yourself. Then, be conscious of your members' uniqueness, talents, skills, and even sensitivities.
3. A team is able to work well if each member is conscious of the talents, skills, and even limitations of each member.
4. Communication is vital for the success of a team.

Lessons to be Learned

There is strength in numbers. And that strength could be further harnessed if team spirit is unleashed and developed in a group.

Training Evaluation Tool

Evaluation is an integral part of this training. This will allow the participants to objectively assess the overall conduct of the training. Moreover, the evaluation tool below will help the trainers identify weaknesses and areas in the training that need to be improved/modified to suit the needs and capabilities of the participants.

To the participant:

Please read carefully the succeeding statements and provide your objective rating by encircling the number that corresponds to your rating. A description of the rating is presented below.

5 ---------------- Excellent
4 ---------------- Very Good
3 ---------------- Good
2 ---------------- Fair
1 ---------------- Poor

The Facilitators and Resource Persons

1. The facilitators were accommodating to the participants.

   1 2 3 4 5

2. The lecturers were competent to discuss the topics assigned to them.

   1 2 3 4 5

3. The facilitators and lecturers gave clear instructions which could be easily understood.

   1 2 3 4 5

4. The facilitators and lecturers were courteous and respectful to the participants.

   1 2 3 4 5

The Training Program

1. The training program reflected the training and capacity needs of the participants.

   1 2 3 4 5

2. The activities were very doable and were not difficult to execute.

   1 2 3 4 5

3. Hand-outs and materials were provided for easy understanding of lessons and speedy conduct of activities.

   1 2 3 4 5

4. The lessons and lectures were clear and simple as to be easily understood.

   1 2 3 4 5

5. Sufficient time was given to the participants to perform certain activities.

   1 2 3 4 5

6. Adequate time was given to the participants for breaks and time-outs.

   1 2 3 4 5

Venue and Food

1. The choice of the training venue provided an atmosphere conducive to learning.

   1 2 3 4 5

2. The facilities in the venue were sufficient for the needs of the participants.

1 2 3 4 5

3. The venue provided comfort to the participants.

1 2 3 4 5

4. The food served was delectable.

1 2 3 4 5

Training Design No. 2
Effective Human Relations and Management

The uniqueness and diversity of each individual makes him/her the most difficult organism to handle and deal with. However, a person simply cannot do away with human interaction. It is, to say the very least, incomprehensible for any person not to socialize and interact with other human beings. The city-states of ancient Greece (known as the “polis”), which became the vehicle of much of Greece’s social, political, cultural, and economic life, actually flourished from being a small human settlement comparable to that of the *barangay*, into becoming the seat of Greek civilization through human interaction. No less than Aristotle glorified human interaction in the city-state when he said that man, by nature, is a political animal. By this, he meant that the essence and meaning of social existence is “politics.” By politics, he meant human interaction.

Owing to the immense importance humanity has given to human interactions, Many studies and researches have been done to understand how humans can effectively interact considering their unique and diverse natures. Effective human interaction and interpersonal relations lead to better understanding of our individual uniqueness, thus leading to better relations and stronger communities.

In the context of project monitoring, effective human relations allow the LMT to better understand the project they are monitoring. Through this, they are able to effectively touch base with the people involved as well as those that have been benefited by the CTEAP. Furthermore, a good grasp of how to deal with people will allow the LMT of the CTEAP to obtain undistorted information useful for the improvement of the government program.

The success of the CTEAP monitoring will also depend on how the team manages it. Managing is not just about complying with the set targets. Targets can be met, but the results may not be what were expected because of poor management. Hence, the skills for effective management are as important as human relations. These are the souls of this training. How then can we get the LMT to deal effectively with the persons involved in the CTEAP and, at the same time, manage its own team while monitoring at the same time?

Objectives

The training aims to achieve the following:

1. Inculcate in the participants the importance of having a grasp of human relations and management skills for effective interpersonal and intergroup relations as well as the overall management of the project.
2. Impart through effective discussion the “how” in human relations and management.
3. Develop human relations and management skills needed for the CTEAP monitoring through role-playing.

At the end of the training, the participants will be able to:

1. Realize the need for effective human relations and management skills for the CTEAP monitoring.

2. Develop the needed human relations and management skills for the CTEAP monitoring.
3. Demonstrate a profound sense of appreciation as well as understanding of human relations and management by being able to correctly role-play given scenarios on human relations and management.

Methodology

In achieving the set objectives, the following methodology will be used:

1. *Lecture Discussion.* The trainers present the topics through lecture-discussion.
2. *Role-playing.* The participants are divided into groups and given situations they are to role-play. The situations are transferrable human relations and management skills. Thereafter, the group will critique what has been presented. A simulation exercise will be part of the role-playing activity. In this exercise, the participants are asked to act out how they would react and handle a given situation using human relations skills.
3. *Group Processing*. Trainers process the learning and realization of the participants in the lectures and role-playing activities

Training Design Matrix

Time	Objective	Activity/Topic	Methodology	Materials
8:00-8:30 AM	• To ensure that all expected participants are in attendance. • To distribute all handouts and needed course materials to the participants.	Registration of participants	Existing registration practice	Pentel pens, Handouts Registration forms, name tags.
8:31-9:00 AM	• To orient participants of the subject as well as of the training course and internal rules and procedures observed by the trainers throughout the duration of the training.	Orientation of the participants on the subject of the training.	Discussion	Handouts
9:01-10:00 AM	• To explain the necessity behind effective human relations.	Module 1: Overview of Human Relations.	Lecture-Discussion	Handouts and course materials, LCD Projector, Laptop.
TEA BREAK				
10:30-12:00 NN	• To be able to explain and demonstrate various transferrable human relations skills	Module1: Transferrable Human Relations Skills	Lecture-Discussion and role-playing by participants.	Handouts and course materials, LCD projector, Laptop
LUNCH BREAK				
1:30- 2:30 PM	• To be able to discuss the importance of having management skills	Module 2: Management approaches and skills	Lecture-Discussion	Handouts and course materials, LCD projector and Laptop
2:31- 4:00 PM	• To discuss the different transferrable management skills • To role-play the different management skills.	Module:2 Transferrable management skills	Lecture-Discussion and role-playing.	Handouts, Laptop, LCD projector
TEA BREAK				
4:01-5:00 PM	• To evaluate the overall conduct of the training using the Evaluation Tool.		Discussion	Handouts and course materials

Module No. 1
Effective Human Relations

Carlson Rodee,[6] a noted political science professor and author, said that the highest form of social life can only be achieved through interaction. The interaction that Rodee was referring to was political or human interaction.

It is through human interaction that societies and civilizations are formed. Great achievements by mankind were made possible because of human interaction. It is therefore safe to say that how we deal with the people we interact with everyday, be it in our work places or in our communities, would either make or break whatever we want to achieve in that interaction. For example, Daniel Coleman,[7] author of the groundbreaking bestseller *Emotional Intelligence*, said that in doing marketing or selling (where knowledge of human relations will always come handy), what is of utmost importance is not in making the sale. Rather, Coleman opined, it is in keeping the customer. In simple terms, it is effective human relations that keep the customer coming back. You may not be able to cause him to buy at one point, but if you are able to keep him coming back to your store or shop simply because you were able to extend to him excellent human relations, then there is good business for you. The point really is, human relations are not an end in itself; it can be used as leverage to influence better service delivery to the poor.

Similarly, in the context of the CTEAP monitoring, the ability to effectively deal with the people involved with CTEAP (the students, the LGU officials, and the community), through the application of human relations skills, will define the success of the LMT's monitoring work, aside from the equally important other factors identified in the first training course.

Objectives

This module is designed to enable participants to:

1. Explain the importance of effective human relations in a monitoring project.
2. Identify different transferrable human relations skills that can be used in the CTEAP monitoring.
3. Demonstrate learned human relations skills through role-playing.
4. Acquire the capacity to deal effectively with people by way of internalizing transferrable human relations skills.

Group Size

The LMT is composed of fifteen (15) members equally representing three (3) sectors: the LGU of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe represented by faculty members and a graduate student of the SPAG of Silliman University.

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[6] In his book, titled Introduction to Political Science.
[7] The example was in the same author's book titled Working with Emotional Intelligence

Time Requirement

The module will run for 2 (two) hours and 30 minutes, subdivided among the different participant-trainer engagement activities indicated.

Materials

1. Laptop
2. LCD
3. Whiteboard and markers
4. Bond papers
5. Handouts
6. Writing pens

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center (SUGA-TC). Tables and chairs to accommodate the participants will be prepared and arranged in such a way as to mimic a classroom setting. Such arrangement, though, will be altered during the conduct of role-playing activities.

Resources

1. Internet Source: Management Library, available at managementhelp.org/
2. Book: Coleman, Daniel. (1998) Working with Emotional Intelligence. Random House Publishing, New York.

Methodology

1. Lecture Discussion
2. Focused Group Discussions
3. Role-Playing and Simulations

Procedure

Part 1

1. The lecturer/resource person will deliver a lecture on the necessity of human relations as well as the various approaches in human relations. It is during the lecture-FGD that the lecturer and his team of facilitators will demonstrate various transferrable human relations skills.

Part 2

1. After the lecture is given, and the facilitator is assured that the team has fully grasped the input provided by the lecturer, the LMT will be assigned into groups. The groups will be given scenarios to role-play. The scenarios are applications of the human relations skills discussed earlier.
   Scenarios:

A. A member of the local monitoring team is assigned to gather data on a certain aspect being monitored in the CTEAP. He fails to comply with what he was assigned to do because he had to, as he explained, forgo the gathering of the data for some very important family concerns. This has resulted in repercussions, such as failure to meet the LMT's deadline. How would you deal with the LMT member who failed to do his job? Is it right to be stiff and firm in dealing with him? Should you ask him to explain to the group or should he explain only to the team leader?

B. You are tasked to do an interview with the Mayor in order to validate certain facts and information. Prior to the interview, you already did some background check and gathered a few scanty facts. In the course of the interview, you find out that the Mayor seems to be lying and is withholding vital information from you regarding the project being monitored. How would you deal with the Mayor? Would you confront him about his inaccurate information?

C. You are a member of the LMT assigned to conduct a survey among a select group of respondents. You come to the house of the respondent and was about to conduct the survey using your survey instrument. As you were doing the formalities of introducing yourself and detailing your purpose, suddenly and for some apparent reason stemming from his experience with the program being monitored, he becomes infuriated and his temper reaches the limit. How would you deal with this person? Would you leave without ascertaining the reason that caused him to lose his temper? Would you exert an effort to apologize?

D. You are a member of the LMT tasked to secure certain documents from the municipal council office. As you begin to secure these documents, the person in charge of the records promises to provide the documents the next day. When you come back the next day, she tells you that the documents are still unavailable and promises another date to give the documents. This cycle of unfulfilled promises is repeated several times. You find yourself compromised knowing that you have deadlines to meet. How would you deal with this situation? Is it wise to report her to her immediate superior? Do you think you should be demanding on her and show firmness and resoluteness?

E. The LMT apparently encounters stiff resistance and abrasive treatment from the *Sanggunian* in the interviews they have been doing, in the several meetings they have called and attended, and in securing documents and accessing records. This is considered to be normal since the *Sanggunian* and the LGU itself are not used to being monitored. How would you deal with this situation? Do you think it is wise to meet the *Sanggunian* and level off with them?

F. The LMT discovers that the project being monitored is one shrouded in a cloud of political dynamics and bickering between the Mayor and the *Sanggunian*. This condition has seriously hampered the monitoring work of the LMT. What would you do as an LMT? Do you think it is right to ascertain who is in the RIGHT side between the parties and get involved as a mediator?

Synthesis

1. Recent studies in the United States indicate that US companies now prefer to hire employees in the management and supervisory positions not on the basis of IQ but on the basis of EQ. This only indicates that there is now a shift towards people skills rather than just banking on pure intelligence.

2. In dealing with people, academic abilities are largely immaterial. Intellectual ability and technical know-how are not anymore as important as they were two decades ago. What occupy prime importance are a person's personal qualities such as initiative, empathy, adaptability, and persuasiveness.

Lessons to be Learned

There is no room to marginalize the importance of human relations in performing monitoring work. Good human relations expedite processes. What seems difficult to achieve becomes easy as a result of one's ability to deal with people and handle their uniqueness. However, being able to deal with people well is not an innate ability. Rather, one has to learn the art of human relations using certain strategies and means previously developed by experts and psychologists.

Module No. 2
Management Skills

Here's something to begin with:

"Ms. Jones," said the baffled office manager, "how do you do it? You've been here two weeks and you're already one month behind your tasks."[8]

There is truth in the anecdote above as there is humor in it. It reflects how awful and annoying conditions in the workplace could become if it is run by a person who is wanting of even the most basic managerial skills.

Monitoring a project like the CTEAP will require deadlines. It will require the observance of certain group protocols and strict compliance to guidelines. This being the case, it requires that the LMT acquire the basic management skills in order for them to be able to manage and steer the monitoring work to completion. This is the rhythm of this module: training the CTEAP monitoring team to become effective and efficient managers.

Objectives

The training module seeks to accomplish the following:

1. Explain the importance of acquiring management skills.
2. Identify different transferrable management skills that can be used in the CTEAP monitoring.
3. Demonstrate learned management skills through role-playing.

Group Size

The LMT is composed of fifteen (15) members equally representing three (3) sectors: the LGU of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe represented by faculty members and a graduate student of the SPAG of Silliman University.

Time Requirement

The module will run for two (2) hours and 30 minutes, subdivided among the different participant-trainer engagement activities indicated.

Materials

1. Laptop
2. LCD
3. Whiteboard and markers
4. Bond papers

[8] Taken from Braude's Treasury of Wit and Humor. A Prentice-Hall Publication, 1964.

5. Handouts
6. Writing pens

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center. Tables and chairs to accommodate the participants will be prepared and arranged in such a way as to mimic a classroom setting. Such arrangement, though, will be altered during the conduct of role-playing and simulation activities.

Resources

1. Management Library, available at managementhelp.org/
2. Coleman, Daniel. (1998) Working with Emotional Intelligence. Random House Publishing, New York.
3. Braude, Jacob M. (1964) Braude's Treasury of Wit and Humor. Prentice-Hall Publishers, New Jersey.

Methodology

1. Lecture discussion
2. Focused group discussions
3. Role-playing and simulations

Procedures

Part 1

1. The lecturer/resource person will deliver a lecture on the necessity of proper management as well as the various approaches in management. Also, it is during the lecture-FGD that the lecturer and his team of facilitators will demonstrate various transferrable management skills.

   Transferrable Management Skills:
   - Seeing the Big Picture
   - Setting Priorities
   - Completing Projects on Time
   - Breaking through the Red Tape
   - Establishing Policies and Rules
   - Negotiating and Getting Desired Results
   - Working Closely and Smoothly with Others
   - Getting the Trust and Respect of Key People
   - Making Effective Recommendations
   - Anticipating Problems and Formulating Solutions
   - Taking Initiatives when Opportunities Appear
   - Effectively Overseeing a Myriad of Details
   - Handling numerous details without losing sight of the Big Picture
   - Finding and Obtaining Resources Necessary for a Task
   - Processing and Managing group members in conflict.

Part 2

1. After the lecture is given, and the facilitator is assured that the team has fully grasped the input provided by the lecturer, the LMT will then be assigned into groups. The groups will be given scenarios to role-play/simulate. These scenarios are applications of the management techniques and skills discussed earlier.

   Scenario/Simulation:
   - Demonstrate how you can possibly get the maximum output from people.
   - Demonstrate how you can create a work environment where people trust and respect each other.
   - Show how you supervise people who are difficult to deal with.
   - Show how you effectively discipline your team.
   - Show how you can make people become all they are capable of doing.
   - Show how you can boost the morale of people.
   - Demonstrate how you can do mediation.
   - Encourage people to want to do their best.

Synthesis

1. According to management guru Stephen Covey, the lack of an awareness of proper management and the deficiency of management skills in companies and even in organizations is the most commonly cited reason for bankruptcy of companies and organization failures.
2. The awareness of management skills as well as acquiring the same by workers in a company setting, or by members of an organization, significantly increases efficiency and work processes.
3. A well-managed company or organization is more likely to succeed in its objectives than a company or organization that is not.

Lessons to be Learned

Any organization requires that it be managed well and its members acquire the awareness of effective and efficient management skills and techniques. While it is true that not everyone in a team or organization can be managers all at the same time, mere awareness by members of how it is to manage an organization increases efficiency and expedites processes in the organization.

Evaluation Tool

Evaluation is an integral part of this training. This will allow the participants to objectively assess the overall conduct of the training. Moreover, the evaluation tool below will help the trainers identify weaknesses and areas in the training that need to be improved/modified to suit the needs and capabilities of the participants.

To the participant:

Please read carefully the succeeding statements and provide your objective rating by encircling the number that corresponds to your rating. A description of the rating is presented below.

5 ---------------- Excellent
4 ---------------- Very Good
3 ---------------- Good
2 ---------------- Fair
1 ---------------- Poor

<u>The facilitators and resource persons</u>

1. The facilitators were accommodating to the participants.

   1 2 3 4 5

2. The lecturers were competent to discuss the topics assigned to them.

   1 2 3 4 5

3. The facilitators and lecturers gave clear instructions which could be easily understood.

   1 2 3 4 5

4. The facilitators and lecturers were courteous and respectful to the participants.

   1 2 3 4 5

The Training Program

1. The training program reflected the training and capacity needs of the participants.

   1 2 3 4 5

2. The activities were very doable and were not difficult to execute.

   1 2 3 4 5

3. Handouts and materials were provided for easy understanding of lessons and speedy conduct of activities.

   1 2 3 4 5

4. The lessons and lectures were clear and simple as to be easily understood.

   1 2 3 4 5

5. Sufficient time was given to the participants to perform certain activities.

   1 2 3 4 5

6. Adequate time was given to the participants for breaks and time-outs.

   1 2 3 4 5

Venue and Food

1. The choice of the training venue provided an atmosphere conducive to learning.

   1 2 3 4 5

2. The facilities in the venue were sufficient for the needs of the participants.

   1 2 3 4 5

3. The venue provided comfort to the participants.

   1 2 3 4 5

4. The food served was delectable.

   1 2 3 4 5

Training Design No. 3
Simplified Statistics, Conducting Simple Surveys and Program Monitoring

Training Design No. 3 is comprised of two (2) modules tailored to prepare the LMT for monitoring work. The modules are specifically designed to fit the training needs of the members of the LMT for actual monitoring work of the CTEAP. The trainings needs were determined through a conduct of a Rapid Training Needs Assessment (TNA). These needs will be met through group sessions and workshops.

Knowledge in statistics and basic program monitoring was seen as a need of the LMT. Basic knowledge in statistics will be handy considering that the team will be doing survey work and data processing on the number of graduates, source of income, budgetary support, and survival rate of graduates. In this course, the participants' basic grasp of statistics will be complemented with a short course on how to conduct simple surveys. On the subject of basic program monitoring, an overview using the SU-SPAG 207 Approach/Model will be employed in this course.

This training course aims to achieve the following general objectives:

1. Impress upon the participants the importance of statistics as a tool for analyzing, processing, and interpreting information and data necessary for effective monitoring of the CTEAP.
2. Develop in the participants an understanding of the application of the various statistical tools that can be used to monitor the CTEAP.
3. Develop an understanding of the SU-SPAG 207 Approach to program monitoring.
4. Widen the knowledge and understanding of participants on how to conduct simple surveys.

Furthermore, this training course aims to enable the participants to:

1. Display competencies in using appropriate statistical tools for the monitoring work.
2. Express appreciation for the SU-SPAG 207 approach to program monitoring by developing a program monitoring work plan for the CTEAP.
3. Demonstrate surveying skills for the monitoring work.

Rationale

The science of statistics has been with mankind since ancient times and has helped him process information such as taxes, crop harvests, revenues, and even population increases and movements. Even before it became a science, it has proven its usefulness to mankind for planning, organizing, and developing societies.

Today, statistics has further proven its usefulness to mankind in almost all areas of human engagement. It is used in various ways, such as determining birth rate, mortality rate, and population increases. Sometimes, statistical tools are even used to process and interpret data to predict certain events and conditions. Statistics is also used to establish relationships between and among variables. For example, using available data, statistics is used to establish whether a student who is good in mathematics will also perform well in Chemistry or Physics. More recently, statistics has been used to measure the perception of people towards political leaders and their performance. Data derived from this is then used by leaders to craft programs and projects that best suit the needs of society and improve the public's perception of their leadership. Government agencies and funding institutions like the World Bank (WB) and the Asian Development Bank (ADB) also commission studies that employ statistics to monitor government programs and projects they fund. This is done in order to ensure that no penny is wasted and that every dollar or peso allotted for any development project is really spent for its intended purpose.

However, while statistics and its enumerable uses are exhorted above, the use of it becomes an exercise in futility if there is no complementing program monitoring plan which guides the monitoring team.

The SU-SPAG 207 Program Monitoring Approach/Model is a new program monitoring approach developed by the Silliman University School of Public Affairs and Governance (SU-SPAG). This new approach is a departure from the old school of thought/approach/model in program monitoring.

Objectives

In order for the participants to quantitatively and qualitatively analyze and interpret data, as well as to monitor the CTEAP program of the Municipality of Sibulan, with the ability to address potential problems and provide corrective intermediate measures to the monitoring work, this training course aims to achieve the following:

1. Develop in the participants an understanding of the application of the various statistical tools that can be used to monitor the CTEAP.
2. Determine the appropriate statistical tool to use in the monitoring of the CTEAP.
3. Explain the necessity of a Program Monitoring Plan.
4. Assist the participants in drafting a Program Monitoring Plan for the monitoring work on CTEAP.
5. Explain to the participants the function of surveys and interviews in gathering data.
6. Explain to the participants the protocol, legal and ethical issues, and *dos* and *don'ts* when conducting survey and interview.

At the conclusion of the training, the participants will be able to:

1. Identify various uses of statistics.
2. Define the following statistics concepts:
    a. Statistics
    b. Population
    c. Sample
    d. Variable(s)

3. Explain the use of the applicable measures of CENTRAL TENDENCY.
4. Calculate given examples and exercises on the applicable measures of CENTRAL TENDENCY.
5. Explain the use of the various measures of VARIATION.

6. Compute given examples and exercises on measures of VARIATION.
7. Draft a Program Monitoring Plan for the CTEAP Monitoring Project.
8. Enumerate and explain the elements of survey and interview.
9. Demonstrate by way of simulation how to conduct surveys and interviews.

***Note**: Due to the vastness of the subject of Statistics, only statistical tools applicable to the monitoring work will be discussed by the facilitator.*

Methodology

In achieving the set objectives, the following methodology will be used:

1. *Lecture Discussion*. The lecturer presents the topics through a lecture-discussion type.
2. *Seatwork/Computation Exercises*. The lecturer gives exercises and problems for the participants to solve. The answers of the participants are then checked and discussed in the session.
3. *Focused Group Discussion*. The Program Monitoring approach of the team is formulated through FGD using the SU-SPAG 207 Approach/Model.
4. *Workshop Session*. Through a workshop session, the participants collectively formulate the CTEAP program monitoring matrix.
5. *Simulation*. The participants get to apply the skills and knowledge acquired on how to conduct interviews and surveys by way of simulation.

Training Design Matrix

Time	Objective	Activity/Topic	Methodology	Materials
8:00-8:30 AM	• To ensure that all expected participants are in attendance. • To distribute all handouts and needed course materials to the participants.	Registration of participants	Existing registration practice	Pentel pens, Handouts Registration forms.
8:31-9:00 AM	• To orient participants of the subject as well as of the training course and the internal rules and procedures observed by the trainers throughout the duration of the training.	Orientation of the participants on the subject of the training.	Discussion	Handouts
9:01-10:00 AM	• To identify and discuss various uses and applications of statistics as well as operationalizing key terms in the same such as: -Variable -Sample -Population	**Module 1** • Simplified Statistics	Lecture-Discussion	Handouts and course materials, Calculator (one per participant), Ball-pens, Bond papers for the computation.
TEA BREAK				
10:30-12:00 NN	• To explain the use of the different measures of central tendency. • To discuss the use of various Measures of Variation • To show how to	• Simplified Statistics - Measures of - Central Tendency - Measures of Variation	Lecture-Discussion and Seatwork on given problems in Central Tendency and Measures of	Handouts and course materials, Calculator (one per participant), Ball-pens, Bond papers

Time	Objective	Activity/Topic	Methodology	Materials
	compute given problems and examples: - Measures of central Tendency. - Measures of Variation		Variation.	for the computation.
LUNCH BREAK				
1:30- 2:30 PM	• To illustrate the SU-SPAG 207 Program Monitoring Matrix.	**Module 2** SU-SPAG 207 Monitoring Approach/Model.	Lecture-Discussion	Handouts and course materials, Calculator (one per participant), Ball-pens, Bond papers for the computation.
2:31-3:30 PM	• To create a program monitoring plan utilizing the SU-SPAG 207 Approach/Model. • To present the CTEAP Program Monitoring Plan to the members of the academe for critiquing.	SU-SPAG 207 Monitoring Approach/Model.	Workshop session which will ultimately culminate in the creation of the CTEAP Monitoring Plan	Handouts and course materials.
TEA BREAK				
4:00-6:00 PM	• To discuss how surveys are done. • To demonstrate how to do interviews with respondents as well as conducting the survey itself.	**Module 3** • Conducting Simple Surveys • The Fundamentals of doing an interview	Work-shop and FGD. Lecture-Discussion on how to do simple surveys. A role-play acted out by the trainers from the academe will show to the participants how interviews are done when conducting surveys.	Handouts and course materials.

Module No. 1
Simplified Statistics

A simplified approach to both statistics and surveying is the driving force behind this module. It equips trainees with the fundamental skills and knowledge in statistics and surveying that would allow the quantitative and qualitative analysis and interpretation of data derived from the CTEAP project. The skills and knowledge derived by the trainees will enhance monitoring of the CTEAP, leading to the identification of gaps and weaknesses of the program.

Objectives

This module is designed to enable participants to:

1. Explain the use of the different measures of central tendency.
2. Discuss the use of various Measures of Variation.
3. Show how to compute given problems and examples:
   - -Measures of central Tendency
   - -Measures of Variation

Group Size

The LMT is composed of fifteen (15) members equally representing three (3) sectors: the LGU of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe represented by faculty members and a graduate student of the SPAG of Silliman University.

Time Requirement

The module will run for two (2) hours and 30 minutes with considerable breaks in between sessions. There will only be one facilitator conducting the entire training module.

Materials

1. Bond Papers
2. Writing Pens (Ball-Pens and Pentel Pens)
3. Calculators (one for each participant)
4. Laptop
5. LCD Projector
6. White Board and Whiteboard Markers

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center (SUGA-TC). The setup and physical arrangement of the tables and chairs will follow the classroom setting since the training involves primarily lecture instruction.

Resource

Statistics: A Simplified Approach by: Twila G. Punzalan and Gabriel G. Uriarte

Methodology

1. Lecture Discussion
2. Seat Work Exercises

Procedures

Part 1

1. The lecturer/resource person will lecture on topics in Statistics primarily focused on applicable/relevant statistical tools that can be used in monitoring the CTEAP.
2. In the process of giving the lecture, the facilitator shows the procedure in applying the statistical tools discussed. With reference to the CTEAP, application-based problems will be used by the facilitator for easy understanding of the statistical tools and their use.

Part 2

1. The facilitator will give problems for the participants to solve.
2. The problems are tailored to cater to the application needs of the participants, meaning the problems will be so designed that they will be close to what the participants will actually monitor.

The following are examples of application-based problems that the facilitator will use for No. 2 of Part 1 and No. 2 of Part 2.

1. Using the Slovin's formula, determine the sample size for a population of 5000 and a margin of error of 5 percent.
2. On the basis of the following data, solve for what is required:

Degree	Male Students	Female Students	Total
BEED	146	919	1065
BSED	140	1331	1471
Total	286	2250	2536

   a. What % of BSED graduates are males?
   b. What proportion of BEED graduates are females?
   c. For BSED graduates what is the ratio of males to females?
   d. What is the female to male ratio for the entire population?

4. Compute for the arithmetic mean of the following scores: 3, 4, 8, 76, 45, 34
5. What is the median for the following scores? 3, 5, 6, 7, 9, 12.
6. Using the Pearson Product Moment, measure the correlation between the hours spent on studying and the grades of students:

# of hours	Grades
18	84
20	85
30	80
15	76
6	74
5	70
9	82
17	85
8	79

7. Using the Chi-Square Test, measure if there is any significant relationship between party affiliation and religion.

Religious Affiliation	Lakas	PDP	Kampi	Total
UCCP	50	60	12	122
INC	20	70	15	105
Total	70	130	27	227

Synthesis

1. Statistics is a necessary tool to analyze and interpret data.
2. Data processed with the use of relevant statistical tools can easily be interpreted and used for planning and improving aspects of the CTEAP.
3. To know if a jar of peanut butter tastes good, it is not anymore necessary to consume the entire jar. The practical approach is to taste only a portion of the peanut butter. Similarly, to know the sentiment of a population does not require interviewing the whole population. Only a sample of the population is needed, and such is obtained scientifically through the use of statistical formulae.
4. There are various approaches in surveying, depending on several factors such as environment, cultural considerations, data gathered, among others

Lessons to be Learned

Getting hold of data and information is just half of the truth. It is when such data and information are given their interpretations that the truth is really known, said one strategist. In the same vein, information about the CTEAP will not be of any use until and unless they are processed and interpreted with the use of various statistical tools. Interpreted data can eventually be used to improve a program being studied so that it will become more relevant and responsive to the needs of the people.

There are indeed areas and aspects in the CTEAP program that need to be improved in order to make it more responsive, relevant, and sustainable for the people of Sibulan.

Module No. 2
Program Monitoring (The SU-SPAG 207 Approach/Model)

Monitoring is an integral part of program implementation. Monitoring a program allows program leaders and staff to see if they are on the right track. It permits them to know if they have met set targets/goals/aims. It can be said that the success of a program significantly depends on how well it was monitored. For example, let's assume that an ice cream company makes an effort to market its new product. In so doing, it aims to saturate department stores all over the country with "taste test" stations. In order for the company to know if indeed they have succeeded in such marketing effort, they need to ascertain how many department stores were covered by taste test stations. Only when they shall have saturated more than 90% of the department stores all over the country can it be safely said that the marketing effort succeeded.

In monitoring the CTEAP project, the SU-SPAG 207 approach/model will be used. This model was developed by the School of Public Affairs and Governance of Silliman University as a response to the rising need for a program planning/monitoring model that is simple yet comprehensive. For reference, the matrix is presented hereunder:

Table 1[9]
SU-SPAG 207 Program Monitoring Model

Strategic Thrust	Key Result Areas	Objectives	Indicators	Performance Measure 2012	2013
				Target	**Budget**
Business and Industry	Promotion and Marketing	To create quality posters	# of quality posters posted	80,000 posters	Php 76,000.00

Objectives

The training module seeks to accomplish the following among the participants:

1. Explain the importance of program monitoring.
2. Operationalize key terms in the program monitoring matrix such as Key Result Areas, etc.
3. Design a Program Monitoring Plan for the CTEAP Monitoring work using the SU-SPAG 207 Model.

Group Size

The LMT is composed of fifteen (15) members equally representing three (3) sectors: Local Government Unit of Sibulan, Negros Oriental, officers of identified Civil Society Organizations (CSOs) in Sibulan, and partners in the academe represented by faculty

9 Developed by Dr.R.Y. Rivera and Prof. J.L. Chu of the School of Public Affairs and Governance of Silliman University, Dumaguete City. The matrix is based on combined European and Asian strategic thinking.

members and a graduate student of the School of Public Affairs and Governance (SPAG) of Silliman University.

Time Requirement

The module will run for three (3) hours, subdivided among the different participant-trainer engagement activities indicated in the Training Design Matrix.

Materials

1. Laptop
2. LCD
3. Whiteboard and whiteboard markers
4. Bond papers
5. Handouts
6. Writing pens

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center (SUGA-TC). Tables and chairs to accommodate the participants will be prepared and will be arranged in such a way as to mimic a classroom setting. After the lecture-discussion modality is complete, the arrangement of the tables and chairs will be altered such that there will only be one (1) working table for all members of the LMT.

Resource

R.Y Rivera and J.L. Chu's lectures, notes, and templates on the SU-SPAG 207 Program Monitoring Model (SPAG Library)

Methodology

1. Lecture Discussion
2. Focused Group Discussions
3. Workshop to create the Monitoring Plan

Procedures

Part 1

The lecturer/resource person will deliver a lecture on the necessity of monitoring a project. Included in his lecture are the basics of program monitoring. A presentation of the SU-SPAG 207 Approach/Model will conclude the lecture. The details of the matrix will also be explained by the facilitator. This will include operationalizing key terms such as Strategic Thrusts, Key Result Areas, etc.

Part 2

1. After the lecture is given, the LMT will then do a workshop which will require them to present a Program Monitoring Plan for the CTEAP Monitoring. This will be done through an FGD-Workshop modality.
2. The workshop output will then be presented to the facilitator and the entire LMT for critiquing.

Synthesis

1. Program monitoring is as important as the program itself, for it allows the people involved with the project to know if the set goals, targets, and aims are met. It also is an avenue for the people involved in the program to know if they have done what needs to be done.
2. Program monitoring provides the avenue to address potential problems and provide intermediate mitigating measures to address shortfalls in the program targets.
3. Program monitoring sets the stage for order and predictability in any work.

Lessons to be Learned

A program monitoring plan ensures the success of a project. Having a well-thought, well-funded, and well-planned project is not an assuring syntax for success. The monitoring component has to be in place in order to, among others, establish order and predictability in monitoring work, spot potential problems and even realize shortfalls and immediately provide corrective intermediate measures to address the same.

Module No. 3
Conducting Simple Surveys and Interviews

Conducting surveys and interviews are effective ways to solicit relevant information. Normally, surveys and interviews are conducted in aid of research and scholarly work. However, surveys have been recently done to complement an increasingly popular dimension in the academic work – program/project monitoring.

This module introduces the participants to the essential elements and methods of simple survey and interview.

Objectives

The training module seeks to enable the participants to:

1. Enumerate and explain the elements and methods of conducting simple survey and interview.
2. Show how to do basic survey and interview through simulation.

Group Size

The LMT is composed of fifteen (15) members equally representing three (3) sectors: the LGU of Sibulan, Negros Oriental, officers of identified CSOs in Sibulan, and partners in the academe represented by faculty members and a graduate student of the School of Public Affairs and Governance (SPAG) of Silliman University.

Time Requirement

The module will run for one (1) hour without any break considering the simplicity and undemanding nature of the topic.

Materials

1. Laptop
2. LCD
3. Whiteboard and whiteboard markers
4. Bond papers
5. Handouts
6. Writing pens

Physical Setup

The training will be conducted at the Silliman University Government Affairs Training Center (SUGA-TC). Tables and chairs to accommodate the participants will be prepared and will be arranged to mimic a classroom setting. After the lecture-discussion is complete, the arrangement of the tables and chairs will be altered such that there will only be one (1) working table for all members of the LMT.

Resource

Statistics: A Simplified Approach by: Twila G. Punzalan and Gabriel G. Uriarte

Methodology

1. Lecture Discussion
2. Simulation

Procedures

Part 1

The lecturer/resource person will deliver a brief lecture on the elements and methods of conducting a simple survey and interview.

Part 2

1. As application for the learning in surveying, the participants will go through simulation which will engage them in situations they will normally encounter when conducting surveys in relation to monitoring work.
2. After the group and individual simulations, critiquing of their reactions will immediately follow.

   Simulation:

   a. You are conducting a survey of graduates of the CTEAP program. As you are about to engage the respondent, you notice that he is a bit hot-tempered and that his responses are not what you anticipated. You sense that he is not in the mood to do the interview. How would you engage the respondent? What would your approach and exit statement be?
   b. You are tasked to do an interview with the Mayor in order to validate certain facts and information. Prior to the interview, you already did some background check and gathered a few scanty facts. In the course of the interview, you find out that the Mayor seems to be lying and is withholding vital information from you regarding the project being monitored. How would you deal with the Mayor? Would you confront him about his inaccurate information?
   c. The LMT discovers that the project being monitored is shrouded in a cloud of political dynamics and bickering between the Mayor and the Sanggunian. This condition has seriously hampered the monitoring work of the LMT. What would you do as an LMT? Do you think it is right to ascertain who is in the RIGHT side between the parties and get involved as a mediator?

Synthesis

1. Surveys are means of obtaining information and data not yet known or recorded in books, researches, and databases.
2. While surveys are a reliable source of primary data, there are protocols and procedures that need to be taken into consideration before proceeding with one.
3. There are also ethical and legal considerations that need to be considered before conducting surveys and elite interviews.
4. In essence there are *"dos*" and *"don'ts"* when conducting surveys and interviews.
5. In gathering data and information not obtainable from recorded/documentary sources, there is still no substitute for elite/authority or direct source interview.

Lessons to be Learned

The reliability of surveys and interviews is quite high (granting that the correct scientific procedure was observed in conducting the survey) when it comes to the data derived from these methods of obtaining information and facts. However, such reliability is significantly negated and reduced to nothingness the moment certain limitations and protocol in conducting surveys and interviews are not observed.

Capacity Development Programs:

Monitoring Health and Sanitation Programs

Capacity Development Program for Monitoring the Free Medicines for the Poor Project

GUBAT, SORSOGON

Introduction

The project, "Institutionalizing Civil Society Monitoring and Assessment of Public Service Delivery to the Poor," seeks to enhance the capacity of civil society organizations and government agencies to undertake joint monitoring of local public service delivery, especially to the poor, through the development of knowledge partnerships among local universities. It has eight (8) sites all over the country. One of them is the Municipality of Gubat in the Province of Sorsogon in the Bicol Region.

The Local Monitoring Team (LMT) of Project Site Gubat, Sorsogon is composed of eleven members (11) of varied orientations, which may be considered both as an advantage as well as a disadvantage. Two (2) of the members come from the Local Government Unit (LGU) of Gubat, Sorsogon, two (2) from the Civil Society Organizations (CSO) of the same municipality, one (1) from the Municipal Interior Local Government (MILG), one (1) from the Regional Office of the Department of Social Welfare and Development (DSWD), and five (5) from the academe.

The LMT in Gubat Sorsogon focused on monitoring one of the social services of the municipality of Gubat, the "Free Medicines for the Poor." Aside from the local management team, this particular service provided by the Local Government involves a good number of people. This includes the *Sangguniang Bayan* Health Workers, the Barangay Health Workers (BHW), the Municipal Health Officer (MHO), the Barangay Captains, the Liga ng mga Barangay President and the Bid and Awards Committee (BAC) Personnel. The provision of free medicines has been ongoing for quite sometime. However, there are aspects of the service which need to be clarified. Some of these are the proper identification of the target beneficiaries, the frequency of distribution, and the kinds of medicines to be distributed, among others.

Results of the Rapid Training Needs Analysis (TNA) conducted among the members of the local monitoring team show they need to be exposed to salient information so that their understanding on the social service "Free Medicines for the Poor" implemented by the LGU of Gubat, Sorsogon may be deepened. The results also show they need to undergo trainings and workshops on the technical aspects of monitoring and evaluation (M&E).

The results of the TNA further reflect that the LMT believes that M&E is necessary. It can promote transparency, accountability, and in general, good governance, which ensures that the funds allotted by the government is safeguarded, which may attract the participation both of the government organizations (GO) and the nongovernment organizations (NGO). Eventually, it may also improve the services provided. Similarly, the LMT agreed that M&E can be better done with properly set guidelines and carefully designed tools. To assist the LMT to effectively perform its functions, and through the guidance provided by the identified needs, a three (3) day training progam was designed to capacitate its members.

To prepare the LMT for the monitoring of the social service "Free Medicines for the Poor," one of the social services provided by the LGU of Gubat, Sorsogon, the following three (3) Training Designs with eight (8) modules were prepared. These modules will be executed in a three-day LMT M&E workshop, to be participated by the eleven (11) members of the team. These members are represented as follows: two (2) from the LGU of Gubat,

Sorsogon, two (2) from CSOs, specifically the Gubat St. Anthony Credit Cooperative and the Sorsogon Social Action Foundations, Inc., one (1) from the MILG, one (1) from the Regional Office of the DSWD, and five (5) members from the academe specifically, the Bicol University.

Objectives

The LMT monitoring workshop intends to:

1. Develop camaraderie and rapport among the members of the LMT.
2. Enable the members of the LMT to comprehensively understand the salient information on the project “Free Medicines for the Poor”;
3. Develop a new perspective on the social service project “Free Medicines for the Poor;”
4. Enable LMT members to be intrinsically motivated to perform the assigned tasks in order to effectively carry-out the aims of the identified social service; and finally
5. Enable the LMT to understand the essentials of monitoring and evaluation.

The three-day (3) training intends to orient the LMT on the delivery of one of the social services provided by the LGU of Gubat, Sorsogon, particularly the “Free medicines for the Poor.” The training intends to eventually capacitate the LMT on monitoring projects and services such as this.

At the end of the training, the LMT, as well as the identified personnel of LGU Gubat, Sorsogon are expected to be able to:

1. Articulate appreciation and agree on the roles and responsibilities that each of the LMT members need to perform;
2. Explain comprehensively the basic information on the service, “Free Medicines for the Poor,” as one of the social services provided by the LGU;
3. Discuss the basic concepts, theories and principles underlying monitoring and evaluation;
4. Develop the necessary tools for monitoring and evaluating the free medicines to the poor project; and
5. Map-out the processes in gathering the needed data as well as the analysis and interpretation of the data gathered.

A pre-test and post test will be conducted at the start and the end of the three (3) day training workshops.

Schedule of Activities

Time	Topics for Discussion
Day 1	
8:00 – 9:00	Arrival/Registration
9:00 – 9:45	Opening Program
9:45 – 10:15	Introduction to Training Course No. 1
10:15 – 10:30	Health Break
10:30 – 12:00	Module 1. Unleashing One's Strengths and Potentials
12:00 – 1:00	Lunch Break
1:00 – 3:00	Module 2. Moving Towards Unity: Getting the LMT Bicol Started
3:00 – 3:15	Health Break
3:15 – 3:30	Introduction to Training Course No. 2
3:30 – 4:30	Module 1 National Policies Governing the Free Medicines for the Poor
4:30 – 5:00	Clearing House
Day 2 – Thursday, May 10, 2012	
7:00 – 8:00	Breakfast
8:00 – 8:15	Opening Prayer and Recap of Day 1
8:15 – 10:45	Module 2. Objectives and Implementation
10:45 – 11:30	Health Break
11:30 – 11:45	Introduction to Training Course No. 3
11:45 – 1:00	Lunch Break
1:00 – 2:30	Module 1.. Scanning the Basic Principles of Joint M&E
2:30 – 2:45	Health Break
2:45 – 4:45	Module 2 Preparing/Designing Monitoring Plan
4:45 – 5:45	Module 3. Tool Formulation and Validation
5:45 – 6:00	Clearing House
Day 3- Friday, May 11, 2012	
7:00 – 8:00	Opening Prayer, Recap of Day 2
8:00 – 10:00	Continuation of Module 3
10:00 – 10:15	Health Break
10:15 – 12:00	Module 4 Data Gathering Techniques, Analysis and Interpretation
12:00 – 1:00	Lunch Break
1:00 – 2:00	Continuation of Module 4
2:00 – 2:15	Health Break
2:15 – 4:15	Module 5 Writing the Research Report
4:15 – 4:45	Closing Program

Training Design No. 1
LMT: Moving Towards Unity

Training Design No.1- *LMT: Moving Towards Unity,* focuses on team building as the initial activity to capacitate the LMT during the monitoring workshop. The members of the LMT need to know each other better since they have only known each other for merely almost six months. The members have formed only initial impressions of their teammates, some of which were described as fond of good food, supportive of the project, open to new ideas, cooperative, and passionate and committed to service. The members agreed that they still need to discover what needs to be improved amongst them.

The impressions formed may all be positive, however, their openness to discover points for improvement justifies the need for them to know each other better. However, understanding others may be more meaningful if it will start with understanding oneself. Getting in touch with the “inner self” is the first step towards appreciation of oneself as well as of others. Training Design No. 1 intends to explore the uniqueness of oneself, of the others and the rest of the members of the team.

This specific training aims to:

1. Deepen one’s understanding of the “inner self”;
2. Develop a new perspective on one’s strengths and potentials;
3. Strengthen one’s desire to be a worthy member of the team; and
4. Enable members to be intrinsically motivated to perform the assigned tasks in order to effectively carry-out the aims of the project.

Objectives

This three-day training orients the concerned personnel of the LGU of Gubat, Sorsogon on the delivery of one of the social services provided by the municipality, particularly the “Free Medicines for the Poor.”

At the end of the first of the three parts of the training-workshop, the identified personnel of LGU Gubat, Sorsogon, as well as the Local Management Team, are expected to be able to:

1. Identify one’s strengths and potentials;
2. Clarify the goals of the team;
3. Identify possible issues and/or factors that may possibly inhibit the team from reaching the goals set; and
4. Recommend solutions for the possible issues that may inhibit the team from achieving the goals set.

Methodologies

The following methodologies will be used to conduct this training:

1. *Small-group discussion workshop*. The group of eleven (11) LMT members will be sub-divided into smaller groups with two (2) groups having four (4) members and the last group with three (3) members. The purpose of having a small-group discussion is to maximize the performance of each member of the LMT. At times, individuals are more comfortable in sharing information when they are in smaller groups.
2. *Plenary discussions*. Plenary discussions will follow the small-group discussion workshops to inform all participants of what the small groups discussed and experienced during their sessions.
3. *Games*. This is one of the many methodologies designed for the participants to have fun without necessarily compromising the achievement of the goals set. Games enable participants to learn while having fun.

Outline

The training on "*LMT: Moving Towards Unity*" is a course that takes three and a half (3.5) hours. It is divided into two (2) modules and is geared towards building team work among the members of the team. The modules are:

Module 1. Unleashing One's Strengths and Potentials
Module 2. Getting the LMT Bicol Started

Training Design Matrix

Time	Objectives	Module	Methodology	Materials
1.5 hours	Module 1 is designed to enable participants to: 1. Identify their strengths to maximize their contributions in achieving the goals set for monitoring the project Free Medicines for the Poor; 2. Share with the group their individual strengths and positive traits that can possibly contribute to the overall success of the group. 3. Point-out how one's strengths could help the team. 4. Affirm the importance of being a member of the team.	Module 1: Unleashing One's Potentials and Opportunities	Cooperative Learning Activities	White board marker, white board, power point presentation, metacards,
2 hours	Module 2 is designed to enable participants to: 1. Play different roles in a single teamwork activity in order to support the team. 2. Participate actively in the performance of the activities given to contribute to the realization of the goals set. 3. Establish rapport among the members of the LMT.	Module 2: Getting the LMT Bicol Started	Simulation Games	Stop watch, white board markers (varied colors), white board,

Evaluation Tools

Below is a two (2) part activity that will be used as tools for evaluation:

Part I. Sentence Completion Exercise

Direction: Complete each statement below in order to express a comprehensive thought in five (5) seconds.

1. I have discovered that ____.
2. I learned that I can ____.
3. I believe that ____.
4. I feel ____.
5. I plan to ____.

Part II. Expression of Commitment

Direction: Each participant will be given a colored paper and will be instructed to do anything with the paper that will symbolize their commitment based on their answers in part 1. The symbols must be about their discovery of oneself, of the others (the LMT) in relation to the Joint Monitoring of the project Free Medicines for the Poor.

Notes for Synthesis:

Make it a point that the LMT members are united with the principles from which the project emanates. Ensure that there will be volunteers for each phase of the project monitoring. Appreciate what each LMT member commits to contribute.

Module No. 1
Unleashing One's Strengths and Potentials

The pace of life in the contemporary world can be overwhelming. There are so many needs and demands that make it difficult for us to appreciate the most significant person in our world, and that is YOU. The unending demands around us may at times push us to feel that we are not good enough. We need to slow down and reflect on what we need to nurture within us, and what waits to be unleashed within.

Discovering one's potential, or identifying one's strength is an affirmation of one's personhood, which may eventually enhance one's abilities. Feeling good about oneself will radiate to others and may create a ripple effect that may generate an impact on someone else's life. Thus it is important, regardless of one's role in life, to let one's action communicate warmth and compassion. After all, life is more than a title, or a job description.

The members of the LMT, before they can work as a capacitated team, have to discover first the potentials of each member. These potentials can be tapped to contribute to the realization of the goals set by the team. This module focuses on discovering one's strength and potential. It has four key objectives, detailed in the following paragraphs.

Objectives

Module 1 enables participants to:

1. Identify their strengths to maximize their contributions in achieving the goals set for the monitoring of the Free Medicines for the Poor project;
2. Share with the group their individual strengths and positive traits that can possibly contribute to the overall success of the group.
3. Point-out how one's strengths can help the team; and
4. Affirm the importance of being a member of the team.

Methodologies and Resources

1. *Games.* This is one of the many methodologies designed to enable the participants to have fun without necessarily compromising the achievement of the goals set. Learning while having fun is the key.

   The Tag Team Game is an educational game designed to promote team building among the members. This can be introduced to any team regardless of age, educational background and gender. The Tag Team Game is available at http://www.teambuildingportal.com/games/tag-team game

   One of the resources used for this training is "If You Really Knew Me, Would You Still Like Me? Building Self-Confidence" by Eugene Kennedy, Argus Communications, Texas, USA. This is a book designed to guide an individual to know him/herself better and eventually liking him/herself more.

2. *Discussion Method*. This aims to clarify the important points, learning experiences, and realizations, among others, which transpired while playing. This will serve as an avenue for clarifications.

Group Size

This training is designed for a small group of eleven (11) adults with diverse trainings, orientation, and background. This group will be composed of members of the LMT of the project "Free Medicines for the Poor."

Time Required

The entire module will be executed for an hour and half, with specific time allotments for the various activities enumerated.

Materials

1. Manila paper. This will be used for drawing the "ultimate team member".
2. Assorted colors of strips of cartolina. This will be used for labeling the "ultimate team member". The traits of the "ultimate team member" will be written here.
3. Marking pens of different colors. This will be used for drawing and for writing the qualities/traits of the "ultimate team member".
4. Writing paper. The writing paper will be used for writing the weaknesses of the members of the LMT with the attributes of the "ultimate team member" as guide.
5. Masking tape (1 inch width), for pasting.
6. Power point presentation. This will be used for Part II as discussion prompts.

Physical Setting

Two medium sized tables will be prepared in the venue. The participants will be divided into two (2) groups, and will be assigned with one (1) table each. They will be asked to think of names for their group.

Procedures

Part 1

1. The facilitator breaks the group into two (2) smaller groups.
2. Give each team one (1) manila paper, 25 pieces of assorted colors of strips of cartolina, marking pens and writing paper.
3. Instruct the groups to create the "*ultimate team member*" by combining all their best traits into one imaginary person. They need to give this "*person*" a name and draw a picture of him/her on the manila paper with different attributes labeled using the varied colors of cartolina.

4. From the labels, write a story about this "*person*". The story should highlight all the amazing things this imaginary person can do with all the awesome characteristics s/he has been given. Allow time for each team to share their person and read their story at the end of the activity.
5. Using markers given to each member of the team, instruct them to write their weaknesses as a person with the attributes of the "*ultimate team member*" as guide.

Part 2

Discussion prompts (to be flashed as powerpoint presentation)

1. How did you feel after identifying your strengths and/or potentials as a person? How did you feel after identifying your weaknesses?
2. If one person had all of your best traits, would s/he be much better than any other person in your group? Why or why not?
3. What other attributes that were not mentioned in the story do you think you should contribute to the team?
4. What other attributes do others in your group have that were not mentioned in the story?

Synthesis

1. Humans use only 30 percent of his/her total potentials.
2. Mass culture in general rewards people not for being different but for being alike.
3. The Gallup report states that 68 percent of employees don't get to use their strengths on a daily basis.
4. Self-reflection works for individuals who are receptive and perceptive.
5. The LMT Bicol group is undergoing a team building session to establish good working relationships as an initial step to the implementation of the monitoring of the Free Medicines for the Poor as one of the social services being provided by the LGU of Gubat, Sorsogon.

Lessons to be Learned

1. Each person is unique
2. The strength of one is the weakness of the other and vice-versa, thus, each supplements and complements the other;
3. Each person is a gem waiting to be discovered due to his/her potentials waiting to be unleashed.
4. Listening to our feelings is a way of getting vital information about who we are.
5. Naturally, people differ in perspective, opinions, ideas, etc. As individuals, there is a need to respect all these differences without losing sight of the team's direction and goal. This direction/goal is the improvement of LGU service delivery, especially to the marginalized sector of our society.

Module No. 2
Moving Towards Unity: Getting the LMT Bicol Started

A well-oiled organization needs to capacitate its human resources. Teamwork is a must. A cohesive team pushes for things to happen. Once the team is empowered, one can expect the unfolding of the best result. It has been said that "empowering people is more about attitude and behavior towards staff than processes and tools." Teamwork then is activated by showing respect, articulating encouragement, exhibiting enthusiasm, and expressing care.

Someone said, *"teams usually become great teams when they decide to do it for themselves - not because someone says so. Something inspires them maybe, but ultimately the team decides"*. The team, if properly motivated, and appropriately guided, will not only make a great team because it achieves its goals, but because it did well based on what is really supposed to be done without necessarily breaking the rules.

Objectives

This module on team building is designed to achieve three (3) objectives. At the end of the module, the participants should be able to:

1. Play different roles in a single teamwork activity in order to support the team.
2. Participate actively in the performance of the activities given to contribute to the realization of the goals set.
3. Establish rapport among the members of the LMT.

Methodologies and Resources

1. *Games.* This is one of the many methodologies designed to enable the participants to have fun without necessarily compromising the achievement of the goals set. Learning while having fun is the key.

   The Lighthouse Game, which is used in this module, aims to test the trust amongst the member of the team. By building trust among the members, they will move towards the achievement of their goal(s). Similarly, the activity will test the willingness of each member of the team to be efficient in the contribution towards the success of the group.

   The Lighthouse Game available at http://www.teambuildingportal.com/games/lighthouse

2. *Discussion.* This aims to clarify the important points, learning experiences, and realizations, among others, which transpired while playing. This will serve as an avenue for clarifications

Group Size

A small group of eleven (11) adults with diverse trainings, orientation and background. These are the members of the LMT for the social service "Free Medicines for the Poor."

Time Required

The entire module will be executed for two (2) hours, divided among the various activities enumerated.

Materials

1. Chairs, cans, boxes, and other things which may be used as obstacles
2. Blindfolds for covering the eyes
3. Candies to serve as "goods delivered"

Physical Setting

Scatter the chairs, boxes, cans and other things in the room which will serve as obstacles.

Procedures

Part 1

1. The facilitator will blindfold one person and put him/her at one end of the room with several obstacles.
2. S/He will select three (3) among the remaining members of the group to serve as "lighthouses" and ask them to stand in various spots along the obstacle course. The rest of the members will observe in the meantime. However, several rounds can be done and members could take turn serving as "lighthouses" or as the blindfolded teammate.
3. The facilitator will give the blindfolded person a handful of candy (one for each lighthouse). The job of the lighthouse is to guide the "*cargo ship*" (the blindfolded person), through the "*rough waters*" (obstacle course) safely so that the "*cargo"* (candy) can be delivered to each lighthouse.
4. The first lighthouse must verbally guide the cargo ship through the obstacles in order to reach him/her. If this is successfully done, the ship will deliver one piece of candy to the first *"lighthouse.*" The only lighthouse allowed to give directions at a given time is the one that the ship is headed for. Other lighthouses, after the "*cargo ship*" has gone past him/her, may give support and encouragement. Any lighthouse whose area the ship has not come to yet must remain quiet until the ship reaches his/her area.

   If the ship is put in danger by crashing into an obstacle, the guiding lighthouse will not get any candy. If the lighthouse is unable to guide the person successfully to him/her and the ship passes by it, the lighthouse will receive no candy and the next lighthouse will take over.

5. The facilitator will allow the group members to take turns in the different positions/roles.

Part 2

Discussion Prompt

1. Did you feel safe when you were the “cargo ship”? Why or why not?
2. Do you think people in this group would have kept you safe if the candy weren’t involved? Why do you say so?
3. What lessons have you learned from this exercise? How do you think this can be applied in the joint monitoring effort, and even in our personal daily life?

Synthesis

1. Teambuilding exercises/activities bring to life the increasing awareness and interests in “ethical organizations”.
2. Involving the team to make decisions is empowering and participative. This may likely improve motivations.

Lessons to be Learned

1. Fundamental change has to come from within, successful change is ultimately successful because people “own” it and see it as their change, not something handed down.
2. There will be many obstacles in pursuing the objectives set for monitoring the “Free Medicines for the Poor,” more so in institutionalizing the said system. However, the efforts of each one will make things happen.

Training Design No. 2
Understanding the Free Medicines for the Poor Project

Training Design No. 2 focuses on understanding the "Free Medicines for the Poor." Results of the Rapid TNA showed that all the participants heard about the Municipality of Gubat's social service "Free Medicines for the Poor." However, the information known by all the members of the team who have heard about it was very little. In addition, the representatives from the CSOs and the academe learned about the project only during the Stocktaking.[10]

The information about the service known by the members include the project was designed to help the poorest of the poor among the *barangays* in the Municipality of Gubat, Sorsogon, and the free medicines were distributed to the indigent families through the midwives and the BHWs. Other ideas shared about the project were: this project is somehow influenced by political patronage, some of the supposed "poor" are actually the "political poor," and the midwives could control medicine dispensation due to the absence of a system to be followed.

This particular training intends to invite personnel from the Local Government of Gubat, Sorsogon as resource persons since they are the ones implementing the social service. As implementors, they are the appropriate source of information of this specific health service.

This training will enable the participants to:

1. Comprehensively understand the Free Medicines for the Poor;
2. Develop a new perspective on the social service Free Medicines to the Poor.

Objectives

This three-day training intends to orient the concerned personnel of the Local Government Unit of Gubat, Sorsogon on the delivery of one of the LGU's social service, the Free Medicines to the Poor.

At the end of the second of the three parts of the training workshop, the LMT as well as the identified personnel of LGU Gubat, Sorsogon are expected to be able to:

1. Explain the national policies governing the implementation of Free Medicines for the Poor in Gubat, Sorsogon;
2. Discuss comprehensively the objectives of the LGU, Gubat in the implementation of the Free Medicines for the Poor as one of the social services provided; and
3. Discuss the targets set by the LGU Gubat in the implementation of the said social service in relation to the following:

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[10] Stocktaking refers to the Phase 1 of the *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor*. During this period the partner academic institutions, Local Government Units and Civil Society Organizations were identified along with the specific program and/or project of the LGU to be evaluated. In the case of the Gubat, Sorsogon team, the group decided for the Free Medicines for the Poor.

- The availability of medicines in the *barangays*;
- The system of distribution; and
- The inventory system of the existing medicines as well as the procurement system/procedure.

Outline

Training Design No. 2- Understanding the Free Medicines for the Poor is composed of two (2) modules, identified as follows:

Module 1. National Policies Governing the Free Medicines for the Poor
Module 2. Objectives and Targets of the LGU Gubat, Sorsogon in the Implementation of the Project

Methodologies

The following methodologies will be used to conduct this training:

1. *Participatory Discussion*. This method facilitates sharing of salient information while avoiding the monopoly of conversation by anyone. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.
2. *Round Table Cooperative Learning Activities*. This is one of the cooperative learning activities, where participants are seated in circle while a pen and paper are passed among them. Each one writes significant information on the activity sheet until the allotted time is consumed.

Training Design Matrix

Time	Objectives	Module	Methodology	Materials
1 hour	Module 1 is designed for the participants to be able to: 1. Discuss comprehensively the national policies governing the free medicines for the poor. 2. Examine critically the national policies as legal bases for the implementation.	*Module 1*: National Policies Governing the Free Medicines for the Poor	Cooperative Learning Activities	White board marker, white board, power point presentation, metacards,
2 hours	Module 2 is designed for the participants to be able to: 1. Identify the objectives set by LGU Gubat, Sorsogon in its implementation; 2. Examine critically the objectives set.	*Module 2*: Objectives and Targets of LGU Gubat, Sorsogon in the Implementation	Participatory Discussion	White board marker, white board, power point presentation, metacards

Evaluation Tools

Below is the instrument that will be used as tool for evaluation:

Briefly answer the following questions. Limit your answer to eight (8) sentences for each question.

1. What are the national policies governing the Free Medicines for the Poor?
2. What are the objectives of the LGU Gubat, Sorsogon in the implementation of the project?
3. How far did the LGU Gubat accomplish in terms of the targets set?

Module No. 1
National Policies Governing the Free Medicines for the Poor Project

There are existing laws which served as legal bases and indicators to ensure that the marginalized sectors in society are given access to public health. In 1988, the Generics Act or Republic Act No. 6675 (RA 6675) was enacted. It promotes, requires and ensures the production of an adequate supply, distribution, use and acceptance of drugs and medicines identified by their generic names. This policy was created to ensure that there is adequate supply of generically named drugs and medicines which are relatively cheaper than branded medicines. Moreover, this promotes access to drugs and medicines for all.

Then a decade after, the Universally Accessible Cheaper and Quality Medicines Act of 2008 or Republic Act No. 9502 (RA 9502) was likewise approved. It is an act that provides for cheaper and quality medicines, and amends Republic Act No. 8293 or the Intellectual Property Code, Republic Act No. 6675 or The Generics Act of 1988, and Republic Act No. 5921 or The Pharmacy Law. This policy upholds the protection of public health, and thus, promotes appropriate measures to ensure access to affordable quality drugs and medicines for all. Consequently, RA 9502 considers "effective competition policy in the supply and demand of quality affordable drugs and medicines" as the primary instrument in attaining this general policy. However, in case competition is ineffective, regulation of prices of drugs and medicines may be considered as an alternative or reserve system (Section 2).

In response to the laws that have been enacted, the Municipality of Gubat, Sorsogon provided the *"Free Medicines for the Poor*" as one of its social services to its constituents. The LMT needs to understand the entirety of the project to be able to monitor the project effectively. The policy context will be one of the bases for finalizing the aspects of the project to be monitored, as well as the framework of the analysis.

Objectives

Module 1 is designed for the participants to be able to:

1. Discuss comprehensively the national policies governing the free medicines for the poor.
2. Examine critically the national policies as legal bases for the implementation of the said project.

Methodologies

1. *Participatory Discussion.* This method facilitates sharing of salient information without necessarily anyone monopolizing the conversation. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.
2. *Round Table Cooperative Learning Activities*. This is one of the cooperative learning activities where participants are asked to sit in a circle, then a pen and paper is passed among them. Each one writes significant information on the activity sheet until the allotted time is consumed.

Resources

One of the resources to be used for this module is the powerpoint presentation shared during the Training of Trainers held on March 5-8, 2012, shown below. In addition, representatives from the LGU of Gubat will be invited as resource speakers, since they are the implementers of the Free Medicines for the Poor.

Presentation:
Free Medicines for the Poor

Free Medicines for the Poor

Existing Health Laws

Universally Accessible Cheaper and Quality Medicines Act of 2008

The Universally Accessible Cheaper and Quality Medicines Act of 2008 or Republic Act No. 9502 (RA 9502) is "an act providing for cheaper and quality medicines, amending for the purpose Republic Act. No. 8293 or the Intellectual Property Code, Republic Act No. 6675 or The Generics Act of 1988, and Republic Act No. 5921 or The Pharmacy Law, and for other purposes."

This policy upholds the protection of public health, and thus, promotes appropriate measures to ensure access to affordable quality drugs and medicines for all. Consequently, RA 9502 considers "effective competition policy in the supply and demand of quality affordable drugs and medicines" as the primary instrument in attaining this general policy. However, in case of competition is ineffective, regulation of prices of drugs and medicines may be considered as an alternative or reserve system (Section 2).

Existing Health Laws

The Generics Act of 1988

The Generics Act of 1988 or Republic Act No. 6675 (RA 6675) is "an act to promote, require and ensure the production of an adequate supply, distribution, use and acceptance of drugs and medicines identified by their generic names."

This policy was created to ensure that there is an adequate supply of generically named drugs and medicines which are relatively cheaper than branded medicines. Moreover, this promotes access to drugs and medicines for all.

Free medicine for the Poor Act: An act establishing a free medicine assistance program for the poor and providing funds therefor

"Free Medicine Assistance Act of 2010" → *Libreng Gamot* Program

To be enacted by DOH through district hospitals and health centers in coordination with DSWD

Why was this bill proposed?

"Social justice is caring for the poor, a continuing and sincere concern for the underprivileged, and a genuine and serious effort to improve their quality of life. Nowadays, there is a growing sentiment of the poor that they are being neglected by the government. Many of them die of sickness not because their cases are terminal but because they can hardly afford the medicines necessary to restore their health. We must, therefore, pursue the declared policy of the State to promote the right to health and well-being of the people and to adopt a system of affecting the delivery of free medicines to those who have less in life, giving priority to the underprivileged, the, the elderly, the disabled, and the poorest of the poor. sick

The "Free Medicines for the Poor Act" is an effective measure to counter the inaccessibility of medicines to our underprivileged and impoverished populace. It seeks to bridge the growing gap between health and poverty, by providing the poor medicines that would help them remain healthy." *Rodante D. Marcoleta, HB No. 1327*

Objectives

Establish a Free Medicine Assistance Program for the poor

Maximize efforts to ensure that the needs of the poor for medicine are properly met

Ensure that free medicines provided in this program are availed of only qualified recipients who shall be limited to the underprivileged, the ailing, the malnourished, the elderly, and the disabled

Beneficiaries

Qualified recipients to be identified by DSWD

→ 'poorest of the poor' refers to a household with a monthly income of not more than 3000 PhP

Monitoring

Medicines should be available in district hospitals and health centers. Released medicines shall be accounted for in the quarterly report to be submitted by DOH

Group Size

A small group of eleven (11) adults with diverse trainings, orientation and background make up the group. These are the members of the LMT of the Free Medicines for the Poor.

Time Required

The entire module will be executed for one (1) hour, divided among the various activities enumerated.

Materials

1. LCD projector
2. Laptop computer
3. Eleven (11) Writing pens of various colors
4. Handouts and Activity Sheet

Physical Setting

Arrange the chairs in U-shape position

Procedures

Part 1

1. As part of the preliminaries, the facilitator will give an overview of the health services as one of the social services provided by the government.
2. Then, an Activity Sheet will be given to each person one at a time. Once a participant is done filling out the sheet, s/he passes it to the person to his/her right, with the instruction to write as many information as possible in fifteen (15) seconds. The rest of the group silently waits for their turn to fill out the activity sheet.
3. As soon as everybody has had their turn, the facilitator surveys the information reflected in the Activity Sheet and determine which ones are correct.

Part 2

Presentation and guided discussion with the aid of the power point presentation shared (Free Medicines for the Poor) during the TOT held on March 5-8, 2012 at Orchid Garden Suites, Manila.

Synthesis

The following are the existing laws designed to safeguard the health of the people:

1. The Universally Accessible Cheaper and Quality Medicines Act of 2008 or Republic Act No. 9502 (RA 9502) is “an act providing for cheaper and quality medicines, amending for the purpose Republic Act. No. 8293 or the Intellectual Property Code, Republic Act

No. 6675 or The Generics Act of 1988, and Republic Act No. 5921 or The Pharmacy Law, and for other purposes."

2. The Generics Act of 1988 or Republic Act No. 6675 (RA 6675) is "an act to promote, require and ensure the production of an adequate supply, distribution, use and acceptance of drugs and medicines identified by their generic names."
3. "Free Medicine Assistance Act of 2010" → *Libreng Gamot* Program
4. The "Free Medicines for the Poor Act" is an effective measure to counter the inaccessibility of medicines to our underprivileged and impoverished populace. It seeks to bridge the growing gap between health and poverty, by providing the poor medicines that would help them remain healthy" - *Rodante D. Marcoleta, HB No. 1327*. Take note that HB No. 1327 is a proposed bill; it may not yet be an accurate basis for monitoring, but will definitely be a good basis for improving the existing laws.
5. The objectives of the *Libreng Gamot* Program are: (1) Establish a Free Medicine Assistance Program for the poor; (2) Maximize efforts to ensure that the needs of the poor for medicine are properly met; and (3) Ensure that free medicines provided by this program are availed of only by qualified recipients who shall be limited to the underprivileged, the ailing, the malnourished, the elderly, and the disabled.

Lessons to be Learned

1. Awareness of the existing laws is a must. It is an instrument for protection.
2. Assert for what is properly due as provided by the law.
3. Accountability for those who are in power is likewise a must.

Activity Sheet for Module 1
Round Table Cooperative Learning Activity

Free Medicines for the Poor	
	Facts
History of the project	
Target and actual beneficiaries	
Persons involved in the project	
Procedures/processes being followed	
Salient accomplishments	

Module No. 2
Objectives and Targets in the Implementation of the Free Medicines for the Poor Project

The LGU of Gubat, Sorsogon implemented the Free Medicines for the Poor Project as one of the social services it offers. It is run through the help of eleven (11) midwives assigned to the forty-two (42) clustered barangays. These midwives are assisted by the BHWs who are in direct contact with the people in the *barangays*.

The Local Government Unit of Gubat, Sorsogon has set goals for the efficient and effective implementation of the Free Medicines for the Poor. The said project has been in operation for quite some time, hence, it is logical to look into it set targets in terms of program and/or activities implemented.

As identified by the members of the LMT and reflected in the results of the Training Needs Analysis, the Free Medicines for the Poor is intended to provide assistance to the indigent families of the Municipality of Gubat.

Objectives

Module 2 is designed to enable the participants to:

1. Identify the objectives set by the LGU of Gubat, Sorsogon in the implementation of the Free Medicines for the Poor as one of the health services provided.
2. Examine critically the objectives set in relation to the identified aspects to be monitored such as the availability of the medicines, the system of distribution as well as the inventory system.
3. Identify the targets for the implementation of the Free Medicines as set by LGU of Gubat, Sorsogon.
4. Critique the targets set for the implementation.

Methodologies

1. *Participatory Discussion*. This method facilitates the sharing of salient information without anyone monopolizing the conversation. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.
2. *Lecture Method*. Lecture used as methodology gives the resource person ample time to present and discuss the necessary information. Thus, it maximizes the sharing of information.
3. *Dyad Sharing*. This method will maximize the drawing of ideas from the participants.

Resources

Powerpoint presentation prepared from the materials shared by the LGU of Gubat, Sorsogon.

Group Size

A small group of eleven (11) adults with diverse trainings, orientation and background. These are the members of the LMT of the Free Medicines for the Poor.

Time Required

The entire module will be executed for two (2.5) hours divided among the various activities enumerated.

Materials

1. LCD projector
2. Laptop computer
3. Eleven (11) writing pens of various colors
4. Handouts and Activity Sheet

Physical Setting

Arrange the chairs in U-shape position

Procedures

Part 1

1. As part of the preliminaries, the facilitator will give an overview of the objectives as well as the targets set by the LGU of Gubat for the Free Medicines for the Poor.

2. Then, through dyad sharing, participants are instructed to discuss the said project in the light of:
    - What were the targets of the Free Medicines for the Poor as a social service provided by the LGU?

3. Feedback, questions, reactions for clarifications will be entertained along with the power point presentation.

Part 2

1. Presentation and guided discussion with the aid of the powerpoint presentation taken from the materials shared by LGU Gubat, Sorsogon.

Presentation:
Free Medicine for the Poor Flow Chart

FREE MEDICINES FOR THE POOR

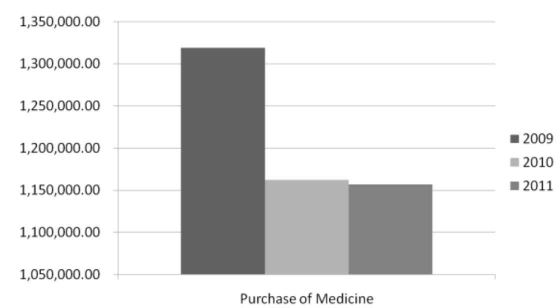
Flowchart

- MHO prepares the Purchase Request
- Mayor Approves the request
- BAC bidding and Purchase Order
- Delivery of Medicines
- Supply Officer designate receives the medicines
- Supply officer distributes to the midwives
- Midwives distribute these medicines to their patients

COMPARATIVE EXPENDITURE

	2009	2010	2011
Purchase of Medicine - LGU	1,318,622.87	1,162,010.50	1,156,917.00
Philhealth Capitation Fund			313,353.70 80% - Medicine & Medical supplies
PDAF			2011 – NONE 2012 – 116,410.00 (PDAF p1.5M)

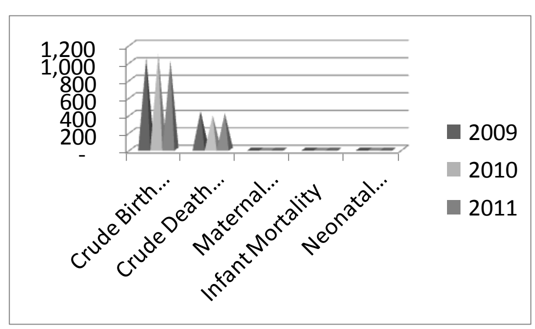
COMPARATIVE EXPENDITURE



HEALTH PROFILE

	2011	2010	2009
Crude Birth rate	**1,014**	**1,093**	**1,048**
Crude death rate	**413**	**388**	**438**
Maternal mortality	**1**	**1**	**3**
Infant mortality	**6**	**3**	**1**
Neonatal mortality	**4**	**3**	**3**

COMPARATIVE HEALTH PROFILE



Synthesis

1. The following are the objectives of the Free Medicines for the Poor as set by the LGU of Gubat:
   - To bring closer the delivery of health services to the community;
   - To decrease the leading morbidity; and
   - To decrease the leading mortality.

2. Twenty percent (20%) of the total household are the target beneficiaries of the free medicine. (Projected HH for 2011 - 12,244)

3. Flow Chart Showing the Implementation of the Project

   ► MHO prepares the Purchase Request
   ► Mayor approves the request
   ► BAC bidding and Purchase Order
   ► Delivery of medicines
   ► Supply Officer designate receives the medicines
   ► Supply officer distributes to the midwives
   ► Midwives distribute these medicines to their patients

Lessons to be Learned

1. Take note of the consistencies and/or inconsistencies of the objectives identified by the LGU of Gubat on the implementation of the Free Medicines for the Poor as one of the health services provided, in relation to national policies. Then, reflect on them.

2. Consider the points you want to clarified/probed on during actual monitoring. Be sure that these are taken note of for consideration in designing the monitoring plan under Training Design 3.

Training Design No. 3
Rapid Scan of Joint Monitoring and the Basics of Research

Training Design No. 3 will focus on the rapid scan of the joint monitoring of the LMT. As reflected in the results of the TNA, the members of the LMT possess some of the basic concepts related to monitoring and evaluation. Some of the concepts identified were: both monitoring and evaluation are designed to detect the effectiveness of the project; and both aim to improve the project. Monitoring is designed to track whether the project is on the direction set; and refers to overseeing the implementation of the project. Monitoring therefore is the on-going process while evaluation aims to check the attainment of goals. They are designed to look into the accomplishment of the project implemented. Both monitoring and evaluation would necessitate instruments/tools.

Monitoring and evaluation are deemed necessary for government fund accountability and to match whether the services provided are congruent to the needs of the beneficiaries. These are considered necessary because they provide first hand information. From the information gathered through monitoring and evaluation, necessary recommendations can be forwarded in order to improve the process, system and other factors vital to the attainment of the objectives set. Monitoring and evaluation give value to what is positive hence, can be continued. They could also give recognition to whoever credit is due.

With monitoring, both the LGU and the community can gain. It could promote transparency, accountability, and in general, good governance. Good governance ensures that the funds allotted by the government are safeguarded hence, may attract the participation of both the GOs and the NGOs. Eventually, this may also improve the services provided.

Monitoring can be better done with properly set guidelines and carefully designed tools. Although the group had attended various trainings on monitoring and evaluation, they agreed that they would still need trainings and workshops on the following: (1) the technical aspect of monitoring; (2) designing monitoring and evaluation tools/instruments; and (3) presentation of the project.

This specific training will enable the participants to:

1. Understand the essential concepts, theories and principles of joint monitoring as well as research;
2. Develop new insights on monitoring and the basics of research;
3. Strengthen one’s commitment in the implementation of joint monitoring.

Objectives

This three-day training intends to orient the concerned personnel of the LGU of Gubat, Sorsogon on the delivery of one of the social services it provides, particularly the Free Medicines to the Poor.

Specifically, at the end of this training-workshop, the identified personnel of LGU Gubat, Sorsogon as well as the Local Management Team are expected to be able to:

1. Discuss comprehensively the basic theories and principles of joint monitoring;
2. Prepare a monitoring plan/design;
3. Formulate a monitoring tool;
4. Differentiate the various data gathering techniques;
5. Explain the essentials of data analysis and interpretation as well report writing.

Outline

Training Design No. 3 - Rapid Scan of Joint Monitoring and the Basics of Research - is composed of five (5) modules identified as follows:

Module 1. Scanning the Basic Concepts and Principles of Joint Monitoring
Module 2. Preparing/Designing a Monitoring Plan
Module 3. Tool Formulation and Validation
Module 4. Data Gathering Techniques, Data Analysis and Interpretation
Module 5. Writing a Research Report

Methodologies

The following methodologies will be used to conduct this training:

1. *Small-group discussions workshop and plenary discussions*. The small group discussion facilitates the sharing of information. This is in consideration to some of the individuals who are more comfortable sharing in smaller groups.
2. *Workshops*. The workshops as methodology concretize the concepts and theories learned. This gives the participants/learners the avenue to put learning into practice.
3. *Caselet Analysis*. This gives the participants the chance to perform some inquiry based learning.
4. *Plenary Sessions with presentation of output*. This methodology clarifies important points discussed and the entire proceedings that transpired during the sharing in small groups.

Training Design Matrix

Time	Objectives	Module	Methodology	Materials
1 hour	Module 1 is designed for the participants to be able to: 1. Explain the basic concepts and principles of Joint Monitoring; 2. Critique the importance of Joint Monitoring; 3. Analyze the possible application of the basic concepts and principles to the joint monitoring that will be done by the LMT.	*Module 1*: Scanning the Basic Concepts and Principles of Joint Monitoring	Cooperative Learning Activities	White board marker, white board, power point presentation, metacards,
2 hours	Module 2 is designed for the participants to be able to: 1. Explain the steps in preparing/designing a monitoring plan; 2. Prepare/design a monitoring plan that may serve as guide to those who are involved in the implementation of the identified project. 4. Critique the designed monitoring plan.	*Module 2*: Preparing/Designing a Monitoring Plan	Simulation Games	Stop watch, white board markers (varied colors), white board,
2 hours	Module 3 is designed for the participants to be able to: 1. Discuss comprehensively the essentials of tool formulation and validation. 2. Modify the existing monitoring tool being used by the Sorsogon Social Action Foundations, Inc. in order to suit the free medicines for the poor project. 3. Validate the formulated monitoring tool.	*Module 3*: Tool Formulation and Validation		
2 hours	Module 4 is designed for the participants to be able to: 1. Discuss comprehensively the	*Module 4*: Data Gathering Techniques, Data Analysis and		

Time	Objectives	Module	Methodology	Materials
	salient concepts on gathering, analyzing and interpreting data. 2. Analyze the sample caselet to be able to identify the appropriate techniques in gathering data, analysis and interpretation.	Interpretation		
2 hours	Module 5 is designed for the participants to be able to: 1. Explain the essentials of writing a report; 2. Write a sample report. 3. Critique the written sample report.	*Module 5*: Writing Research Report		

Expected Outputs

This particular training design will yield the following outputs:

1. A matrix that will serve as guide for the formulation of the monitoring tools.
2. A Monitoring tool for the Free Medicines for the Poor.

Evaluation Tools

The objectively verifiable indicators (OVI) below will be used as tools for evaluation:

Aspects to be Monitored	Performance Indicators	Operational Definition	Data Required	Data Sources	Type of Analysis	Tools Required	Data Collector	Data Consolidator

Module No. 1
Scanning the Basic Concepts and Principles of Joint Monitoring & Evaluation

Monitoring and evaluation are two inseparable concepts which are considered essential in any project. Monitoring provides insights for any on-going activity to ensure that it is indeed moving towards the direction set. Similarly, it provides transparency and accountability in terms of the disbursement of the budget. On the other hand, evaluation provides feedback after the project has been completed.

Monitoring and evaluation or M&E of any development activities offer the implementing arm of the project, whether government officials, development managers or even civil society organizations, better means for learning from previous experiences. Hence, the feedback mechanism may improve service deliveries in the future. The feedbacks gathered may likewise enhance planning for the series of prospective activities as well as the allocation of resources, thereby expecting results in accordance with the accountability of the implementers to the stakeholders.

The results of the TNA reflect that although the members of the LMT are familiar with some of the basic concepts of monitoring and evaluation yet, there is a need to explain the essential concepts further. Similarly, the said concepts have to be applied to the Free Medicines for the Poor as one of the social services provided by the Local Government Unit of Gubat, Sorsogon.

Objectives

Module 1 is designed to enable the participants to:

1. Explain the basic concepts and principles of joint monitoring and evaluation.
2. Analyze the possible application of the basic concepts and principles to the joint monitoring that will be done by the LMT of Gubat, Sorsogon.

Methodologies

1. *Lecture Method*. Lecture used as methodology gives the resource person ample time to present and discuss the necessary information thus; it maximizes the sharing of information.
2. *Guided Discussion*. This aims to clarify the important points, learning experiences, realizations, etc. which transpired while playing. This will serve as an avenue for clarifications.

Resources

World Bank. 2004. Some Tools, Methods and Approaches. Washington, D.C. Available at: www.worldbank.org/oed/ecd/

Group Size

A small group of eleven (11) adults with diverse trainings, orientation and background.

Time Required

The entire module will be executed for an hour and a half, divided among the various activities enumerated.

Materials

The following materials and equipment have to be prepared:

1. LCD projector
2. Laptop computer
3. Writing paper and pens

Physical Setting

One big conference table will be placed at the center of the hall/venue with enough chairs for the eleven (11) participants.

Procedures

Part 1

1. The facilitator will present the prepared powerpoint presentation highlighting the basic concepts and principles of joint monitoring and evaluation.
2. Reactions, questions for clarifications, and additional input will be welcomed in the process of presentation for a more in depth discussion.

Synthesis

1. In the process of the development of community, a strong focus is assigned to results. By being results oriented, a growing interest in Joint Monitoring is developed.
2. Often times, there are confusions as regards what really Joint Monitoring entails.

Lessons to be Learned

Joint Monitoring is considered a must for accountability and transparency, which are essential to good governance.

Module No. 2
Preparing/Designing a Monitoring Plan

Any activity, project or program entails a certain degree of scrutiny. In order to execute initial steps for monitoring, a blueprint is a must. A monitoring plan is deemed essential in determining the status of an activity, project or program versus its goals and/or objectives. A well-crafted and sound monitoring plan will then revolve around the goals and/or objectives set, the resources identified and utilized, issues affecting the implementation of the activity, project or program and certain provisions for adjustments.

As emphasized by the members of the LMT during the conduct of the Training Needs Analysis, Monitoring can be better done with properly set guidelines and carefully designed tools. The group agreed that trainings and workshops are still needed on the following: (1) the technical aspect of Monitoring; (2) designing monitoring tools/ instruments; and (3) presentation of the project.

Objectives

Module 2 is designed to enable the participants to:

1. Finalize a monitoring plan relevant to the project monitoring tasks that will serve as guide specifically on the following:
    a. The availability of medicines in the *barangays*;
    b. The system of distribution; and
    c. The inventory system of the existing medicines as well procurement system/procedures.

Methodologies

1. *Participatory Discussion*. This method facilitates the sharing of salient information without anyone monopolizing the conversation. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.
2. *Workshop*. The group of eleven (11) LMT members will be sub-divided into smaller groups with two (2) groups having four (4) members and the last group with three (3) members. The purpose of having a small-group discussion is to maximize the performance of each member of the LMT. At times, individuals are more comfortable in sharing information when they are in smaller groups.
3. *Plenary discussions*. The plenary discussions will follow the discussions in smaller groups in order for the bigger group to be informed on what transpired during the discussion in the smaller groups.

Resources

Resources used for this module include Guidelines for Developing a Monitoring Plan available at www.niams.nih.gov. Guidelines and Principles of Monitoring, Review and Evaluation available at www.docstu.com/docs/35353079

This module also includes a powerpoint presentation on:

1. Components of the Monitoring System
2. Monitoring Framework
3. Selecting and Adapting Indicators
4. Methods and Instruments in Collecting the Needs

The following inputs on preparing a monitoring plan may also be used:

A good monitoring plan begins with a comprehensive, well-written protocol (Dixon et al, 2006). Elements of a well-written protocol include the following:

- ***Study Design –*** The study design must be feasible to answer the research question using the study hypotheses and should be doable in the "real world."
- ***Eligibility Criteria –*** The inclusion and exclusion criteria must be clearly defined, rigorous enough to allow accrual of a defined population, and yet not so restrictive as to deter enrollment. Issues such as severity of disease, concomitant medications, language comprehension, ability to comply with the study regimen and confounding factors should be considered when formulating inclusion and exclusion criteria.
- ***Assessments and Timeline -*** Study assessments and clinical labs must have collection times and visits specified to facilitate safety review and identify potential issues in a timely manner.
- ***Statistical Plan --*** The protocol should justify sample size, describe and define the study endpoints, analytic procedures, and any plans for interim analyses.
- ***Treatment Modification or Discontinuation –*** For dose escalating studies, procedures for modifying or discontinuing treatment must be specified.
- ***Study Termination –*** Procedures for reviewing enrollment, safety events, and outcomes must be specified to allow for early stopping or suspension of the study.
- ***Ongoing Adverse Event Review -*** Procedures must be specified for identification and reporting to all appropriate organizations and staff of adverse events.
- ***Data Management –*** Procedures for data capture, cleaning, summarization, and quality assurance should be specified.

Group Size

Small group of eleven (11) adults with diverse trainings, orientation and background. These are the members of the Local Monitoring Team of Free Medicines for the Poor.

Time Required

The entire module will be executed for two (2) hours divided among the various activities enumerated.

Materials

1. LCD projector
2. Laptop computer

3. Two (2) sets of powerpoint presentation such as: input on the preparation/ designing a monitoring plan and statement of the problem

Physical Setting

One big conference table will be placed at the center of the hall/venue with enough chairs for the eleven (11) participants. The LMT members will be seated facing each other in order to facilitate the interactions.

Procedures

Part 1

The facilitator will present the powerpoint presentation. In between reactions, questions and additional inputs will be welcomed for a more in-depth discussion.

Part 2

1. The participants will be divided into three (3) groups. Given the inputs on the principles of designing a monitoring plan, let them create a blueprint of the monitoring plan applicable for the implementation of the Free Medicines for the Poor service in Gubat, Sorsogon.
2. The scope of the project and the research problems identified need to be considered such as:

   A. The project's aim to monitor three aspects of the free medicines to the poor specifically:
      - The availability of medicines in the *barangays*;
         - The frequency of distribution to the beneficiaries;
         - The kinds of medicines distributed to the beneficiaries;
         - The compatibility of the distributed medicines to the illnesses of the supposed beneficiaries; and
         - The acceptability and appreciation of the project by the beneficiaries.

      - The system of distribution.
         - The criteria used for identifying the beneficiaries;
         - The total number of beneficiaries in each barangay; and
         - The recipients are indeed the targeted beneficiaries.

      - The inventory system of the existing medicines as well the procurement system/procedure.
         - The frequency of inventory whether it matches the frequency of distribution; and
         - The system of monitoring as regards to the expiration dates of the medicines for distribution.

Synthesis

The monitoring plan has to be reflective of the following elements:

1. Description of the problem or situation before the intervention;
2. Benchmarks for activities and immediate outputs;
3. Data collection on inputs, activities and immediate outputs;
4. Systematic reporting on provisions of inputs;
5. Systematic reporting on provisions of outputs;
6. Directly linked to discrete interventions; and
7. Designed to provide information on administrative, implementation and management issues as opposed to broader development effectiveness issues.

Some considerations in the preparation of the monitoring plan include:
1. Appropriateness of the plan;
2. Responsiveness to the needs both on the part of the implementers as well as of the stakeholders;
3. Practicability. The plan needs to be easily implemented/ executed. And, the resources need to be wisely utilized and maximized;
4. Flexibility. There have to be provisions for possible adjustments considering the changes that may occur later on.

Lessons to be Learned

1. The monitoring plan serves as the blueprint to put accountability and transparency in action.
2. A well designed monitoring plan is appropriate, responsive, practical and flexible. In the long run, both the implementers and stakeholders will benefit.
3. A well designed monitoring plan must be reflective of the various aspects to be monitored specifically on:
   - The availability of medicines in the *barangays*;
   - The system of distribution; and
   - The inventory system of the existing medicines as well as the procurement system/procedure.

Module No. 3
Tool Formulation and Validation

The purpose of knowing whether the goal set is achieved will remain unknown without the use of tools or techniques. Tools and techniques are considered essential in determining the progress of a certain activity, project or program. The identification of the appropriate tool and/or technique to use is as vital as the determinant of variables to be investigated. Authorities in research consider the entire process of preparing to collect data as instrumentation. They claim that this does not merely involve the selection or design of the instruments, but the procedures and the conditions under which the instruments will be administered as well. Some questions may be considered such as: (1) *Where will the data be collected*?; (2) *When will the data be collected?*; (3) *How often are the data to be collected?;* and, (4) *Who will collect the data?*

The questions identified are considered essential since they may likely affect the data obtained. The most highly regarded instruments/tools are those designed to provide accurate conclusions of what is being studied. There are arrays of tools that one could choose from to suit the study at hand. Appropriateness is the key.

The expected output for this particular module will be the tool to be used for monitoring the Free Medicines for the Poor, reflective of the essential elements of a monitoring system. This module revolves around the results brought about by the project, the beneficiaries, the benefits and the systems that may be instituted.

Objectives

Module 3 is designed for the participants to be able to:

1. Modify the existing monitoring tool being used by Sorsogon Social Action Foundations, Inc.[11] in order to suit the free medicines for the poor project of the LGU of Gubat, Sorsogon.
2. Formulate a monitoring tool which could be used by the Local Monitoring Team if ever the existing tool used by the CSO is not applicable.
3. Validate the formulated tool.

Methodologies

1. *Participative Discussion*. This method facilitates the sharing of the salient information without anyone monopolizing the conversation. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.

2. *Workshop*. The group of eleven (11) LMT members will be divided into smaller groups with two (2) groups having four (4) members and the last group with three (3) members.

[11] The Sorsogon Social Action Center developed a monitoring tool designed to track the use of the herbal/medicinal plants among the residents of the Province of Sorsogon. The tool aims to identify the medicinal plants used as well as the specific illnesses cured.

The purpose of having a small-group discussion is to maximize the performance of each member of the LMT. At times, individuals are more comfortable in sharing information when they are in smaller groups.

3. *Plenary discussions*. The plenary discussions will follow the small-group discussions in order for the bigger group to be informed of what transpired during the discussion in the smaller groups.

Resources

1. Fraenkel, J. and Wallen, N. 2006. How to Design and Evaluate Research in Education. USA, McGraw Hill.
2. Sevilla, et. al. 1992. Research Methods. Manila, Philippines, Rex Book Store.
3. Sanchez, Custodiosa. 1998. Methods and Techniques of Research. Manila, Philippines, Rex Book Store.

Group Size

Small group of eleven (11) adults with diverse trainings, orientation and background. These are the members of the LMT of the Free Medicines for the Poor.

Time Required

The entire module will be executed for three (3) hours, divided among the various activities enumerated.

Materials

1. LCD projector
2. Laptop computer
3. Power point presentation on (1) Criteria of Good Instruments; (2) Procedure for Constructing Instruments; and (3) Validation
4. Writing materials and pens

Physical Setting

One big conference table will be placed at the center of the hall/venue with enough chairs for the eleven (11) participants. The LMT members will be seated facing each other in order to facilitate the interactions.

Procedures

Part 1 Participatory Discussion

1. The facilitator will present power a point presentation on the following topics: (1) Criteria or Attributes of a Good Instrument; (2) Procedures in the Preparation of Instruments; and (3) Validation.

2. Like in the previous modules, reactions, questions for clarifications and additional inputs are most welcome from the participants for more in-depth discussions.

Part 2

Workshops

1. The participants will be divided into three groups. Group one (1) will design an instrument/tool meant to answer Statement of the Problem (STP) No. 1; group two (2) will design an instrument/tool meant to answer STP No. 2; and group three (3) will be assigned to design an instrument/tool in order to answer STP No. 3.
2. The instruments/tools to be designed will consider the possibility of modifying the existing tool being used by one of the partners CSO.

Part 3

Plenary with presentation of outputs.

1. Presentation of outputs.
2. Critiquing of outputs.
3. Finalization of the instruments/tools.

Synthesis

1. The criteria for determining a good instrument/tool include:
   - Reliability - The consistency, accuracy, dependability and predictability of the test;
   - Validity. The degree to which a test measures what it is really suppose to measure;
   - Objectivity. The absence of subjective judgments;
   - Sensitivity. The ability of an instrument to make the discriminations required for the research problem; and
   - Feasibility. This is concerned with the aspects of skills, cost and time.

2. Some tips on developing instruments/tools.
   - Clarify the variables to be assessed;
   - Review the existing instruments that measure similar variables;
   - Decide on the format for each variable;
   - Start writing the items;
   - Submit the items for review for logical validity;
   - Revise based on the feedbacks;
   - Try-out the instrument to check the validity;
   - Revise; and
   - Finalize.

Lessons to be Learned

1. A good instrument captures the variables to be assessed.
2. Instruments are essential to validate the variables to be measured.

Module No. 4
Data Gathering Techniques, Data Analysis and Interpretations

Technically speaking, data refers to the kinds of information researchers obtain on the subjects of their research. On the other hand, data analysis refers to the process of simplifying data in order to make it comprehensible. Often times, data analysis makes use of statistical techniques, whether descriptive or inferential in order to make sense out of the data generated. Data gathered however will remain useless until they are analyzed and interpreted. It is one thing to gather data, and another thing to analyze them, more so interpret.

This module on data gathering techniques, analysis and interpretations will guide the LMT on how to gather the data necessary to the project. Similarly, this module will prepare the LMT on how to make use of the data at hand.

Objectives

Module 4 is designed for the participants to be able to:

1. Discuss comprehensively the salient concepts on gathering, analyzing and interpreting data.
2. Analyze the sample caselet as practice exercise for gathering, analyzing and interpreting data.

Methodologies

1. *Participatory Discussion*. This method facilitates the sharing of the salient information without anyone monopolizing the conversation. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.
2. *Workshop*. The group of eleven (11) LMT members will be sub-divided into smaller groups with two (2) groups having four (4) members and the last group with three (3) groups. The purpose of having a small-group discussion is to maximize the performance of each member of the LMT. At times, individuals are more comfortable sharing information when they are in smaller groups.
3. *Plenary discussions*. The plenary discussions will follow the discussions in smaller groups in order for the bigger group to be informed of what transpired during the discussion in the smaller groups.

Resources

1. Fraenkel, J. and Wallen, N. How to Design and Evaluate Research in Education. (USA, McGraw Hill, 2006)
2. Sanchez, Custodiosa A. *Methods and Techniques of Research*. (Manila, Philippines, Rex Book Store, 1998)
3. Sevilla, et. Al. Research Methods. (Manila, Philippines, Rex Book Store, 1992)

Group Size

Small group of eleven (11) adults with diverse trainings, orientation and background. These are the members of the Local Monitoring Team of Free Medicines for the Poor.

Time Required

The entire module will be executed for two (2) hours divided among the various activities enumerated.

Materials

1. LCD projector
2. Laptop computer
3. Power point presentation on gathering, analyzing and interpreting data
4. Writing materials and pens
5. Sample caselet (for practice exercises)

Physical Setting

One big conference table will be placed at the center of the hall/venue with enough chairs for the eleven (11) participants. The LMT members will be seated facing each other in order to facilitate the interactions.

Procedures

Part 1

Guided Discussion
1. The facilitator will present power point presentation on gathering, analyzing and interpreting data.
2. Like in the previous modules, reactions, questions for clarifications and additional inputs are most welcome from the participants for a more in-depth discussion.

Part 2

Workshops
1. The facilitator will distribute copies of sample caselet. The caselet will be used to illustrate various ways by which data will be analyzed. The participants will be divided into two (2) groups. Each group will determine from the given caselet on how data will be gathered, how to interpret the data gathered and what will be the possible interpretation of the analyzed data.

Part 3
Plenary

1. Presentation of outputs.
2. Critiquing of outputs.

Synthesis

1. Certain techniques are deemed essential for summarizing the quantitative and categorical data.
2. For the quantitative study, inferential and descriptive statistics are used to provide meanings to the data gathered. Inferential statistics seeks to determine whether an outcome can be generalized or not.

Lessons to be Learned

1. The gathering of data is as equally important as the analysis and interpretations.
2. A well prepared and validated tool will definitely facilitate the accomplishment of the tasks of the members of the Local Monitoring Team.

Module No. 5
Writing the Research Report

Dr. Galuba,[12] in his lecture, pointed-out that the classic stereotype of the researcher working alone in a lab or introspectively reflecting about phenomena in the world does not portray the contemporary practices of the scientific world. According to him, researchers in fact spend a considerable time on elaboration, analysis, presentation, and exchange of knowledge. He added, this knowledge is construed and expressed through language, more specifically, scientific discourse - a functional variation of language with its own technical terminology and grammar. From all possibilities of realizing scientific discourse, the research activity became the most important one.

Considering the premises above, research indeed involves several phases. Each phase is considered as important as the rest. From the stage of conceptualization until the stage of writing the report, one cannot discount the importance of every stage.

The module on Monitoring Report Writing will prepare the members of the Local Monitoring Team of the tasks that lie ahead, which is to organize the data gathered then eventually consolidate them into a report.

Objectives

Module 5 is designed for the participants to be able to:

1. Identify the essential parts and steps in writing a research report.
2. Discuss comprehensively the value of writing a report out of the interpreted data.
3. Write a monitoring results report.

Methodologies

1. *Participatory Discussion*. This method facilitates the sharing of salient information without necessarily anyone monopolizing the conversation. It gives both the discussant as well as the participants equal leeway in the discussion of the topics at hand.

2. *Workshop*. The group of eleven (11) LMT members will be divided into smaller groups with two (2) groups having four (4) members and the last group with three (3) members. The purpose of having a small-group discussion is to maximize the performance of each member of the LMT. At times, individuals are more comfortable sharing information when they are in a small group.

[12] Dr. Henry Galuba is a member of the faculty of Lorma Colleges in Northern Luzon and former faculty of University of St. Louise in Baguio City. He is one of the founding members of the Research Educators Training Institute, Inc. (REDTI). He is considered an authority in the fields of Philosophy, other Social Sciences and Research

3. *Plenary discussions*. The plenary discussions will follow the small group discussions in order for the bigger group to be informed of what transpired during the discussion in the smaller groups.

Resources

1. Fraenkel, J. and Wallen, 2006. How to Design and Evaluate Research in Education. USA, McGraw Hill
2. Sevilla, et. Al. 1992. Research Methods. Manila, Philippines, Rex Book Store.
3. Sanchez, Custodiosa A. 1998. Methods and Techniques of Research. Manila, Philippines, Rex Book Store.
4. Galuba, Henry. April 16-18, 2012. Power point presentation during the National Forum for Researches Across Discipline. Hotel Supreme, Baguio City

Group Size

Small group of eleven (11) adults with diverse trainings, orientation and background. These are the members of the Local Monitoring Team of Free Medicines for the Poor.

Time Required

The entire module will be executed for two and half (2.5) hours divided among the various activities enumerated.

Materials

1. LCD projector
2. Laptop computer
3. Power point presentation on Writing Research Report
4. Writing materials and pens (for practice exercises)

Physical Setting

One big conference table will be placed at the center of the hall/venue with enough chairs for the eleven (11) participants. The LMT members will be seated facing each other in order to facilitate the interactions.

Procedures

Part 1 Guided Discussion

1. The facilitator will present the powerpoint presentation on the essentials of writing a research report
2. Like in the previous modules, reactions, questions for clarifications and additional inputs are most welcome from the participants for a more in-depth discussion.

Part 2 Workshops

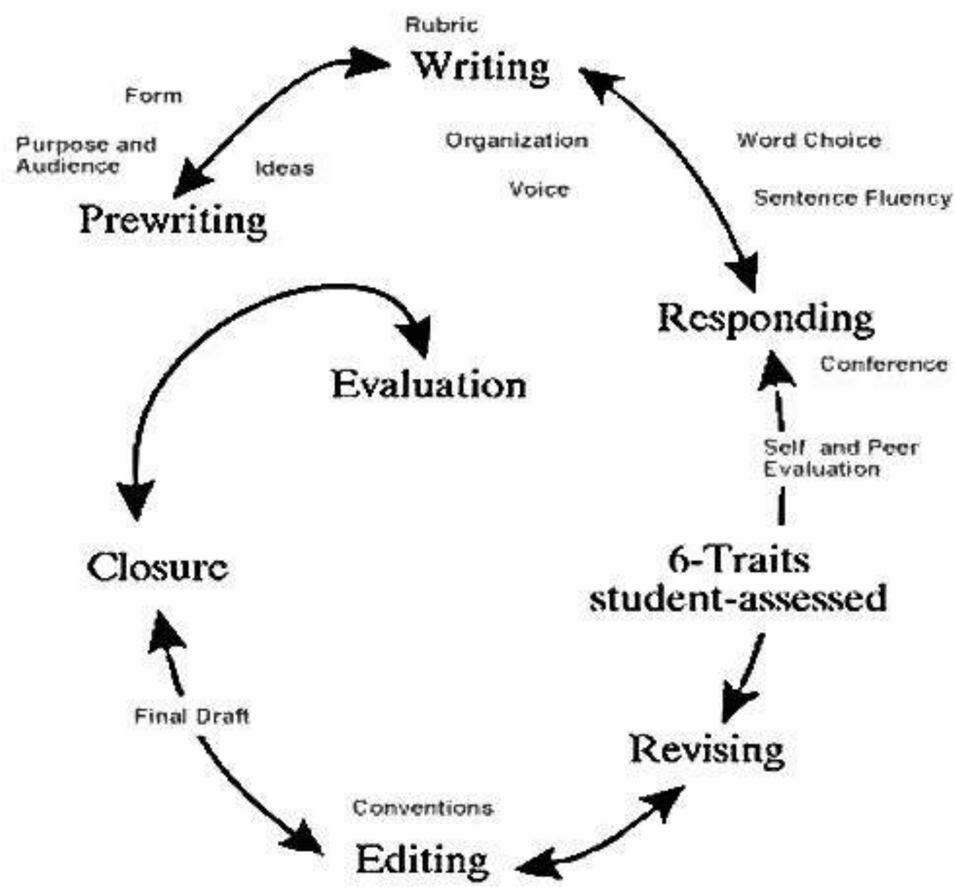
1. The facilitator will distribute copies of sample data which are gathered, analyzed and interpreted. The participants will be divided into two (2) groups. Each group will determine from the given data on how write a sample research report based on the information presented during the lecture.

Part 3 Plenary

1. Presentation of outputs.
2. Critiquing of outputs.

Synthesis

1. Research is not the rehearsal of blueprints, in its proper sense, it is praxis;
2. Research is as critical as the praxis hence it entails planning, doing, checking and acting. Use research to harness the power of knowledge creation and translate knowledge into action.



Presentation: Writing the Research Report

Writing the Research Report

The Evolution of RAs

- The classic stereotype of the researcher working alone in a lab or introspectively reflecting about phenomena in the world does not portray the contemporary practices of the scientific world
- In fact they spend a considerable time on elaboration, analysis, presentation, and exchange of knowledge
- This knowledge is construed and expressed through language, more specifically, scientific discourse, a functional variation of language with its own technical terminology and grammar
- From all possibilities of realizing scientific discourse, the RA became the most important one.

- **In the last 350 years, the structure of Ras changed dramatically.**
- **1890-1900: the article length fell from 7,000 words to 5,000 words**
- **1980s: average length of an article increased to 10,000 words**
- **Before the 1950s: only 50% of the articles were formally divided into sections**
- **The dense use of references came into use during the 20th century**
- **The evolution of scientific discourse over centuries gradually established the structure of contemporary RAs: IMRaDCaR**

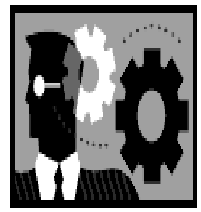
Today, RAs Themselves Are Subjects Of Research Studies

Deductive/Inductive Empirical Analysis

- Shallow features: sentence length, type/token ratio, distribution of lexical words
- Lexical features: lexical density, keyness of frequent lexical terms
- Grammatical features: distribution of modals, passives, nominalization, and grammatical complexity

I. Process Considerations

(1) Research is not the rehearsal of blueprints, in its proper sense, it is praxis



RESEARCH AS CRITICAL PRAXIS

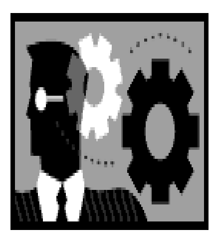
P: Plan

D: Do

C: Check

A: Act

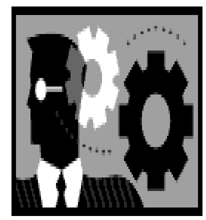
(2) The same reality can be told in different stories

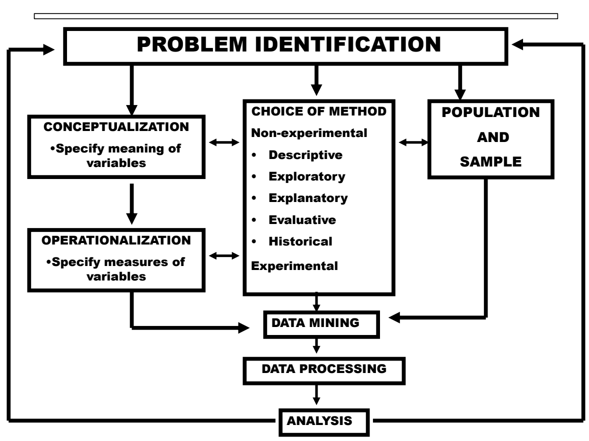


Implication

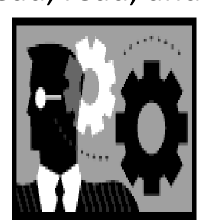
- Use research to harness the power of knowledge creation
- Translate knowledge to action

(3) Start with the end in mind





(4) Read, read, and read



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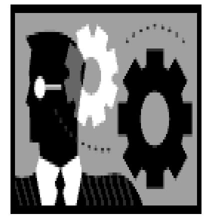

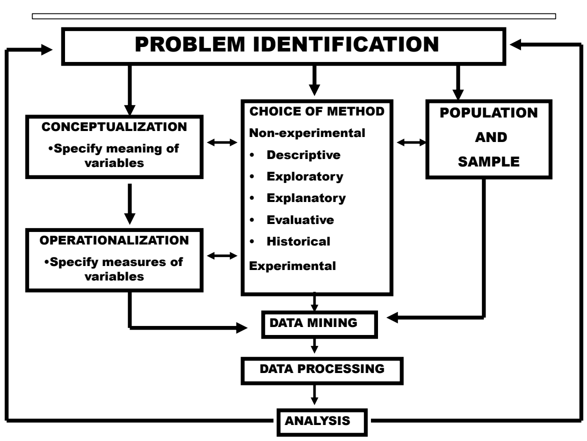

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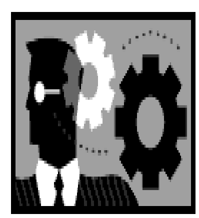

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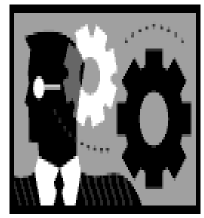

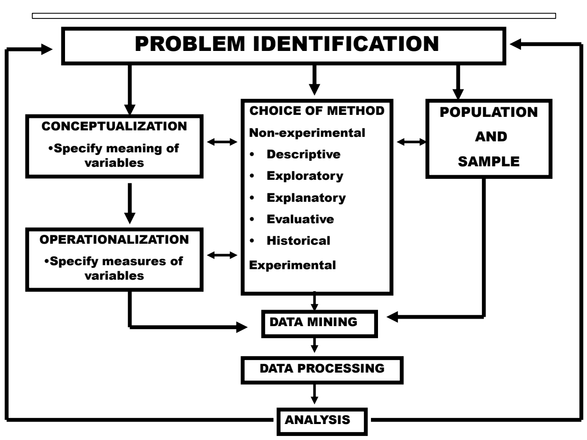

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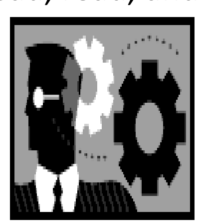
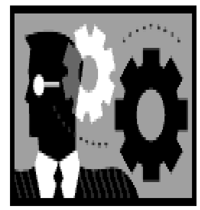
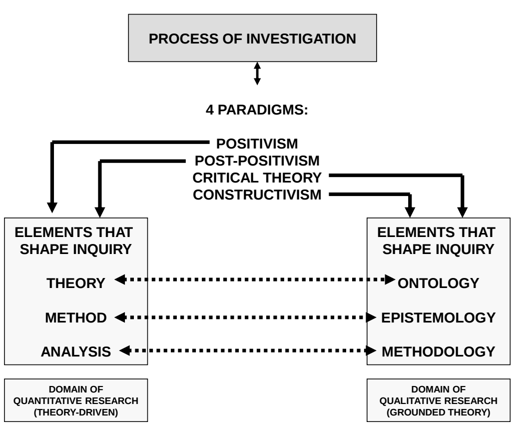


Six Types of Reviews

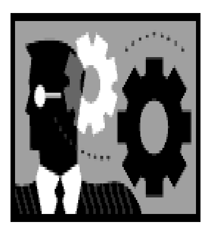
- Self-study reviews increase the reader's confidence.
- Context reviews place a specific project in the big picture.
- Historical reviews trace the development of an issue overtime.
- Theoretical reviews compare how different theories address an issue.
- Methodological reviews point out how methodology varies by study.
- Integrative reviews summarize what is known at a point in time.

(5) Build a strong theoretical/philosophical foundation





(6) Focus: work within a framework



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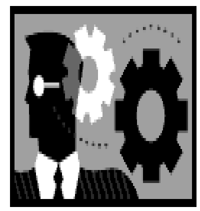

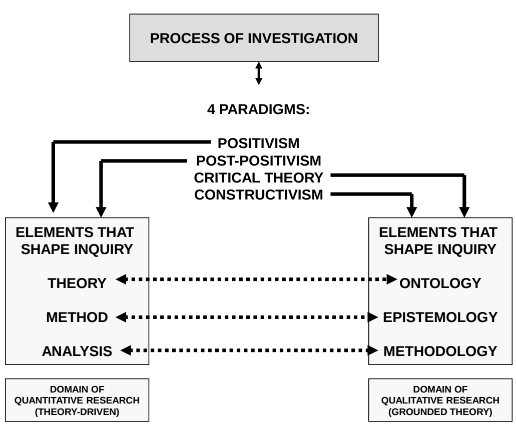

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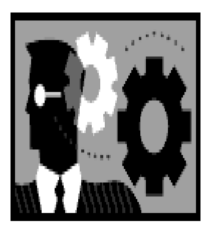
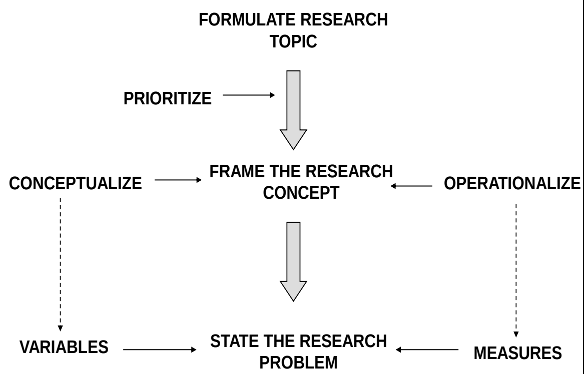
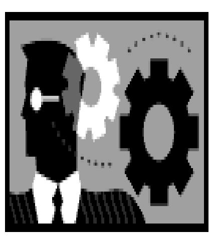




CONCEPTUALIZATION: THE THEORETICAL FRAMEWORK

- The theoretical framework provides legitimacy to the study as it gives a theoretically account of the reality of the phenomenon being investigated and the interrelationship of different variables that shape such phenomenon.
- It also provides a basis for the choice of variables, methods, and measures.
- The theoretical framework weaves the various threads that constitute the texture of the phenomenon under investigation.
- In the absence of formal or academic theories, concepts can be used, in which case, a conceptual framework is adopted

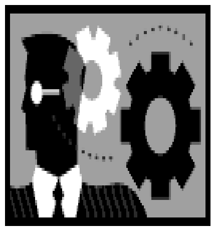
(7) Know your measures



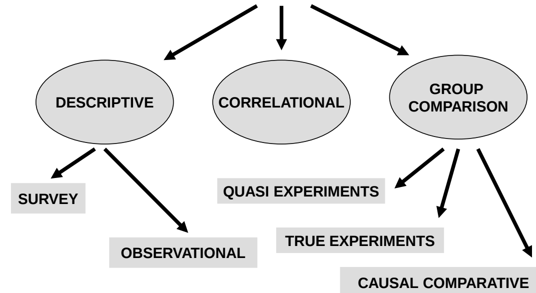
Types of Measures

- The **nominal** level of measurement describes variables that are categorical in nature.
- The **ordinal** level of measurement describes variables that can be ordered or ranked in some order of importance.
- The **interval** level of measurement describes variables that have more or less equal intervals, or meaningful distances between their ranks.
- The **ratio** level of measurement describes variables that have equal intervals and a fixed zero (or reference) point.

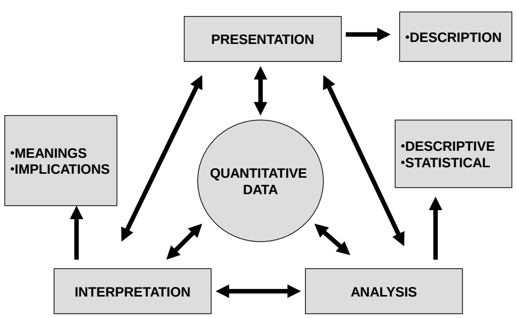
(8) Execute the plan



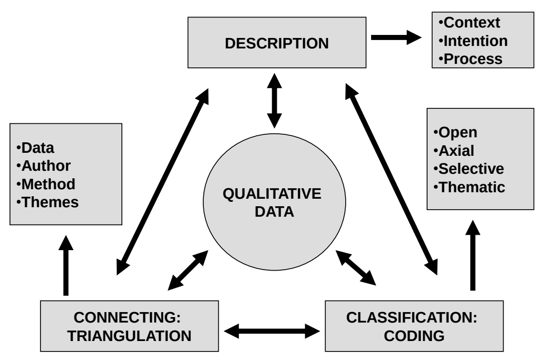
Research Designs



Quantitative Data



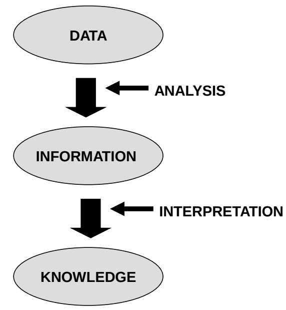
Data Analysis



Data = facts and figures

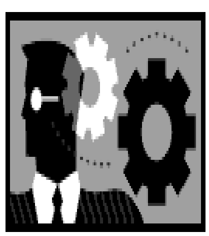
Information = data + context

Knowledge = information + meaning

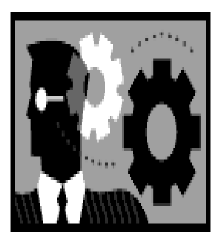


RESEARCH AS KNOWLEDGE CREATION

(9) Read, read, and read



(10) Put it down in writing and publish



II. Writing Considerations

Editorial Hierarchy

- Editor- in – Chief or Managing Editor: Helmsman of the Journal
  - Policy formulation
  - Decision-making
  - Selection of editors
  - Intermediary between publisher and editorial board
  - Arbiter in conflicts between authors, editors, and referees
- Editor: responsible for papers within a certain specialized research are
  - Selection of referees
  - Decision-making on the acceptance or rejection of the paper based on the referee's report
- Referee: enforcement of quality control
  - Evaluation
  - Reporting

Note

- The author bears ultimate responsibility for the correctness and presentation of results; the editor bears ultimate responsibility for accepting or rejecting the paper; and the ultimate role of the referee is *advisory*

What is a Publishable Article?

A paper is publishable if it makes a *sufficient contribution*.

- can be new and interesting research results
- a new and insightful synthesis of existing results
- a useful survey of or tutorial on a field, or a combination of those types. In some cases
- a paper which confirms previously published results that were important enough to require confirmation

Taxonomy of Research Papers

- Breakthrough
- Ground-breaking
- Progress
- Reprise
- Tinkering
- Debugging
- Survey

Breakthrough
- solves an open problem which has resisted attack by the concerted effort of a substantial part of the community for a considerable period of time

Ground-breaking
- opens up a field so far not well explored or understood, and lays a firm foundation

Progress
- raises and solves important new open problems, or solves open problems that have recently been posed. Most papers fall into this category.

Reprise
- provides a superior proof of a known result.

Tinkering
- extends a known result by a more careful but non-obvious analysis.

Debugging
- elucidates and repairs a previously undiscovered flaw in published work.

Survey
- unifies a specialized subject with modern notation, terminology, and proof techniques

The Role of the Referee

The role of the referee is to provide an *opinion* as to whether the paper makes such a sufficient contribution. There is seldom a single correct evaluation of a paper, and equally skilled and unbiased readers will differ.

Quality Control

- Correctness
- Significance
- Innovation
- Interest
- Timeliness
- Succinctness
- Accessibility
- Elegance
- Readability
- Style
- Polish.

Note

- A distinction should be drawn between the *results* claimed by the author, the *proofs* of the results that the author has provided, and the *presentation* of the results and the proofs.

Issues in Evaluating a Research Paper

- **What is the purpose of the paper?**
- **Is the paper appropriate?**
- **Is the goal significant?**
- **Is the method of approach valid?**
- **Is the actual execution of the research correct?**
- **Are the correct conclusions drawn from the results?**
- **Is the presentation satisfactory?**
- **Does the abstract describe the paper?**
- **What did you learn?**

TAXONOMY OF REFEREE'S REPORT

- **The Subject is Out of Scope**
- **The Results are Published Elsewhere**
- **The key results of the paper have been published elsewhere.**
- **The Problems are at the Level of a Graduate Student Exercise**
- **The Results are of Minor Significance**
- **The Paper Contains Major Errors**
- **The Paper is Boring**
- **The Paper has High Density per Unit Progress**
- **The Paper has Poor Exposition**
- **The Paper is Clearly Acceptable with a Few Minor Changes**
- **The Perfect Paper**

TAXONOMY OF REFEREE'S REPORT

- Major results; very significant (fewer than 1 percent of all papers).
- Good, solid, interesting work; a definite contribution (fewer than 10 percent).
- Minor, but positive, contribution to knowledge (perhaps 10-30 percent).
- Elegant and technically correct but useless.
- Neither elegant nor useful, but not actually wrong.
- Wrong and misleading.
- So badly written that technical evaluation is impossible.

Ethical Considerations

- Objectivity
- Fairness
- Speed
- Professionalism
- Confidentiality
- Honesty
- Courtesy

Lessons to be Learned

There is a need to build a strong theoretical and philosophical foundation. A strong theoretical and philosophical foundation will prepare the members of the Local Monitoring Team in the tasks that lie ahead.

PRE-TEST and POST TEST SET A

Inventory Guide of Knowledge, Skills, and Attitude Competencies

The following is a modified list of competencies designed to determine the levels achieved by the members of the Local Monitoring Team in terms of knowledge acquired, skills developed and attitude possessed. Check [√] the appropriate box to describe your own level of competency. Please be guided by the scale as follows:

5 – Very high extent - KSA is about 80 – 100%
4 – High extent - KSA is about 60 - 79%
3 – Neither high nor low extent - KSA is about 40 - 59%
2 – Low extent - KSA is about 20 - 39%
1 – Very low extent - KSA is about 10 - 19%

Part 1. Knowledge

List of Competencies	5	4	3	2	1
1. I can easily trace the history of the Free Medicines for the Poor as a project implemented by the LGU of Gubat.					
2. I can immediately identify the target as well as the actual beneficiaries of the said project.					
3. I can readily name and enumerate the persons involved in the implementation of the project.					
4. I can comprehensively discuss the processes/procedures being followed in the implementation of the project.					
5. I can readily enumerate the salient accomplishments of the project.					
6. I can discuss any information about the Free Medicines for the Poor as a project of the LGU of Gubat, Sorsogon					
7. I can identify the project’s success indicators.					
8. I can identify the project’s failure indicators.					
9. I can determine whether the project is succeeding or failing.					
10. I can readily recommend measures on how to enhance the implementation of the project.					

Part 2. Skills

List of Competencies	5	4	3	2	1
1. I can effectively use whatever information acquired.					
2. I can independently search for the information needed.					
3. I can efficiently research, investigate and solve problems.					
4. I can clearly and effectively communicate with anyone whether face-to-face, on the phone or through e-mail.					
5. I can easily think and come-up with solutions whenever needed.					
6. I can confidently speak and present to groups.					

List of Competencies	5	4	3	2	1
7. I can readily coach, help and/or train others.					
8. I can efficiently use information and communications technology.					
9. I can effectively interpret available information and use them as guide in planning, decision making, etc.					
10. I can clearly envision appropriate measures depending on the situations.					
11. I can effectively manage time which results to efficient planning and enhanced productivity.					

Part 3. Attitudes

List of Competencies	5	4	3	2	1
1. I can listen with empathy without compromising objectivity.					
2. I can easily establish rapport with anyone.					
3. I can objectively understand the needs of the people around me.					
4. I can easily agree to win-win solutions to the benefit of the majority.					
5. I can sincerely appreciate people, things and deeds whenever appropriate.					
6. I can sincerely make the most of my relationships with people and groups.					
7. I can readily take initiatives.					
8. I can effectively and efficiently carry-out delegated responsibility.					
9. I can take seriously my social responsibility.					
10. I can clearly observe ethical and humanitarian considerations.					
11. I can effectively and efficiently manage stress and conflict in the workplace thus enhancing productivity.					

Name of LMT Member : ____

Date Accomplished : ____

PRE-TEST and POST TEST SET B

Sentence Completion

Direction: Complete the following statements.

1. Discovering oneself will ____.
2. Feeling good about oneself will __________________________________.
3. Teamwork is ____.
4. A properly motivated team will ___________________________________.
5. Involving the team in making decision is ____________________________.
6. Quality Medicines Act of 2008 is also known as ______________________.
7. Quality Medicines Act of 2008 is an act that __________________________.
8. The Generics Act of 1988 states that ________________________________.
9. Republic Act No. 6675 promotes __________________________________.
10. The Free Medicines Assistance Act of 2010 is _________________________.
11. The House Bill No. 1327 states that _______________________________.
12. The objectives of the *Libreng Gamot* Program are ____
____
13. The objectives of the Free Medicines of the Poor of the LGU of Gubat, Sorsogon are ____
____

14. The targets of the LGU of Gubat in implementing the Free Medicines for the Poor are
____
____

15. In choosing the aspects to be monitored, some of the considerations are
____
____

16. In crafting a monitoring framework, some considerations are
____
____

17. In selecting and adapting indicators, it is important to remember that
____
____

18. Validation of tools is important because
____
____

19. In planning the data collection proper, it is important to
____
____

20. The operational definition describes
____
____

Capacity Development Program for Monitoring the Water, Sanitation and Hygiene (WASH) Project

MALUNGON, SARANGANI

Training Design 1
Module No. 1
Building Team Spirit for WASH

Having a common motivation for team members is as important as a project's objectives or goals. It is a challenge that any team faces especially in doing joint activities. To come up with a common motivation for all team members, it is important to start a teambuilding process – such that each individual team member will share the same drive to achieve the project team's goals. Teambuilding will shape the group into a productive force, thereby encouraging its members to work cooperatively with each other. Realizing potentials for each member of the group and turning it into something special and worthwhile is the essence of having a team.

According to Scannell and Scanell (2010), some questions need to be asked and answered in creating a team. "What purpose will this team serve?; "Who will be involved?"; and "How will team decisions be made?," among others. Team spirit begins to evolve as these questions are answered.

The joint monitoring and evaluation team members for the WASH Project in Malungon come from different sectors: LGU, CSO and the academe. Coming together for a common goal will require each individual to go out from his or her comfort zone once in a while in order to achieve the team's objectives. Building a good foundation for the team is important in meeting the desired objectives of this program. Thus, team building activities will help the group steer its way through the many stages of the team's development toward a more cohesive Joint Monitoring and Evaluation Team.

Objectives

This module will have three activities that will help the team get to know each other, establish house rules and level off common knowledge for WASH Project.

At the end of the session, the team is expected to:

1. Name at least three co-team members and at least three of their "normal" chores
2. Write as many "commandments" of participants during the training sessions
3. Identify at least three WASH type projects

Methodologies

1. Participatory games/exercises
2. Discussion

Resources

1. Garner, E., 2012. Teambuilding, How to Turn Uncohesive Groups into Productive Teams. United Kingdom.

2. Scannell, Mary and Edward E. Scannell, 2010. The Big Book of Team Motivating Games.
3. Spirit-Building, Problem-Solving, and Communication Games for Every Group. New York: McGraw-Hill.

Materials

1. Paper
2. Pens
3. Markers
4. Flipcharts
5. Laptop
6. Projector
7. Masking tape
8. Printed drawing of WASH icon
9. Whiteboard marker
10. White board

Procedures

Activity 1

This exercise gets trainees to tell the group something about themselves by describing what they would do if they weren't in the training. Preparation time is five minutes, running time is 20 minutes. The exercise style is self introduction. No materials are needed.

1. The facilitator and participants will stay in introductory mode. Instead of asking the group to introduce themselves individually by the usual name, title and why they are on the training, the facilitator will ask them to say who they are and what they would normally be doing right now if they were not on the training.
2. The facilitator will randomly ask three to five participants at least three people they remember and the chores that they normally do if not in the training.

Activity 2: The Washroom Notice

This exercise uses a washroom notice to devise the ten commandments of learning. The "house rules" will also guide them and the training management in the day to day training sessions. Preparation time is five minutes, running time is 20 minutes. The exercise style is learning phrases. Materials to be used include paper, pens, markers, flipcharts, laptop, projector, masking tape.

1. The group will go into small team mode.
2. The facilitator will explain that the Local Training Coordinator has had the inspired idea of producing a poster for the Ten Commandments for Learning, which she wants to post in one place where everyone is sure to read it: the washroom of the training center.
3. The coordinator now wants each team to devise the ten rules of learning.
4. Give the team 15 minutes to devise their lists and put them on flipcharts.
5. The team will also include their expectations of their a) facilitators and resource persons; b) fellow participants and themselves; c) venue, food and logistics.

6. Teams will re-convene and present their lists. The lists will help them get the maximum benefits of this training series.
7. These can be printed and duly posted in the washrooms. Alternatively, these can be posted on conspicuous places in the training venue.

Activity 3: Draw Me on the Board

This activity illustrates the participant's level of knowledge on the WASH Project. Preparation time is 30 minutes. This is the leveling off phase of the training. Materials to be used include printed drawing of the WASH icon, whiteboard marker, and a white board.

1. The facilitator will break the group into three small teams consisting of five (5) trainees per group.
2. Each team will line up facing the whiteboard.
3. The facilitator will show a picture or icon related to WASH to the last member of the group. The facilitator will ask the last person in the line to draw what he/she saw on the paper onto the back of the member next to him/her.
4. The next member will then replicate what he/she perceives the drawing to be at the back of the person next to him/her until it will reach the last person in line facing the board.
5. The last person then will draw what he/she thinks about the drawing on his/her back on the whiteboard or blackboard.
6. The team whose members draws the most "correct" (or closest to the original) drawing will be declared the winner.

Lessons to be Learned

At the end of these activities, participants are expected to figure out who's who and where everyone fits in the big picture. It will also show that learning is fun. When participants actively partake in the interaction it is not only fun but also productive.

The activity which gives the participants the liberty to set their own house rules is also helpful in letting them know that the training is for them. Agreeing to common house rules indicates that participants share high levels of cooperation that will lead its members to achieve the objectives of this training series.

Training Design 1
Module No. 2
Legal/Policy Framework for WASH

The access to safe drinking water is a right guaranteed no less by the 1987 Philippine Constitution. Section 15, Article 2 of the Constitution provides that "…The State shall protect and promote the right to health of the people and instill health consciousness among them."

Water, sanitation and hygiene (WASH) are very important components for health and sustainable development. The World Health Organization (WHO) has recognized this need. One of its important goals is to promote WASH as an entry point for all its health interventions. The importance of WASH is recognized by no less than the United Nations General Assembly. In line with this recognition, the UN General Assembly has declared the period 2005 to 2015 as the International Decade for Action, "Water for Life" (WHO, 2004).

The WASH Program was conceptualized in support of the United Nations Millennium Development Declaration and Goals. The World Summit on Sustainable Development in 2002 set the target of halving, by 2015, the proportion of people who do not have sustainable access to safe drinking water and proper sanitation (UNICEF, 2005). To meet the global commitment, the Philippine Congress promulgated the Clean Water Act or RA 9275, that provides for a nationwide comprehensive water quality management.

The Municipality of Malungon, Sarangani Province is one of the many locations in the Philippines where the WASH Project is being implemented. According to the Stocktaking Report for Malungon,[13] the area is basically landlocked with a mountainous terrain. Giving effective services to far-flung or hard to reach *barangays* of the municipality is significant because there are only a few external agencies that are implementing projects in the area. Therefore, the WASH project in Malungon should be implemented properly to provide its constituents easy access to safe drinking water as well as facilities for proper hygiene and sanitation management.

This module will orient the participants to the major components of the WASH project, as implemented in two *barangays* in the municipality of Malungon, as well as to the legal and policy framework of the WASH as it is implemented in other parts of the country and in Malungon. It will also introduce the participants to the history or evolution of WASH from its former Water and Sanitation (WatSan) version in other parts of the world.

[13] From the Local Stocktaking Report for Malungon, written by Rufa Cagoco-Guiam, local field consultant. The Local Stocktaking Report is the first document written for the project on Institutionalizing Civil Society Monitoring and Evaluation of Public Service Delivery to the Poor. The project identified by local civil society and LGU partners from the municipality of Malungon is the WASH project implemented in two *barang*ays in the municipality.

Objectives

At the end of the session, the participants are expected to:

1. List major components of the WASH Project.
2. Trace the evolution of the WASH project from its earlier versions (WatSan, etc).
3. Identify major policy points to rationalize WASH projects.
4. Enumerate salient legislations that provide the legal and policy frameworks for WASH in the Philippines and in Malungon, Sarangani Province

Activity 1
Interactive Lecture on Legal Policy/Legislative Framework of WASH Project

Objectives

This activity discusses the legal policy framework of the WASH Project.

Methodology

Exercise Style is interactive lecture.

Time Requirement

Preparation time is five (5) minutes, running time is 45 minutes.

Resources

1. Clean Water Act
2. Initial Stocktaking Report on Malungon, Sarangani Province
3. The 1987 Philippine Constitution
4. UNICEF Progress on Drinking Water and Sanitation 2012 Update
5. UNICEF Water, Sanitation and Hygiene strategies for 2006-2015

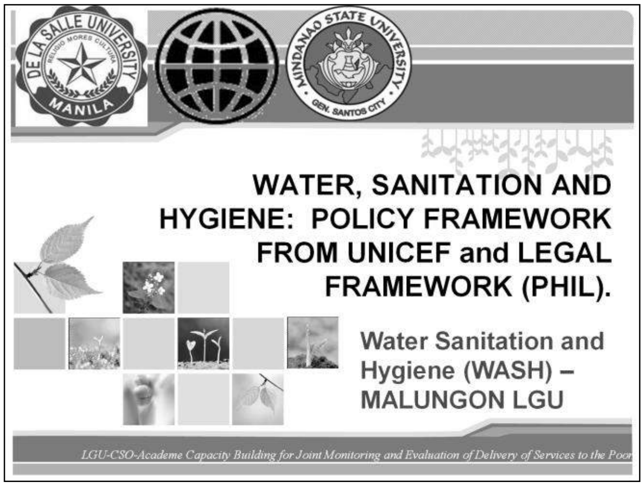
Materials

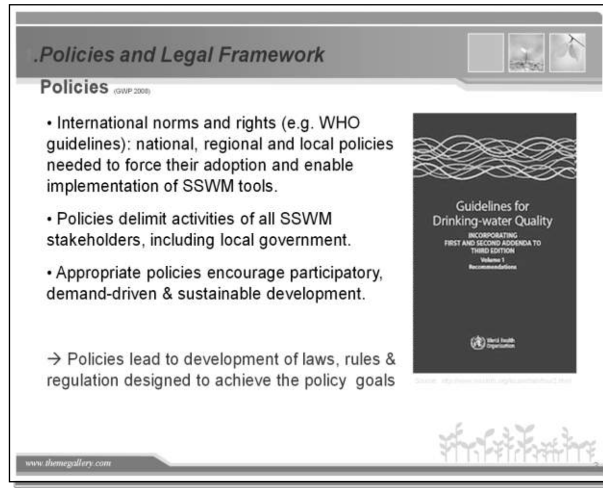
1. PowerPoint presentations
2. LCD projector
3. Laptop
4. Whiteboard marker and a whiteboard

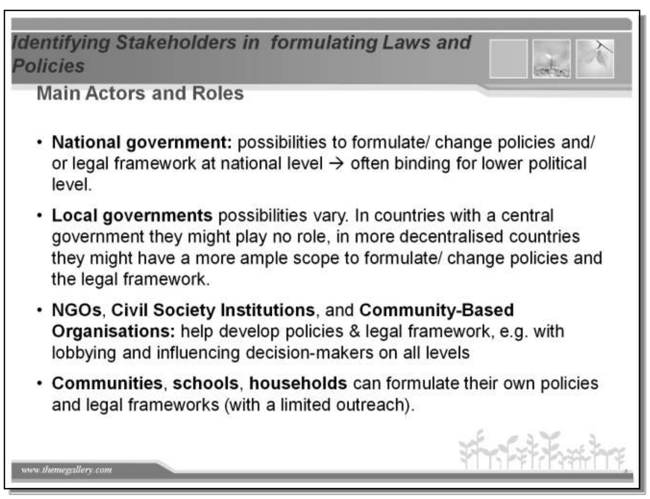
Procedures

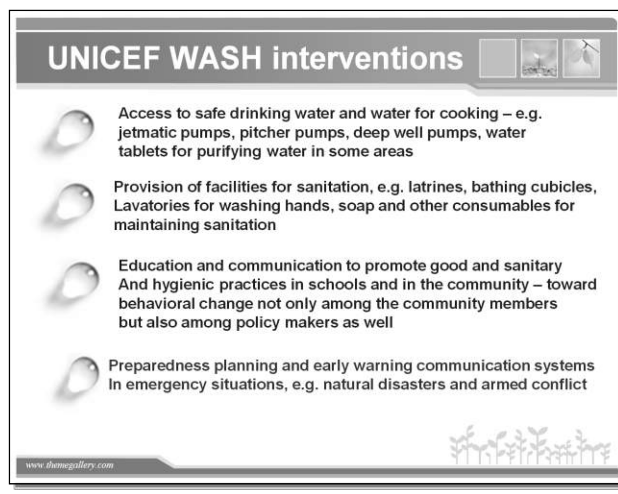
1. The facilitator will first conduct the pre-test on the WASH project, to be found on page 324. After the pretest, the facilitator will then give inputs on the legal policy framework of WASH Project.
2. This will be an interactive type of lecture where the participants can freely answer or comment on several points raised by the facilitator
3. After the discussion, the faciltator administers the post test to be found on page 331.

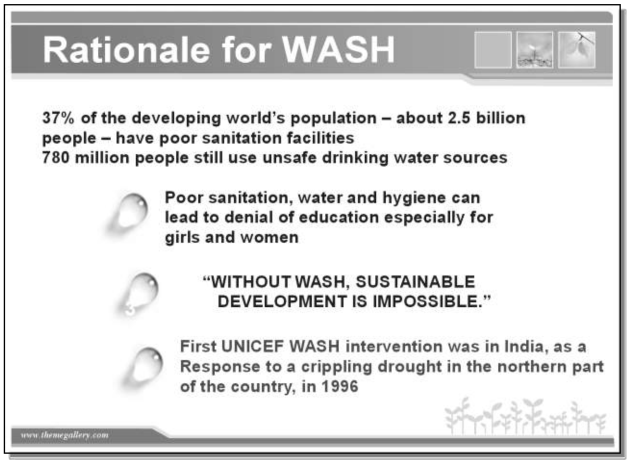
Powerpoint Presentation:
WASH Legal/Policy Framework for WASH










Rationale for WASH
37% of the developing world's population – about 2.5 billion people – have poor sanitation facilities
780 million people still use unsafe drinking water sources
Poor sanitation, water and hygiene can lead to denial of education especially for girls and women
"WITHOUT WASH, SUSTAINABLE DEVELOPMENT IS IMPOSSIBLE."
First UNICEF WASH intervention was in India, as a Response to a crippling drought in the northern part of the country, in 1996
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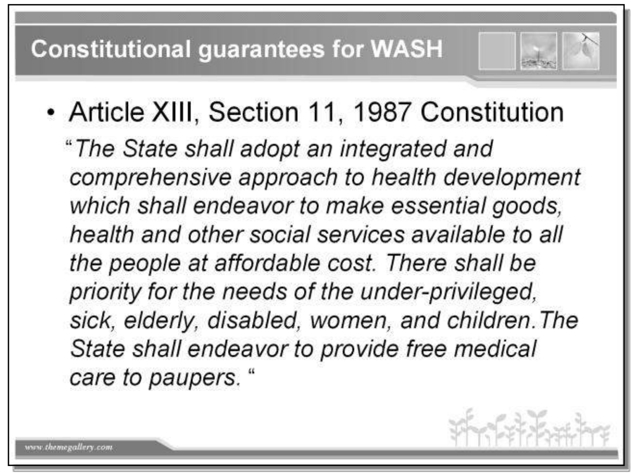
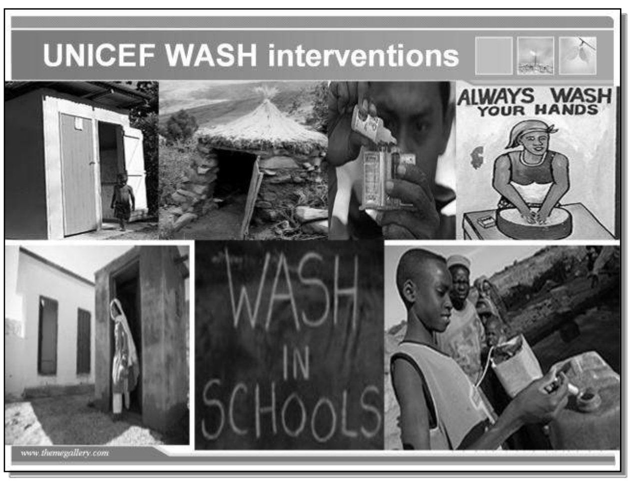
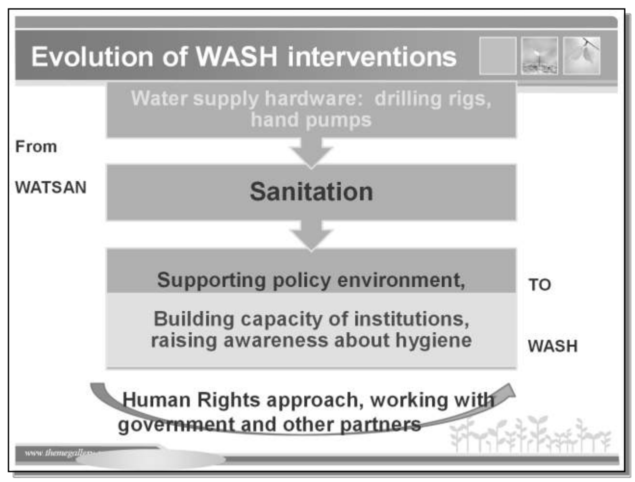

Constitutional guarantees for WASH
• Article XIII, Section 11, 1987 Constitution
"The State shall adopt an integrated and comprehensive approach to health development which shall endeavor to make essential goods, health and other social services available to all the people at affordable cost. There shall be priority for the needs of the under-privileged, sick, elderly, disabled, women, and children. The State shall endeavor to provide free medical care to paupers. "
www.themegallery.com


UNICEF WASH interventions
ALWAYS WASH YOUR HANDS
WASH IN SCHOOLS
www.themegallery.com


Evolution of WASH interventions
Water supply hardware: drilling rigs, hand pumps
From
WATSAN
Sanitation
Supporting policy environment,
Building capacity of institutions, raising awareness about hygiene
TO
WASH
Human Rights approach, working with government and other partners

EDUCATION AND COMMUNICATION IN WASH

✓Education and communication are important in promoting hygiene
✓All people have the right to know about the relationship between water, sanitation and hygiene and their health and those of their families.
✓Communities should be fully engaged in the process at all stages, using participatory processes, and special attention should be given to building on local knowledge and promoting existing positive traditional practices.
✓All education and communication programs on WASH are to be designed to create behavioral change not only at the community level, but among decision makers as well

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SANITATION IN WASH

- Developing and promoting latrines and toilets that are affordable but satisfy the criteria for*: safety, effectiveness, sustainability, environmental impact,* and *child-friendliness. In addition: separate toilets for boys and girls; ensuring that latrines are constructed in a way that will not contaminate the water table*
- Stressing the elimination of open defecation in communities,
- Using the Community-led total sanitation (CLTS) –in Cambodia, Zambia, and India also in Indonesia, Nigeria and Ethiopia

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Water Quality

To prevent contamination
- Water quality monitoring
- Sanitation and hand washing

Improving microbial quality of water
- Household water treatment and safe storage
- Testing and mapping initiatives for flouride and arsenic contaminants

Preventing human made pollution
- Freshwater management
- Strengthen national water and conservation systems

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WASH in schools

UNICEF focuses resources on improving health of school-aged children, highlighting:
- Hygiene promotion , sanitation and hand washing in schools
- Life skills development

Schools are key factors in initiating change in behavior and thinking about sanitation and hygiene; it is more cost-effective to work with children in school-based programs than with adults

➢Schools are key factors in initiating change by helping to develop useful lifeskills on health and hygiene
➢Teachers can be role models

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WASH in Emergency contexts

UNICEF is the lead agency in the WASH sector for interventions in emergency contexts, i.e. natural calamities/disasters and in armed conflict areas

Interventions for WASH in these contexts include:
✓emergency preparedness planning (early warning systems)
✓Support to post-emergency reconstruction efforts

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WASH and CLIMATE CHANGE

HOLISTIC APPROACH:
▪Improving sustainability and safety of water supply
▪Promoting behavioral change in water conservation and efficiency;
▪Promoting environmentally sustainable enabling environments (securing basic rights to water, esp. during droughts

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Principles for WASH PROJECTS

- *Principles:*
  - the principle of *fundamental right* of all people without discrimination to safe and adequate water to meet basic human needs;
  - the principle of meeting the *social needs* for water as a priority, while recognising the *economic value of water* and the goods and services it provides;
  - the principle of recognising water as *a finite and vulnerable resource,* given its multiple uses;

www.themegallery.com WASHCost Powerpoint Presentation 16

Principles for WASH projects

- the principle of improving *equity and gender sensitivity* [how much does it cost to provide a separate toilet facility for boys and girls, for PWDs?]
- the principle of *subsidiarity* in order to ensure participatory decision-making at the lowest appropriate level in society, with users involved in the planning and implementation of projects

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WASH in Maguindanao Province

- Nutrition program
- Anti-diarrheal programs in schools
- Deworming of children and infants
- Water pumps
- Latrines
- Bathing cubicles

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Lessons to be Learned

1. At the end of this session, participants are expected to identify the basic components of the WASH project, trace the history of WASH from its beginnings as the Watsan project, etc.
2. Participants are expected to write down their reflections on the importance of WASH for impoverished and hard to reach communities like the two *barangays* in Malungon. They can write these in their notebooks/daily journal which will be provided to them upon registration.

Training Design 2
Joint Monitoring and Evaluation Framework for WASH with Appropriate and Context-Specific Indicators
Module No. 1
Basic Orientation on Joint Monitoring

The words "monitoring" and "evaluation" have long been used together as if they mean one and the same thing. These two words may be related to each other, but they are not the same.

Monitoring is "the systematic collection and analysis of information as a project progresses". It differs from ***evaluation*** which is "the comparison of actual project impacts against the agreed strategic plans" (Shapiro, 1996).

Monitoring and evaluation takes on a whole new meaning when it is done jointly by different stakeholders of a project. Transparency and accountability of project implementers are enhanced when there are more stakeholders involved in seeing to it that project goals are attained, and delivery of services are done in an effective and efficient manner. Doing a joint monitoring and evaluation will enable implementers to check on how well the project is doing against its objectives, what impacts and changes it has done, and what strategies are needed to improve project delivery and implementation.

Integrating monitoring and evaluation in a project is a very important aspect in the check and balance of its performance. But one must also know its effectiveness and efficiency. Joint monitoring and evaluation (JME) is a deviation from the "traditional" M&E. It gives different sectors from the community a chance to know if a project is implemented as planned, and if the delivery of its services has been effective and efficient.

In this module, participants will be oriented to basic concepts and terms of joint M & E, as well as its underlying principles. Moreover, participants will also be guided toward identifying context-specific indicators especially for the WASH project in Malungon, Sarangani Province.

Objectives

At the end of the session, each participant is expected to:

1. Identify various aspects of joint M & E
2. List and explain principles of Joint M & E
3. Distinguish between "traditional" and Joint M & E
4. Explain the significance of Joint M & E in promoting transparent and accountable governance.

Activity 1: Pre-activity Fun Quiz on M and E

Objective

To identify terms and concepts related to M&E

Methodology

Activity style is pre-activity fun quiz – true and false test on M&E

Time Requirement

Preparation time is five (5) minutes, running time is 20 minutes.

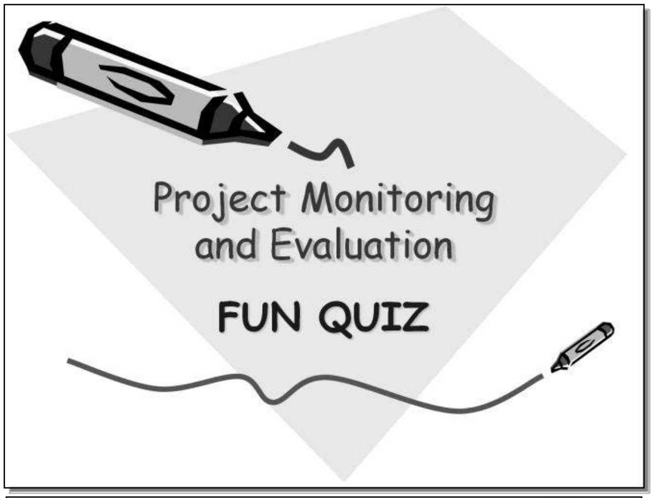
Materials

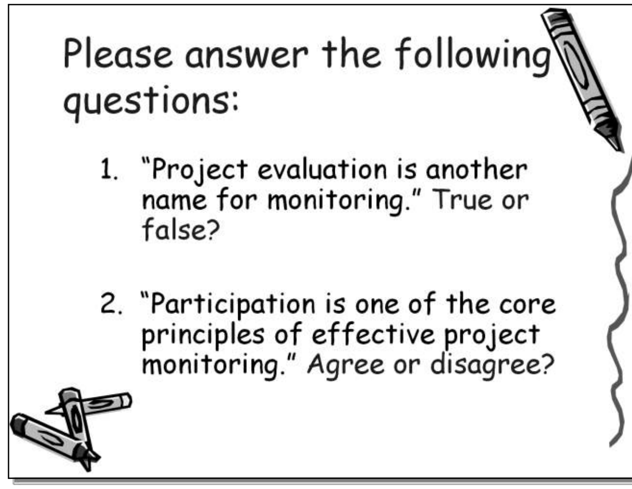
1. LCD projector
2. Laptop for participants
3. Paper and pen

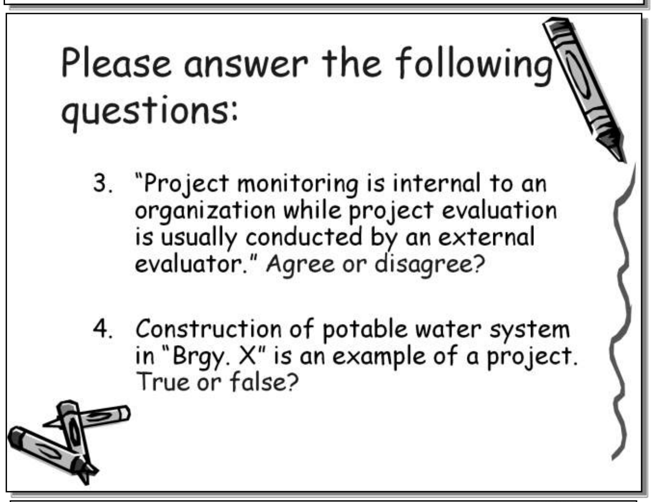
Procedures

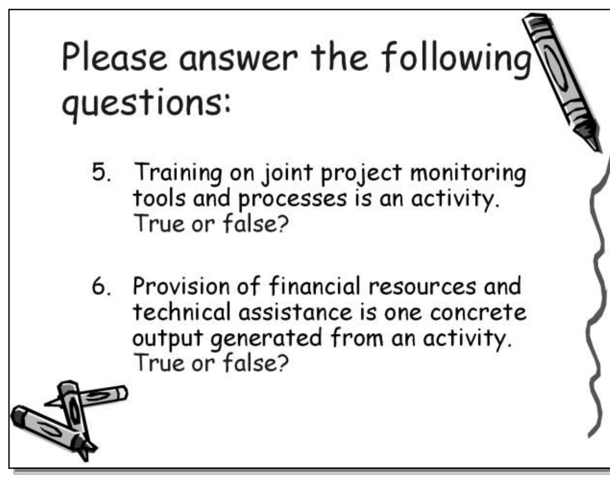
1. The facilitator will inform the participants that s/he will give them a fun quiz on M & E.
2. She flashes on the screen each of the true and false questions which participants have to answer on their answer sheets.
3. After all the ten questions are flashed on the screen, the facilitator will reveal the answer/s to each question. Participants will check their own work and are enjoined to be honest.
4. If resources allow, prizes can be given to the first two highest scorers among the participants.

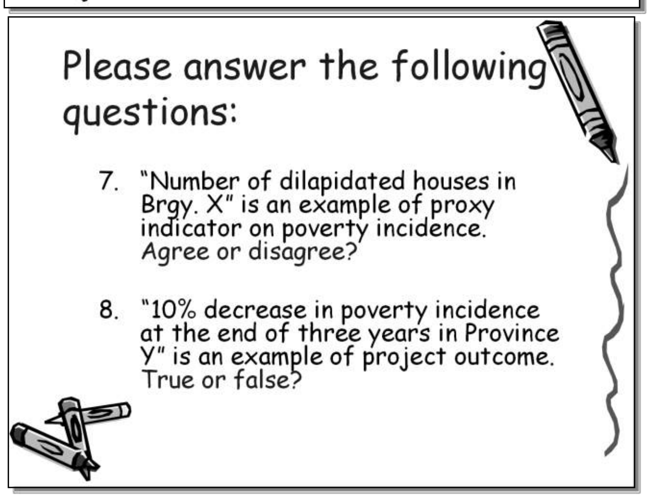
Fun Quiz on M&E

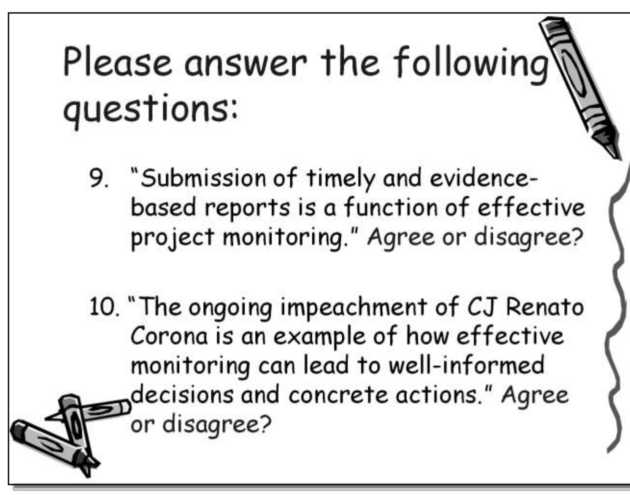












Activity 2: Interactive Lecture on Joint Monitoring and Evaluation

Objective

This activity is aimed at discussing various principles and various aspects of joint monitoring and evaluation.

Methodology

Interactive lecture

Time Requirement

Preparation time is five (5) minutes, running time is 45 minutes to one hour.

Materials

1. PowerPoint presentations[1]
2. LCD projector
3. Laptop
4. Whiteboard marker
5. Whiteboard

Procedures

1. The facilitator will introduce the speaker for this activity.
2. The speaker will lecture on various principles and aspects of joint M&E.
3. This will be an interactive type of lecture where the participants can freely answer or comment on several questions and points made by the speaker.

Activity 3: Participatory Synthesis of the Discussion on Various Principles and Aspects of Joint M&E

Objectives

This activity aims to evaluate the level of understanding of the participants on the principles and aspects of joint monitoring.

Methodology

Exercise style is participatory synthesis

Time Requirement

Preparation time is five (5) minutes and running time is 15 minutes.

Resource

Shapiro, J., 1996. Monitoring and Evaluation, CIVIC

Materials

1. PowerPoint presentations
2. LCD projector
3. Laptop
4. Whiteboard marker
5. Whiteboard

Procedures

1. After the presentation of the speaker on the various principles and aspects of joint M&E, s/he will ask the participants to help synthesize the lecture.
2. Key points raised by the participants will be written on the whiteboard.
3. Questions from the participants will also be entertained during the synthesis.
4. After the participants have all taken their turns on expressing what they have learned during the interactive lecture, the speaker will give the final synthesis of the whole discussion.

Lessons to be Learned

1. After finishing all the activities in this module, participants are expected to identify principles and aspects of joint monitoring and evaluation. Understanding the various aspects and principles of Joint M&E is very important for the members of the Local Monitoring Team.
2. As explained by the resource person, without a stringent M&E that is done jointly, a project will not be able to attain both its short and long-term goals. Moreover, the involvement of various sectors in the Joint M&E will enhance the transparency and accountability of local governance, especially among specific line agencies in the LGU that are currently implementing social development projects that will benefit the poor in their respective areas of responsibility.

Module No. 2: Identifying Specific Indicators to Monitor WASH Projects in Malungon, Sarangani Province

After familiarizing ourselves with the basic principles of joint monitoring and evaluation, it is also essential to know project-specific indicators in monitoring WASH projects.

WASH projects include scientific and technical aspects that are integral to effective and efficient implementation, Aside from these scientific and technical aspects, there are important context-specific realities of project delivery that are important to consider in any Monitoring and Evaluation Plan for WASH. Ward, et al. (1986), has underscored the need for appropriate designs for monitoring systems to prevent "data rich but information poor" monitoring.

The basic objective of the WASH project is to increase equitable and sustainable access to, and use of, safe water and basic sanitation services, and promote improved hygiene (UNICEF, 2006). Determining specific key indicators for the monitoring process of the three components of WASH is important to guide the joint M&E team in collecting information on he identified indicators.

Making effective decisions about how to improve the WASH Project in Malungon, Sarangani will have to rely on the findings of its M&E. Earlier, we have seen that "traditional" M&E will not work anymore. An effective and efficient monitoring system will have to be project-specific and will also rely upon the stakeholders' active participation in project monitoring and evaluation

In this module, discussion about specific indicators will be provided through lectures and related activities.

Objectives

At the end of the session, each participant is expected to:

1. Enumerate and describe context specific indicators for WASH projects
2. Describe the context of the two WASH projects in Malungon, Sarangani.
3. Explain the importance of using appropriate indicators for Joint M&E for the WASH project

Activity 1: "The Card Game"

Objectives

This activity aims to determine the levels of awareness of participants on important indicators to consider in monitoring WASH.

Methodology

Activity style is brainstorming.

Time Requirement

Preparation time is five (5) minutes, running time is 30 minutes.

Materials

1. Cartolina of different colors (cut to playing card size)
2. Markers, masking tape
3. Manila paper

Procedures

1. The facilitator will instruct the participants to form three teams with five (5) members per team).
2. Each team will be given 15 playing cards. The team will agree on ten words or phrases that are related to WASH and they will write them on the playing cards.
3. The remaining five cards (joker) will be used by each member of the team to write what they think are other important indicators to be used in monitoring WASH.
4. The team will now have to agree which one is the most important indicator among the five listed indicators.
5. Each group will post their important cards on a manila paper that will be posted on the walls of the venue.

Activity 2: Identifying Context-Specific Indicators to be used in Monitoring the WASH Project

Objectives

This activity aims to identify context specific indicators for monitoring and evaluating the WASH Project.

Methodology

Interactive lecture

Time Requirement

Preparation time is five (5) minutes, running time is 45 minutes.

Materials

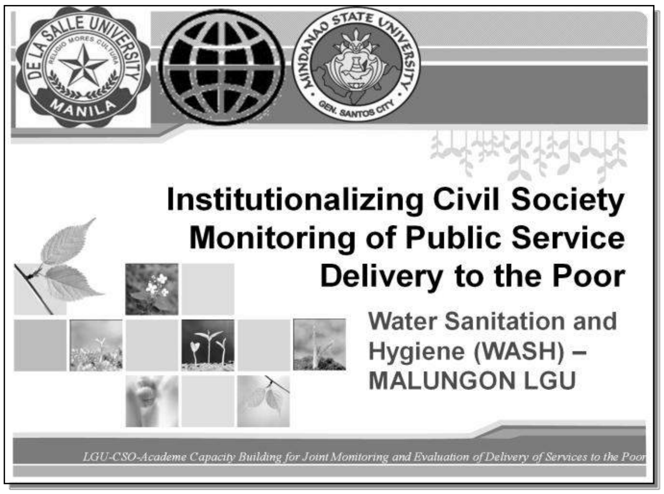
1. Powerpoint presentations
2. LCD projector
3. Laptop
4. Whiteboard marker

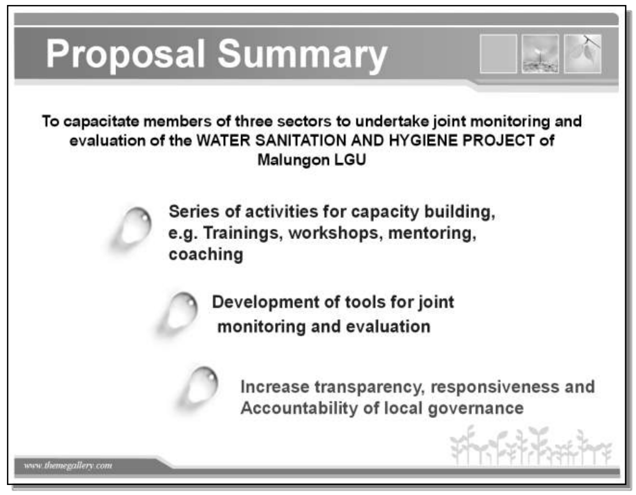
5. Whiteboard

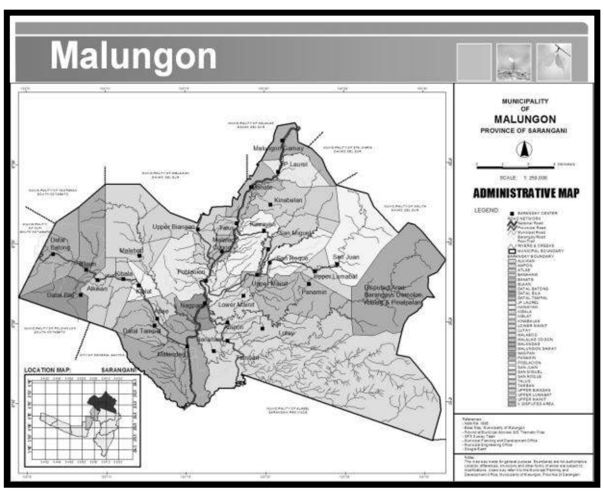
Procedures

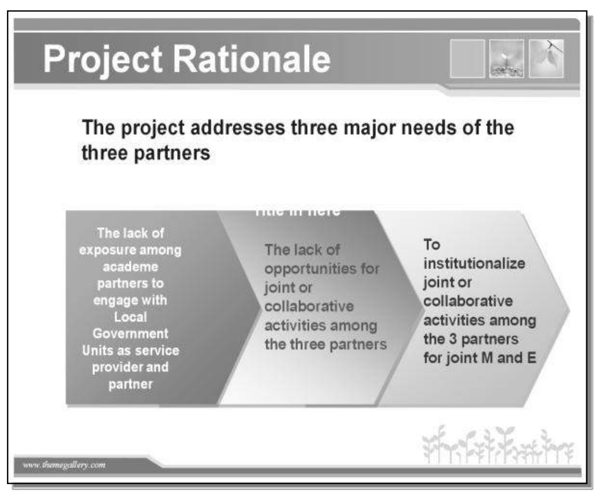
1. The speaker will give inputs on identifying context-specific indicators for monitoring and evaluating the WASH Project.
2. This will be an interactive type of lecture where the participants can freely answer or comment on several question and points from the speaker.

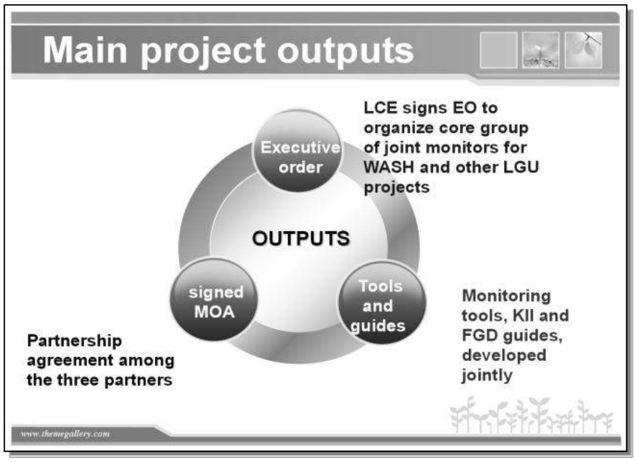
Powerpoint Presentation: WASH Malungon Orientation

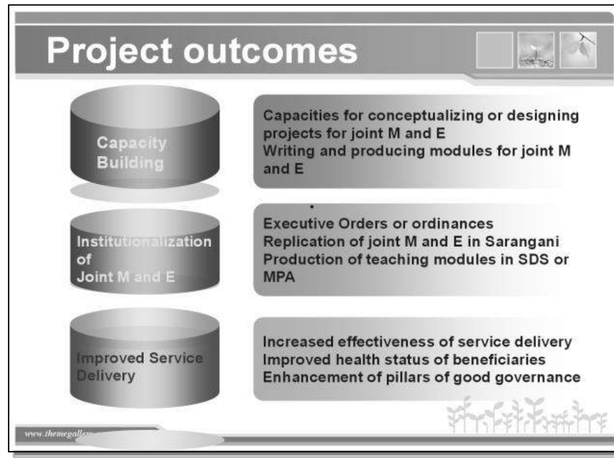


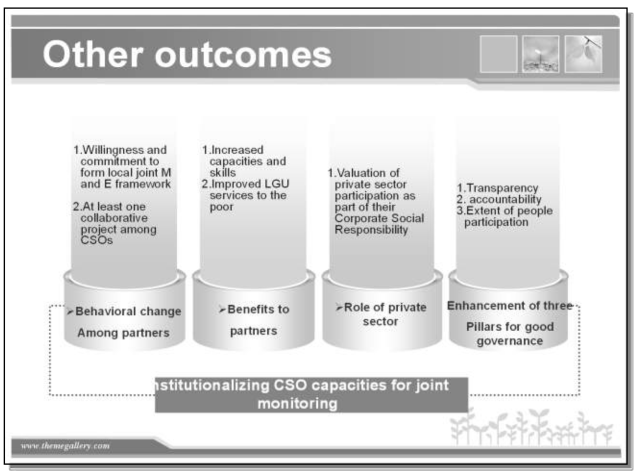


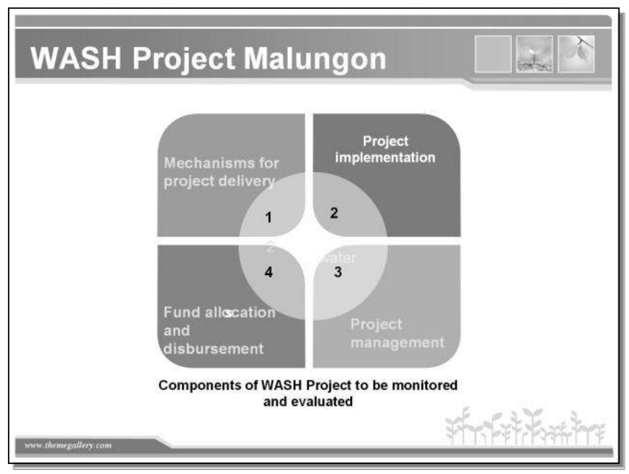


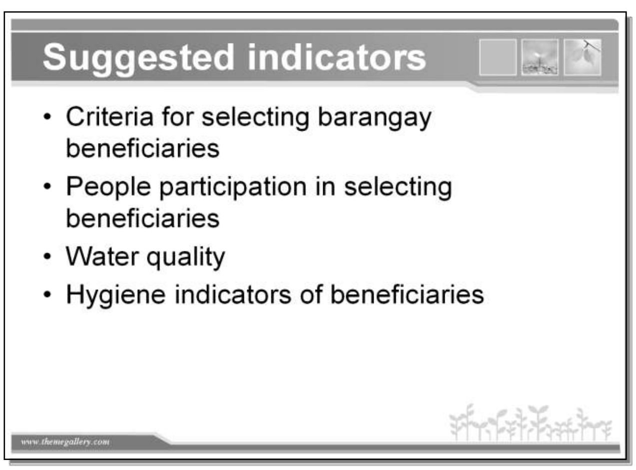


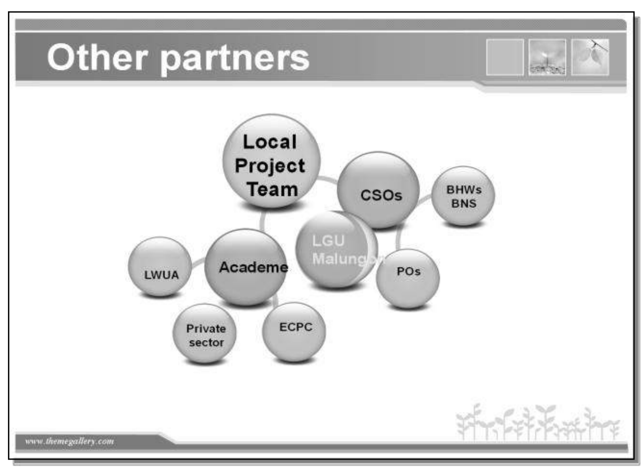

Main project outputs
Executive order
LCE signs EO to organize core group of joint monitors for WASH and other LGU projects
OUTPUTS
signed MOA
Tools and guides
Monitoring tools, KII and FGD guides, developed jointly
Partnership agreement among the three partners


Project outcomes
Capacity Building
Capacities for conceptualizing or designing projects for joint M and E
Writing and producing modules for joint M and E
Institutionalization of Joint M and E
Executive Orders or ordinances
Replication of joint M and E in Sarangani
Production of teaching modules in SDS or MPA
Improved Service Delivery
Increased effectiveness of service delivery
Improved health status of beneficiaries
Enhancement of pillars of good governance


Other outcomes
1.Willingness and commitment to form local joint M and E framework
2.At least one collaborative project among CSOs
1.Increased capacities and skills
2.Improved LGU services to the poor
1.Valuation of private sector participation as part of their Corporate Social Responsibility
1.Transparency
2. accountability
3.Extent of people participation
Behavioral change Among partners
Benefits to partners
Role of private sector
Enhancement of three Pillars for good governance
stitutionalizing CSO capacities for joint monitoring


WASH Project Malungon
Mechanisms for project delivery
Project implementation
1
2
4
3
Fund allocation and disbursement
Project management
Components of WASH Project to be monitored and evaluated


Suggested indicators
• Criteria for selecting barangay beneficiaries
• People participation in selecting beneficiaries
• Water quality
• Hygiene indicators of beneficiaries


Other partners
Local Project Team
CSOs
BHWs BNS
LGU Malungon
Academe
LWUA
POs
Private sector
ECPC

Activity 3: Participatory Synthesis of the Discussion on Identification of Context-Specific Indicators to be used in Monitoring the WASH Project

Objectives

This activity aims to evaluate the levels of understanding of the participants on the identification of context specific indicators for monitoring and evaluating WASH project

Methodology

Exercise style is participatory synthesis.

Time Requirement

Preparation time is five (5) minutes, running time is 15 minutes.

Materials

1. Whiteboard marker
2. Whiteboard

Resources

1. UNICEF Water, Sanitation and Hygiene Strategies for 2006-2015.
2. Ward, et al., 1986 as quoted from the Part 600 National Handbook of Water Quality Monitoring.

Procedures

1. After the presentation of the resource person, the facilitator will ask the participants to help her synthesize the lecture.
2. Key points raised by the participants will be written on the whiteboard.
3. Questions from the participants will also be entertained during the synthesis.
4. After the sharing of reflections, the speaker will wrap up the synthesis by listing the important points of the discussion.

Lessons to be Learned

1. These activities have given the participants points to consider in coming up with indicators for monitoring and evaluating the WASH project.
2. At the end of the sessions in this module, participants are expected to identify context-specific indicators that are important in designing a monitoring and evaluation plan for the WASH project.

Module No. 3
Designing a Joint Monitoring Plan for the WASH Project

Designing a joint monitoring plan is a tedious process, because there are many things to consider in the design. One of the important things to consider is to look at context-specific indicators of a project, as well as those that relate to project delivery mechanisms and on whether resources have been used to achieve both effectiveness and efficiency in project implementation. There is also the additional challenge of doing this process in a participatory manner, where different stakeholders need to be involved in all stages of preparing the joint monitoring design.

In the WASH project, joint monitoring is important. As already noted in the earlier sessions, joint monitoring is important for any project because it promotes more transparency and accountability, especially among those who are tasked to implement it. More importantly, the WASH project has several components that need to be examined. Collecting information on the selected indicators will lead to designing an appropriate joint monitoring plan for the WASH project in Malungon.

Objectives

At the end of the session, each participant is expected to:

1. List and explain the elements of a joint monitoring plan for the WASH project
2. Identify the important parts of a joint monitoring plan for the WASH project in Malungon, Sarangani Province
3. Identify persons responsible for the implementation of the joint monitoring plan for the WASH project in Malungon, Sarangani Province
4. Draft a joint monitoring plan for WASH in Malungon

Methodology

Brainstorming

Materials

1. Metacards,
2. Markers
3. Notebook, ballpen, masking tape, manila paper

Activity 1: Brainstorming

Objectives

For this activity, each member of the team is expected to come up with words or concepts relevant to basic elements of a joint monitoring plan.

Time Requirement

Preparation time is five (5) minutes, running time is 30 minutes.

Procedures

1. The facilitator will ask the participants to form into groups with three (3) members each. S/He will prepare the group assignment for all participants.

2. When the three members of each group are gathered, the facilitator will ask the group to come up with words or concepts relevant to the basic elements of the joint monitoring plan. The group will convene for another 15 minutes.
3. Each group will select their own facilitator and documenter to record the discussions. The small groups will brainstorm on the important elements of a joint monitoring plan for the WASH project in Malungon.
4. After the brainstorming session, each group must come up with a set of important elements of a joint monitoring plan for WASH, and will report their outputs in plenary.

Sustainability Action Plan

Activities	Objectives	Performance Indicators	Time Frame	Budget and source
Coordination meetings with LGU officials in Malungong and Deped Malungon District	To orient responsible/concerned LGU officials in Malungon about the project and to agree on mechanisms for the use of Joint M and E approaches for other LGU funded projects	Statements of commitment to use Joint M and E approaches, principles and tools for regular Monitoring Team of the LGU	August 15-30, 2012	from regular operational funds of MPDC and municipal sanitary inspector's office (P2000)
Echo seminar-workshop on joint M and E concepts, principles, and tools for LGU Malungon	To orient members of the LGU monitoring team on the concept, tools and principles of Joint M and E and for them to distinguish between joint M and E and conventional M and E	Creation of a core group among LGU staff to do Joint M and E for LGU-funded project to be supported by a Special Order signed by the Mayor and District Supervisor of Malungon (for WASH projects)	August 30 - Sept 15, 2012	from regular operational funds of MPDC and municipal Sanitary Inspector's Office (P5000)
Echo seminar-workshop on joint M and E concepts, principles, and tools for CSOs staff and stakeholders	To increase levels of awareness among CSO staff and stakeholders on the value and importance of doing Joint M and E for project effectiveness and efficiency	Organization of a core group among CSO staff and stakeholders (Mahintana and MCDOI) to do Joint M and E for their projectsrespective	August 16 - Sept 15, 2012	from coordination budgets of Mahintana and MCDOI (P10,000 each CSO)
Echo seminar-workshop for Academe (sociology and political science departments)	To share with fellow faculty members Joint M and E concepts and principles, as well as alternative approaches in data and strategies gathering, especially on PRA methods	Syllabi in Research Methods integrating Joint M and E principles and concepts, PRA methodology in data gathering	Sept 15 - 30, 2012	from department budget for continuing education of faculty 2,000 each session
Echo seminar-workshop for Graduate school faculty teaching Project Management in MPA, Sustainable Dev't Studies, Business Management	To share with fellow lecturers in the Graduate School (MPA, SDS, MBM programs) Joint M and E concepts, principles as PRA methodology alternative strategies in data gathering using and approaches as well to designate a core group to do local monitoring in Malungon LGU, especially for WASH, using Joint M and E concepts and principles, as well as PRA approaches in data gathering	Syllabus in some MPA subjects integrating Joint M and E and PRA methods (PA 222, PA 214, Management Planning and Control, for example)	Sept 1-15, 2012	budget to be requested from Graduate School Dean (P5000)
Crafting of a Special Order that reorganizes a new LGU monitoring team that uses Joint M and E approaches	To designate a core group to do local monitoring in Malungon LGU, especially for WASH, using Joint M and E concepts and principles, as well as PRA approaches in data gathering	A Special Order designating a core group that conducts the regular monitoring of LGU funded and initiated projects using Joint M and E as well as PRA approaches in data gathering	Sept 15- October 2012	(coordination costs) P2000

Activity 2: Basic Elements for a Joint Monitoring Plan for the WASH Project

Objective

This activity aims to identify the basic elements of a joint monitoring plan for the WASH project.

Methodology

Exercise style is interactive lecture.

Time Requirement

Preparation time is five (5) minutes, running time is 45 minutes.

Materials

1. PowerPoint presentations
2. LCD projector
3. Laptop
4. Whiteboard marker
5. Whiteboard

Procedures

1. After Activity 1, the speaker will then give inputs on the basic elements of a joint monitoring plan for the WASH project.
2. This will be an interactive type of lecture where the participants can freely answer or comment on several question and points from the speaker.

Activity 3: Workshop/Write Shop - Formulating a joint Monitoring plan for the WASH in Malungon

Objective

This activity aims to create a template for a joint monitoring plan for the WASH project

Time Requirement

Preparation time is five (5) minutes, running time is one (1) hour or more.

Methodology

Group session

Resource

Shapiro, J., 1996. Monitoring and Evaluation, CIVICUS

Materials

1. Powerpoint presentations
2. LCD projector
3. Laptop
4. Paper

Procedures

1. The facilitator will divide the participants into three (3) teams, with at least five (5) members each.
2. Each team will select its own facilitator and reporter. Using the template for the joint monitoring plan for the WASH project provided in the previous session, participants come up with their own joint monitoring plan.
3. The groups will be given at least two (2) hours for the writeshop and 30 minutes for the presentation in plenary.

Lessons to be Learned

The activities in this module highlighted the basic elements of a good joint monitoring plan for the WASH Project. Creating a template for the joint monitoring plan for the WASH project will be a first step in checking the effectiveness and efficiency of the said project. In the future, it can help detect problems. Through a systematic joint monitoring, the LMT can address problems of implementation and recommend alternatives to address the problems.

Training Design 3
Process Documentation and Technical Writing/ Reporting for a Joint Monitoring Plan
Module No. 1
Participatory Rapid Appraisal

Community engagement is a necessary part of joint monitoring. To elicit community engagement or participation, some tools have been developed to enhance data gathering for joint monitoring. Such tools are included in what is now referred to as the Participatory Rapid Appraisal (PRA) method or approach. Some sources also refer to these tools as part of Participatory Rapid Field Appraisal (PRFA) methods. These methods use a wide variety of user-friendly tools to elicit data on social relationships, political dynamics, natural resource use, access to and control of natural resources in a community, and indigenous knowledge, among others.

It is also important that indigenous knowledge is recognized as a rich resource of collective wisdom among grassroots and impoverished communities in both the countryside and in urban slum areas. This recognition will help the LMT establish rapport with the local communities where projects to be monitored and evaluated are located. PRA tools and approaches recognize this rich resource, and have designed strategies to elicit data from the community in an unobtrusive and pleasant way.

This module includes some basic PRA tools that are relevant to joint M&E of social development projects. Because these tools have not been mainstreamed in both the academe and among professional researchers, there is a need to train the Joint M&E team members on basic principles and techniques, as well as the tools for doing PRA.

Objectives

At the end of the session, participants will be able to:

1. Enumerate and describe several participatory rapid appraisal tools.
2. Identify appropriate participatory rapid appraisal tool that can be used for joint monitoring of the WASH project in Malungon;
3. Explain the importance of using PRA tools in the joint monitoring of the WASH project in Malungon

Activity: Interactive Lecture on Participatory Rapid Appraisal

Objective

This activity aims to discuss the PRA, its tools and its importance in joint monitoring.

Time Requirement

Preparation time for this activity is five (5) minutes, while running time is 45 minutes.

Methodology

Interactive lecture

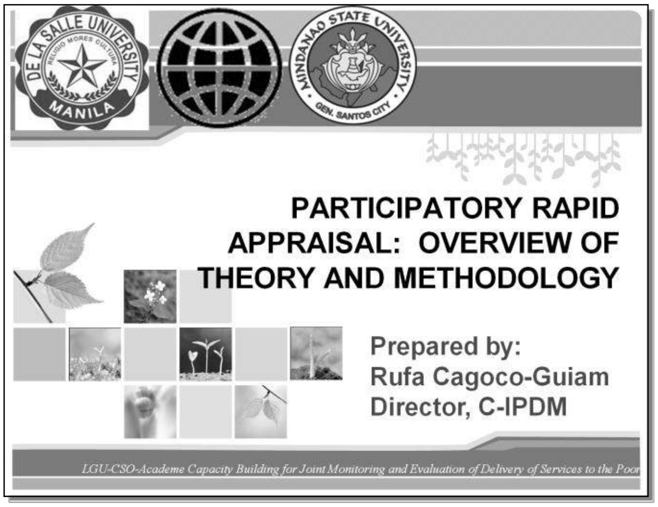
Materials

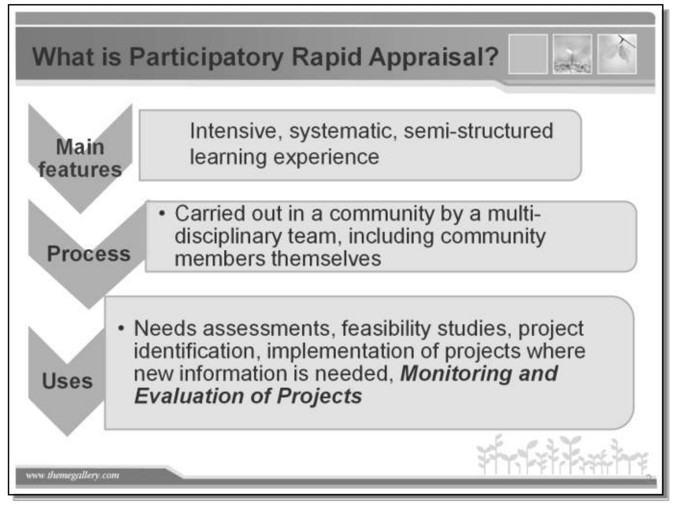
1. Powerpoint presentations
2. LCD projector
3. Laptop
4. Whiteboard marker
5. Whiteboard

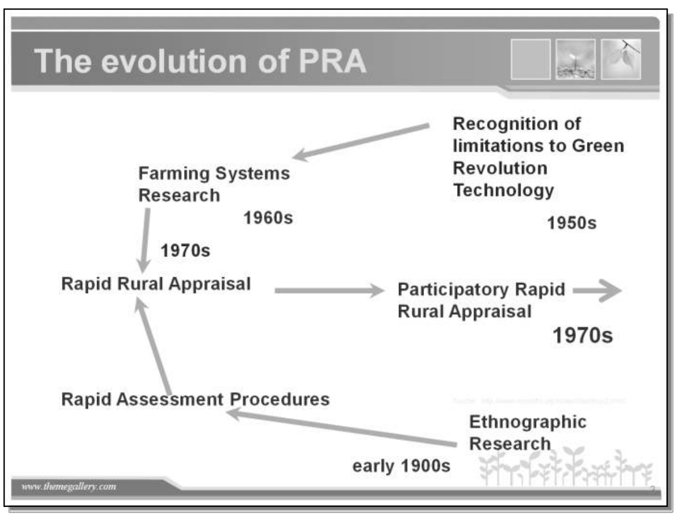
Procedures

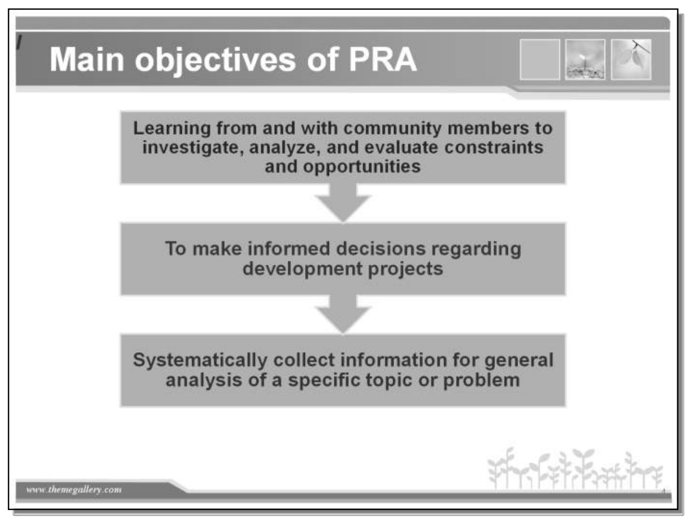
1. The facilitator first conducts the pre-test for this module, which can be found on page 324.
2. S/He then introduces the speaker/resource person, who will talk about PRA, its tools and its importance in joint monitoring.
3. This will be an interactive type of lecture where the participants can freely answer or comment on several question and points from the speaker.
4. At the end of the lecture, the facilitator then conducts the post-test for this module, which can be found on page 334.

Powerpoint Presentation: PRA Orientation









Attitudes required in doing PRA

- PARTICIPATION
- RESPECT FOR COMMUNITY MEMBERS
- PATIENCE, NOT RUSHING, NOT INTERRUPTING
- HUMILITY
- LISTENING, NOT LECTURING
- EMPOWERING METHODS ALLOWING COMMUNITY MEMBERS TO EXPRESS, ANALYZE, SHARE AND ENHANCE KNOWLEDGE

Other characteristics of PRA

- Applied
- Holistic
- Flexible
- Conducted by a multidisciplinary team, including community members themselves
- Geared toward progressive learning

Some popular methods

- Key Informant Interviews
- Focus Group Discussions
- Community Resource Mapping (social and natural)
- Transect Mapping
- Seasonal Calendar
- Venn diagramming
- Problem tree analysis and variants

Key Informant Interviews

➢Key informants = knowledgeable members of the community
➢Have more knowledge about a topic than other members of the community
➢Respected authority on a topic

RA versus other Research Methods

	PRA	Survey Research	Ethnographic Research
Duration	Short	Long	Long
Cost	Low to medium	Medium to high	Medium
Depth	Preliminary	Exhaustive	Exhaustive
Scope	Wide	Limited	Wide
Structure	Flexible, informal	Fixed, formal	Flexible, informal
Direction	Bottom-up	Top-down	Not applicable
Participation	High	Low	Medium to high
Major research tool	Semi-structured interview	Formal questionnaire	Participant observation
Sampling	Small sample size based on variation	Random sampling, representative	None
Statistical Analysis	Little or none	Major part	Little or none
Individual case	Important, weighed	Not important, not weighed	Important, weighed
Formal questionnaires	Avoided	Major part	Avoided
Organization	Non-hierarchical	Hierarchical	Not applicable
Qualitative descriptions	Very important	Not as important as 'hard data'	Very important
Measurements	Qualitative or indicators used	Detailed, accurate	Detailed, accurate
Analysis/Learning	In the field and on the spot	At office	In the field and on the spot

Source: Theis, Joachim and Heather M. Grady. 1991. ***Participatory Rapid Appraisal for Community Development.*** *A Training Manual based on experiences in the Middle East and North Africa.* London: International Institute for Environment and Development and Save the Children Foundation.

Lessons to be Learned

Among the most important insights for the participants would be that PRA approaches represent a reversal of learning, as knowledge mainly comes from the community rather than from the facilitator or from the teacher. This is a total departure from the traditional perspective of teaching and learning where the facilitator or the teacher is considered the sole source of knowledge and expertise. Participants are expected to recognize indigenous knowledge as a rich source of information that can help project implementers monitor and evaluate a project from the beneficiaries' or partners' point of view, rather than that of the funder or the implementer.

Module No. 2
PRA Tools 1- Community Resource Mapping and Venn Diagramming

The Community Resource Mapping is a PRA method for collecting information on where certain resources or features are located. This method intends to initiate a process that will fully mobilize a community to use its assets around a vision and a plan to solve its own problems. This activity will help locate and assess the distribution and relationship between resources. The map/s will show the topography of the area. It can also show the water, forest products, property, land use and socio-economic data of an area. Having a community realize the potential location and resources that they have will help them design their own resource management strategy or evaluate impacts.

Venn Diagramming, on the other hand, is a participatory method that uses small circles of papers to identify community institutions (both external and traditional) and the nature of their relationships with each other. Venn Diagramming is sometimes called “Chapati Diagramming” because the circles of paper look like chapatti (round, flat bread). Venn diagrams were invented by a guy named John Venn as a way of picturing relationships between different groups of things.

This PRA tool can be used to identify local or indigenous formal or non-formal institutions. It can also be used to discover the relationships between these groups. The completed diagram can serve to focus discussions analyzing the strengths and weaknesses of the various institutions and their contributions to the development of the community.

Objectives

At the end of the session, participants will be able to:

1. Draw a simple map of their own community, showing resources, social and physical infrastructure that are relevant or significant to them
2. Come up with a Venn diagram of the WASH in Malungon, as seen from the perspective of the implementer (DepEd principal of a school with WASH project)
3. At the end of this activity, the participants will be able to know the importance of social relationships in the WASH project

Activity 1: Mapping Exercise

Time Requirement

Preparation time is five (5) minutes, running time is 30 minutes.

Methodology

Drawing

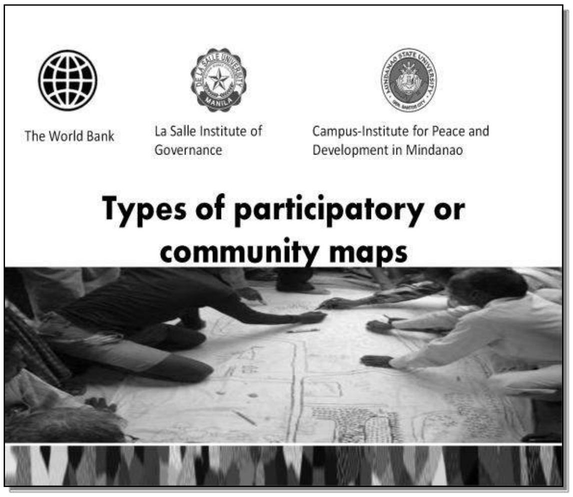
Materials

1. Plain paper
2. Ballpen or pencil
3. Rayons
4. Ruler
5. Clay
6. Post-its
7. Cartolina

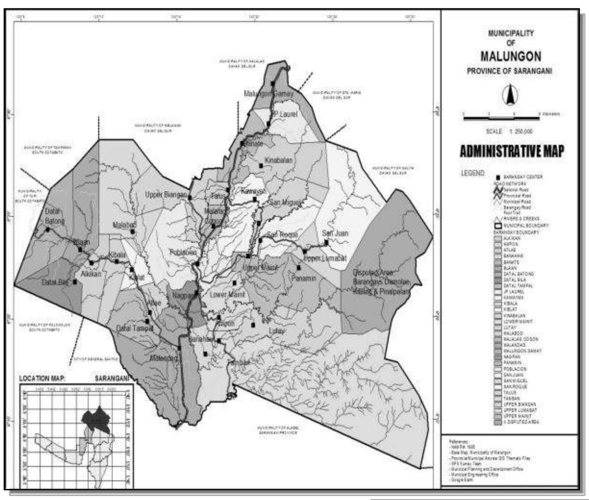
Procedures

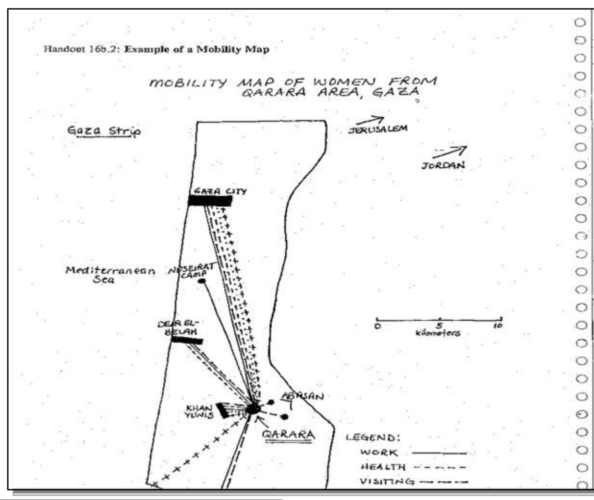
1. The facilitator instructs the participants to come up with a simple map of their respective communities/residential areas from their memory or stock knowledge. This could be done individually or by groups if there are participants who come from the same locality.
2. The activity should be guided by the following processing questions:
   - What are the important features in your map? Why do you consider them important?
   - Which parts of the map show specific areas which are accessible and beneficial to all community residents? Why?
   - Are social relationships shown in your maps? How or in what way?
   - After the participants have drawn their respective maps, the activity will now segue into an interactive discussion

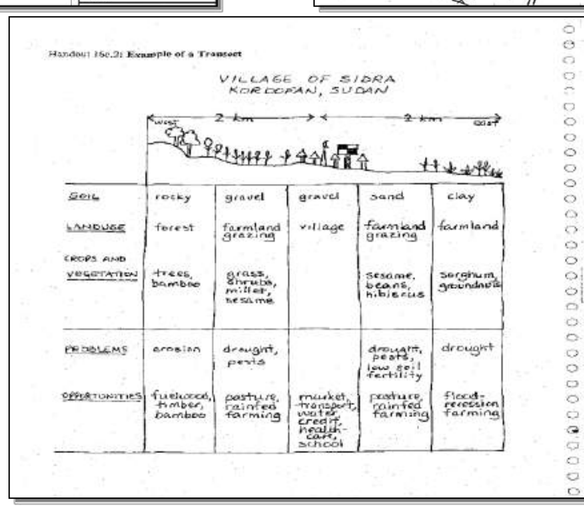
Powerpoint Presentation: Community Maps



- (Natural) resource mapping
- Social and institutional mapping
- Mobility mapping
- Transect mapping
- Venn or chapatti diagramming







Activity 2: Interactive Lecture on Community Resource Mapping and Venn Diagramming

Objective

This activity is aimed at discussing specific PRA tools like Community Resource Mapping and Venn Diagramming

Time Requirement

Preparation time is five (5) minutes while running time is 45 minutes

Methodology

Interactive Lecture

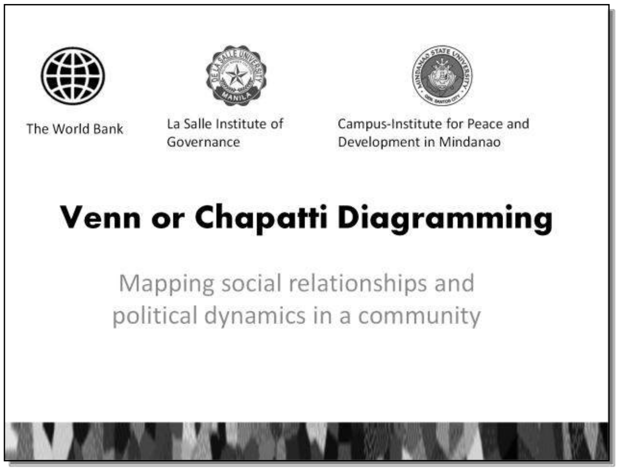
Materials

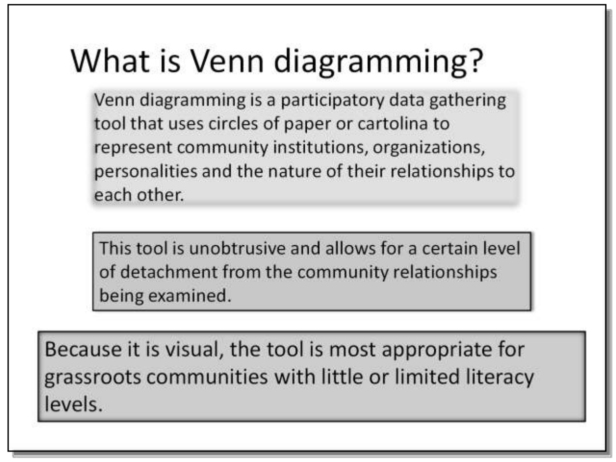
1. PowerPoint presentations
2. LCD projector
3. Laptop
4. Whiteboard marker
5. Whiteboard

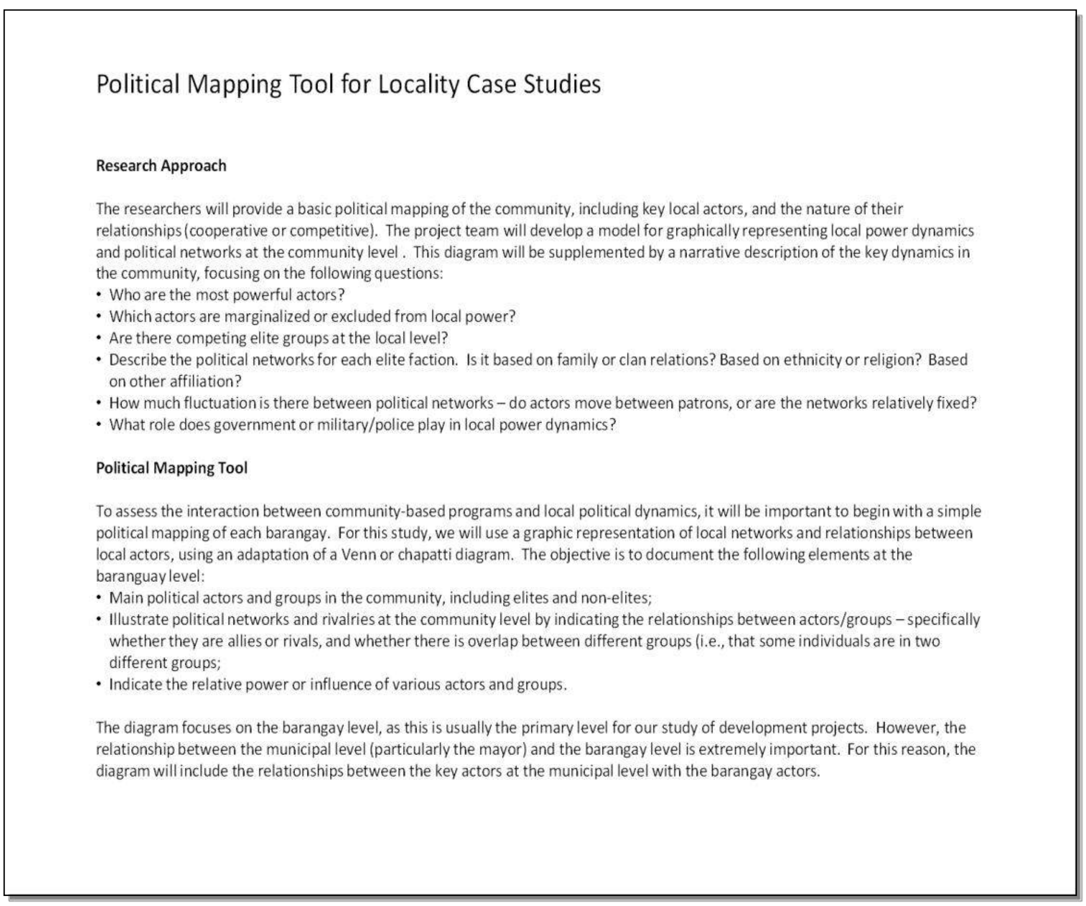
Procedures

1. The facilitator will introduce the resource person who will talk about Community Resource Mapping and Venn Diagramming.
2. This will be an interactive type of lecture where the participants can freely answer or comment on several question and points from the speaker.

Powerpoint Presentation: Venn/Chapatti Diagram







Political Mapping Tool for Locality Case Studies

Research Approach

The researchers will provide a basic political mapping of the community, including key local actors, and the nature of their relationships (cooperative or competitive). The project team will develop a model for graphically representing local power dynamics and political networks at the community level . This diagram will be supplemented by a narrative description of the key dynamics in the community, focusing on the following questions:

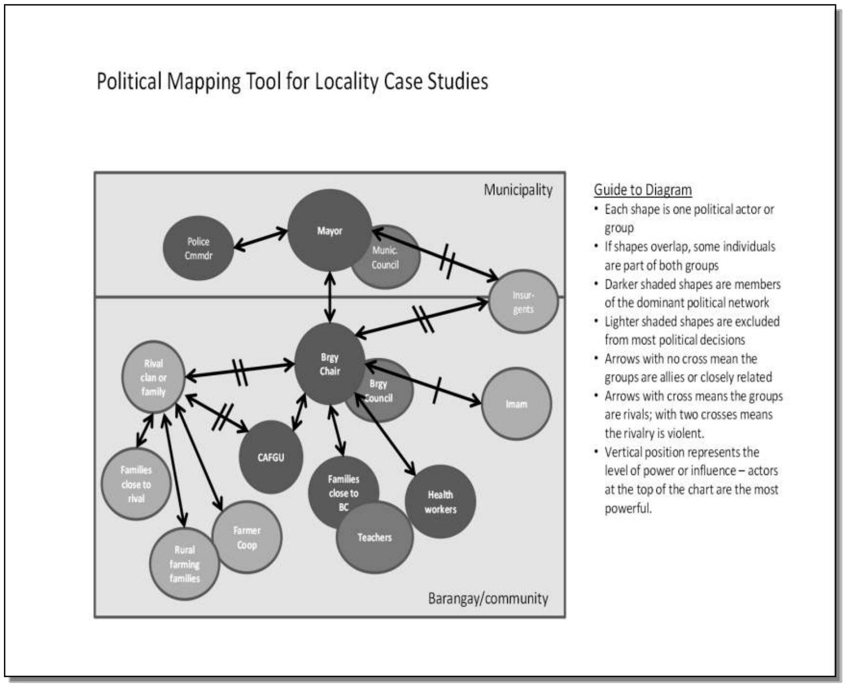
- Who are the most powerful actors?
- Which actors are marginalized or excluded from local power?
- Are there competing elite groups at the local level?
- Describe the political networks for each elite faction. Is it based on family or clan relations? Based on ethnicity or religion? Based on other affiliation?
- How much fluctuation is there between political networks – do actors move between patrons, or are the networks relatively fixed?
- What role does government or military/police play in local power dynamics?

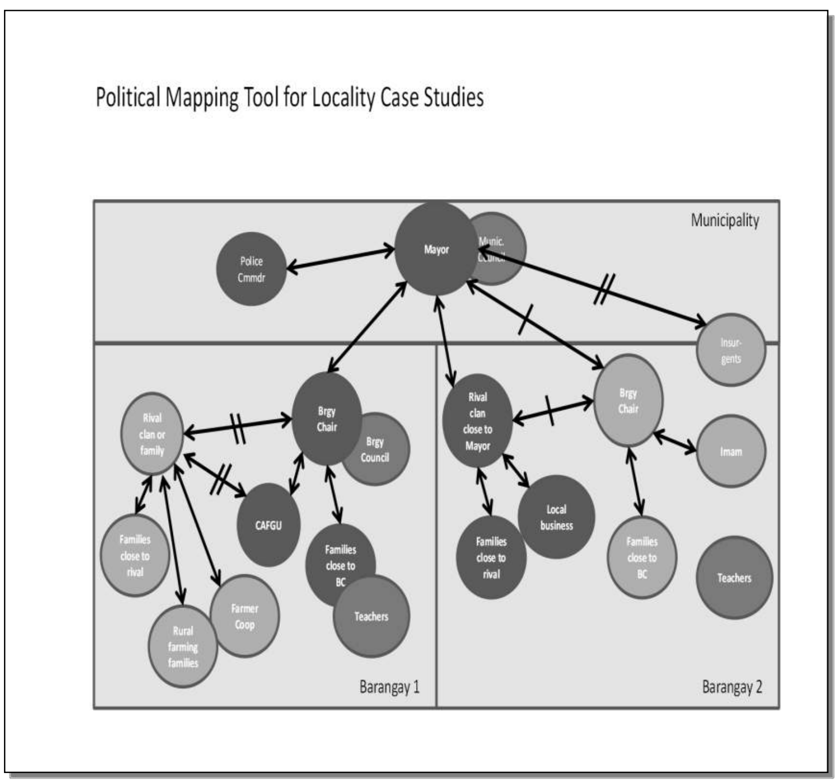
Political Mapping Tool

To assess the interaction between community-based programs and local political dynamics, it will be important to begin with a simple political mapping of each barangay. For this study, we will use a graphic representation of local networks and relationships between local actors, using an adaptation of a Venn or chapatti diagram. The objective is to document the following elements at the baranguay level:

- Main political actors and groups in the community, including elites and non-elites;
- Illustrate political networks and rivalries at the community level by indicating the relationships between actors/groups – specifically whether they are allies or rivals, and whether there is overlap between different groups (i.e., that some individuals are in two different groups;
- Indicate the relative power or influence of various actors and groups.

The diagram focuses on the barangay level, as this is usually the primary level for our study of development projects. However, the relationship between the municipal level (particularly the mayor) and the barangay level is extremely important. For this reason, the diagram will include the relationships between the key actors at the municipal level with the barangay actors.


Political Mapping Tool for Locality Case Studies
Municipality
Police Cmmdr
Mayor
Munic. Council
Insur-gents
Brgy Chair
Brgy Council
Rival clan or family
Imam
CAFGU
Families close to rival
Families close to BC
Health workers
Farmer Coop
Teachers
Rural farming families
Barangay/community
Guide to Diagram
• Each shape is one political actor or group
• If shapes overlap, some individuals are part of both groups
• Darker shaded shapes are members of the dominant political network
• Lighter shaded shapes are excluded from most political decisions
• Arrows with no cross mean the groups are allies or closely related
• Arrows with cross means the groups are rivals; with two crosses means the rivalry is violent.
• Vertical position represents the level of power or influence – actors at the top of the chart are the most powerful.


Political Mapping Tool for Locality Case Studies
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CAFGU
Families close to rival
Families close to BC
Farmer Coop
Teachers
Rural farming families
Barangay 1
Rival clan close to Mayor
Brgy Chair
Imam
Local business
Families close to rival
Families close to BC
Teachers
Barangay 2

Activity 3: Venn Diagramming Workshop

Objective

This exercise will help the participants learn how to facilitate Venn Diagramming to actual community appraisal

Time Requirement

Preparation time is five (5) minutes while running time is 30 minutes.

Methodology

Interactive workshop

Resources

1. Participatory Rapid Appraisal for Community Development, A Training Manual Based on the Experiences in the Middle East and in North Africa.
2. Essential Tools in Community Resource Mapping, The College of Education and Human Development, University of Minnesota
3. Venn Diagramming PowerPoint presentation

Materials

1. Cartolina (cut into circles)
2. Ballpen
3. Scissors
4. Paste
5. Manila paper
6. Post-its
7. masking tape

Procedures

1. After the resource speaker has introduced the Venn Diagramming, the participants will be asked to come up with a Venn diagram on the implementation of the WASH project in Malungon, based on the inputs of the DepEd principal of a school with a WASH project.
2. Participants will be asked to list down all local actors or groups in the municipality of Malungon under WASH context.
3. They wil illustrate the network at the community level by indicating the relationship between actors or groups.
4. Participants wil also indicate the influence of the particular local actor or group on the WASH Project in Malungon, Sarangani Province
5. After the activity, the participants will be asked about their reflections.

Lessons to be Learned

Learning how to elicit data using visual tools like the community resource maps and Venn diagrams is something new for most academicians and LGU staff members, even for some NGO representatives. This is because these tools have not been mainstreamed in professional circles, unlike the usual field data gathering tools such as the KIIs, FGDs and participant observation. Participants realize the value of reversal of learning, as learning PRA is a departure from the usual traditional methods of data gathering.

Module No. 3
PRA Tools 2 - KII, FGD and Survey

Aside from community resource mapping and Venn diagramming, PRA tools such as key informant interviews, focus group discussion and surveys are also useful tools in community appraisal.

Key informant interviews or KII is a basic tool for gathering information in a certain community. The term “key informant” refers to anyone who can provide detailed information and opinion based on his or her knowledge on the particular issue. An interviewer for the KII must also be chosen carefully. S/He must remain neutral and must not have give any leading questions on the interview. Identifying suitable key informants is also vital to this kind of activity. S/He must have a good knowledge on the issue you want to know more about in the community. These factors mentioned must be addressed before conducting a KII in the community.

Focus group discussions or FGD is a data collection procedure in the form of a carefully planned group discussion among a group of around ten (10) people plus a moderator and observer in order to obtain diverse ideas and perceptions on a topic on interest.

The FGD provides diverse opinions and ideas. In the WASH project, the FGD will be participated by stakeholders chosen based on a set of criteria. Confidentiality of the profiles of the participant is also to be considered. Ensuring the confidentially of what the participants will share will assure them freedom in saying what is on their mind without suffering the consequences of telling the truth.

Activity 1: Pre-SLE and Interactive Discussion

Objectives

The activity will be able to answer the following process question to the following PRA:

Key Informant Interview (KII)
- Who are considered key informants? Why are they considered such?
- When do you think are KIIs needed? Why?
- What are some courtesy protocols to observe in doing KIIs?

Focus Group Discussion (FGD)
- The ideal size and length (in terms of time) of FGDs
- Courtesy protocols for arranging and conducting FGDs in the community
- Constructing an appropriate FGD guide – what is this based on and how the answers can lead to the answers of your research questions
- How to deal with “difficult” people in an FGD

Time Requirement

Running time is one (1) hour and 30 minutes

Methodology

1. Interactive Discussion
2. Question and Answer

Materials

1. Paper
2. Ballpen
3. Powerpoint presentation
4. Laptop
5. Projector
6. Projector screen

Procedures

1. The facilitator will ask the participants to answer the process questions for KII. This will start the interactive discussion for KII.
2. The discussion should include who are considered key informants, and why they are considered such; when and where KIIs are needed and why; observing courtesy protocols; how a joint M&E team can come up with a participatory KII guide.
3. After discussing the KII, the FGD will be discussed by the facilitator. After the facilitator has asked the process questions above, s/he will then segue into interactive discussion, emphasizing the basic standards of doing FGDs, especially in terms of courtesy protocol to participants and stakeholders in the community, time duration and number of participants of an “appropriate” FGD, and the questions that need to go into an FGD guide, among others..
4. After discussing the essence of the FGD and KII, the facilitator will also give pointers on how to maximize the results of an FGD for joint M&E.
5. The facilitator should also emphasize to the importance of conducting a survey. The following questions must be addressed:
   - When do we need a survey?
   - What are the important sections of a “good” survey questionnaire?
   - How long is an “ideal” survey questionnaire?
   - How can we use surveys for Joint M and E? What are the distinctions between a regular or traditional survey with a survey used to do Joint M and E?

Activity 2: Post Activity

Objective

To be able to let the participants have an on-hand experience in making KII questions and FGD questions.

Time Requirement

Running time is 45 minutes

Methodology

Group Interaction

Materials

1. Paper
2. Ballpen
3. Powerpoint presentation
4. Laptop
5. Projector
6. Projector screen
7. Cartolina
8. Marking pen
9. Push pins

Procedures

1. The facilitator will ask the group to split into three teams.
2. The three teams will be asked to process the following:
   - A Key Informant Interview guide;
   - An FGD guide; and
   - A short sample survey
3. All the instruments will be based on the indicators earlier identified by the WASH.
4. Each team will be brainstorming for their respective assignments.
5. After coming to an output, each team will present their output to the body.
6. Critiquing will be done during the presentation by each team.

Lessons to be Learned

1. Effective monitoring activity for WASH must include participatory approaches that are unobtrusive in order to really know the true situation of the people in the community.
2. Aside from the other visual types of PRA tools, some traditional means of gathering data can be done, but using participatory approaches. For instance, in developing the survey questionnaire, it could be done with the valuable inputs of the community members before making it the final instrument for eliciting data.

Training Design 4
Process Documentation and Technical Writing/Reporting for Joint Monitoring
Module No. 1
Basic Orientation on Process Documentation

Process documentation is an internal on-going documentation of the process during the implementation of a program or project. It reflects the levels of cooperation between the project team, stakeholders and outsiders which in turn helps to improve the processes and mechanics of service delivery of a social development intervention. It is an essential tool in capturing the perceptions of *stakeholders*, and how the changes in these perceptions develop. We can use this information to support some reflections and learning so as to improve the process.

Process documentation is a skill which we can acquire through constant practice. It is an important skill that should be acquired by project implementers in the course of the project cycle. Its main value lies in its being able to capture the perceptions and the steps taken by different stakeholders. All these are important components of good project documentation.

Objectives

At the end of the session, participants should be able to:

1. Define process documentation
2. List and explain the purposes of process documentation in the implementation of a social development intervention
3. Compare and contrast process documentation with other forms of documentation
4. Write a short process documentation paragraph of one step in the implementation of WASH project.

Objective

At the end of the activity, participants are able to list terms related to process documentation.

Time Requirement

Running time is 30 minutes

Materials

1. Metacards
2. Pentel pens
3. Masking tape
4. Manila paper

Procedures

1. The facilitator will instruct the participants to do individual brainstorming on terms they can think of that (they think) are related to process documentation (three to five minutes).
2. Then they will be grouped into three groups with at least three members in each group.
3. The group will then collate their individual responses and come up with the three top terms related to process documentation (ten to 15 minutes). They will then paste the three metacards with the top three terms on the manila paper provided to each group.
4. The group will assign one member of the team who will report their group output.
5. Reporting in plenary follows.
6. The facilitator and resource person will use the outputs to start discussing about what Process Documentation is all about.

Activity: Interactive Lecture on Orientation on Process Documentation

This interactive lecture will be supported by a powerpoint presentation.

1. The facilitator will share the following main ideas to the participants:

   - The term was first used in 1978 to refer to a pilot project in the Philippines. Here, full time social scientists stayed in project villages and made detailed observations and documented the process of user group (farmers') formation and functioning.
   - Process documentation looks at the change process through the eyes of those involved in it, and reflects their diverging points of view. It is more about the "how" of implementation processes than the "what" of process impact. Process documentation is useful in the following ways:

     - It is necessary in projects that have aspirations for social change.
     - It values the perceptions of different *stakeholders* equally – for example farmers needing different quantities of water in different seasons; women in need of water for household chores, children in need of potable water in schools, etc.
     - The process is as valuable as the outcome; or the means is as important as the ends
     - It allows people to learn from implementation experience, and, in the light of this, modify the strategy and ultimately, policy of a program, project or organization (JAIN et al. 2006).

   - Doing process documentation is quite different from ordinary documentation. It is more detailed, more focused on the process and the reactions and interactions among the stakeholders and implementers. It is not only based on content, or substance, but also the form or the various steps taken to conduct a certain workshop or session. In this way, project implementers will already have a gauge about project acceptability in terms of the mechanics of project implementation.
   - When read by an outsider or by an observer, the outputs of process documentation will allow the outsider to read through each step in the process as if he or she was actually observing the process as it unfolded. In most ordinary or usual documentation, only the substantive aspects of events or methodology are

recorded; the details of the processes involved may not be included, or may not be highlighted.

2. The facilitator will then ask the following questions in plenary:

   - What is process documentation? How is it different from ordinary or the usual documentation style?
   - What are the uses of process documentation?
   - What are the types of process documentation formats that can be used for joint monitoring?
   - Why is process documentation important for joint monitoring?

Module No. 2
Writing and Critiquing Process Documentation Outputs

Any skill requires constant practice and exposure to be perfected. This module includes two workshops – one to write on a particular aspect or step in the process of implementing WASH in Malungon; the other one will be to critique the simple write–up, which is already a practice in doing process documentation.

After the module on basic orientation on process documentation, and having defined and explained what it is and how it is different from the usual content-type of documentation, it is time for the participants to come up with their own write-up on how the WASH project started. The participants will interview the principal of an elementary school in Malungon where a WASH project was implemented.

Objectives

At the end of this session, participants will be able to:

1. Submit a short write-up on the project WASH as it was implemented at the Felipe K. Constantino Elementary School (FKCES) in Sitio Flume, Barangay Datal Tampal, Malungon municipality
2. Conduct a self-critiquing of their own outputs.

Materials needed

1. Ballpen
2. Bond paper
3. Laptop computer
4. LCD projector

Procedures

1. The facilitator will group the participants into three, with three members for each group.
2. Each team will have a different assignment – one team will interview the principal of FKCES in Sitio Flume, Barangay Datal Tampal, Malungon, on how the WASH project was started in her school.
3. The two other teams will observe the interview process between one team and the principal.
4. The three teams will be given at least 30 minutes to conduct the interview and another 30 minutes to write the results of the interview, and the observations of the process of interviewing.
5. After one hour, the facilitator will request all the teams to go back to their seats for the plenary sessions, where each team will flash on the screen their respective outputs.
6. Each team will take turns reviewing the outputs of the other teams, and give comments on both the structure and content of the outputs.
7. Each team will also suggest better ways of presenting the results of the documentation of the processes.

Lessons to be Learned

1. Writing a good process documentation report takes a certain skill, not only of observation but of writing down details of project processes or steps. This means taking extra care about ordering the observations in a chronological way, or the steps in a logical way, from the more simple to the more complex steps.
2. This skill cannot be learned overnight, but potentials for becoming a good process documenter are available among the members of the LMT. These potentials need to be developed further so that all members of the team will always be conscious of the importance of doing quality process documentation.

Module No. 3
Writing for Results - Technical Writing for Joint Monitoring

Any effort to document all the steps involved in project implementation will be rendered useless if it is not written in a way that will lead to the objectives of process documentation. The documentation should be written in a way that will lead to the results outlined in the objectives of the project.

These are some of the reasons why writing skills are crucial in monitoring and evaluation. The process of monitoring will be useless if the results of these activities will not be captured in a report that is written well, in clear, unambiguous, and straightforward language.

Writing skills are not inborn. Nobody was born with it. But like all other skills, writing can be learned. Of course, it cannot be learned overnight. We do not have any illusion that after going through this module, all participants will become excellent report writers. But we all can start somewhere – with this module on writing for results.

Objectives

At the end of the session, participants should be able to:

1. List and explain basic mechanics or rules of convention for technical writing
2. Enumerate and give examples of common errors in technical writing
3. Distinguish between technical writing and other forms of writing
4. Explain the significance of technical writing in the implementation of a Joint M&E

Pre-activity SLE: Group writing exercise

Procedures

1. The facilitator will ask the participants to choose from three different shapes: square, triangle, and circle.
2. Each group will be tasked to write a two-paragraph piece about WASH, as implemented in Malungon.
3. After writing, each group takes turns to present their piece on the screen, and other groups will give their comments and/or feedback.
4. The resource person will then synthesize the comments using the hand-out on "Common Errors in Technical Writing," to be distributed to each participant.

Main Activity

Methodology

Interactive Lecture: Writing for Results – Powerpoint on the basic orientation on technical writing

Procedures

1. The facilitator will present the following main ideas to the participants:
   - Writing is best tackled step by step.
   - Designing the document
   - Writing a first draft
   - Editing the first draft
   - In designing a document, one should consider the following:
     - Goal orientation
     - Readership analysis
     - Creating a message
     - Organizing information
     - Constructing an outline

   - The way a report should be written depends on its goals – whether it is for explaining something (explanatory), describing something (descriptive) or evaluating something (evaluative). Each type of writing has different requirements.
   - The writer must also consider his or her audience, and write appropriately. He or she must make an analysis of who the readers are, and classify who are the primary readers (the first ones who will read the document); the secondary readers and even the tertiary ones. But for the purpose of being able to achieve results, the writer must consider the primary readers and not any other group. This is because if his or her report can be understood clearly by the primary readers, then there will be no problem dealing with both secondary and tertiary readers.
   - It is important to organize information in the document you are writing. The organizing process is based on ordering ideas in each layer or level in your document. The structuring of a document can be based on the following:
     - Rank (size, importance, priority, relevance)
     - Process steps
     - Chronology
     - Logical reasoning

   - In ordering ideas according to rank or importance, one technique that most reporters and journalists are trained to use is an inverted pyramid structure where the most important idea is used to begin the report, and this will be followed by the next most important one, and so on. The least important details must be in the last paragraph or parts of the document.

   - Another way of ordering ideas is through the use of process steps – where a writer starts with the very first steps and moves on to the final steps. In using this technique, a writer must bear in mind that some steps are incremental, i.e.

contributory to the next. This should be considered in designing the structure of the document.

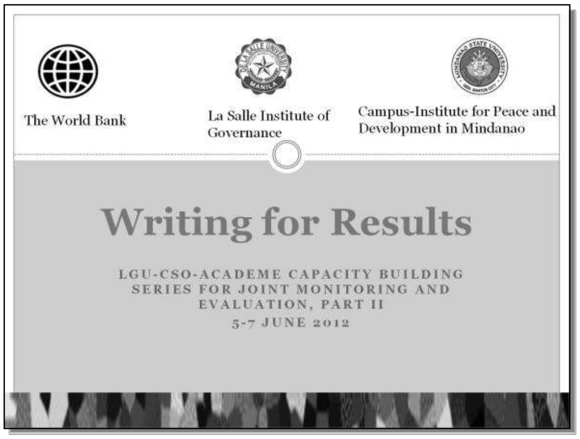
- In writing to report the results of joint M&E, all techniques described here may be used, as they are appropriate to primary audiences of the final report.
- Getting results from one's writing means achieving the goals that the written document was designed for. If it is designed to describe the details in each process in the implementation of a project, then it should do so.

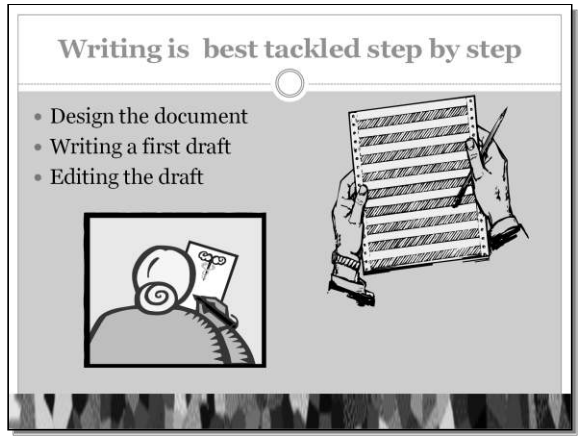
Lessons to be Learned

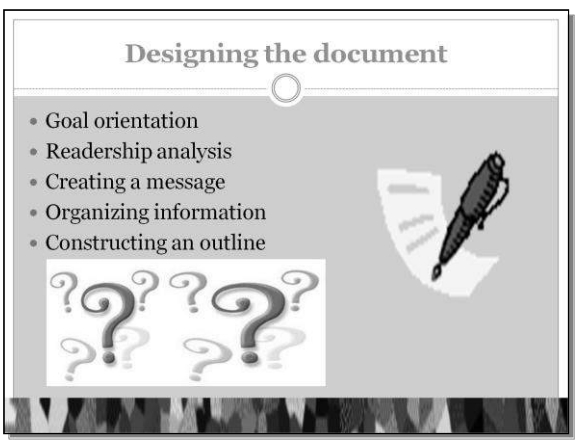
Participants must be able to answer the following questions:

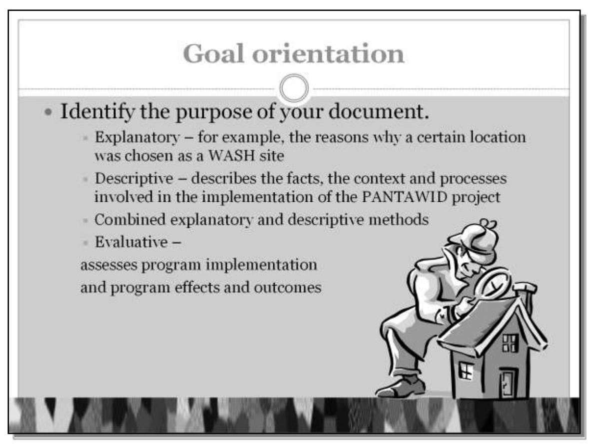
- What is technical writing? How does it differ from other kinds of writing?
- What should a beginning writer consider when starting to write a technical report?
- What are the various ways of organizing ideas for a written report?
- How important is a well-written report for Joint Monitoring and Evaluation project? Or for any project at all?

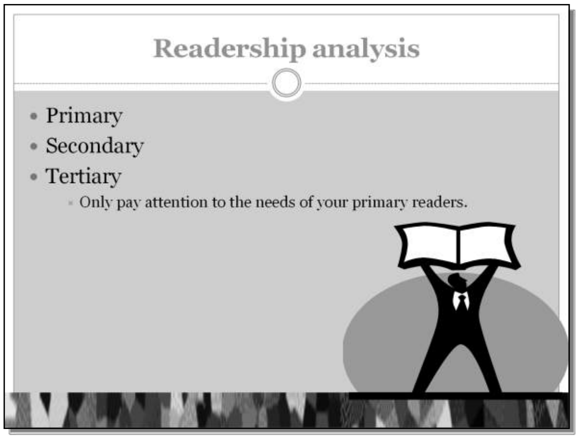
Powerpoint Presentation: Writing for Results

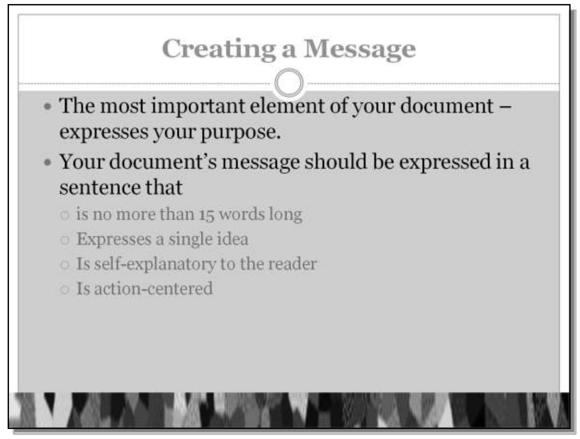


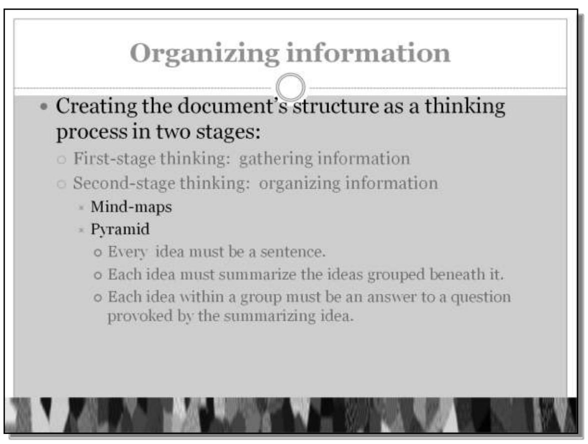


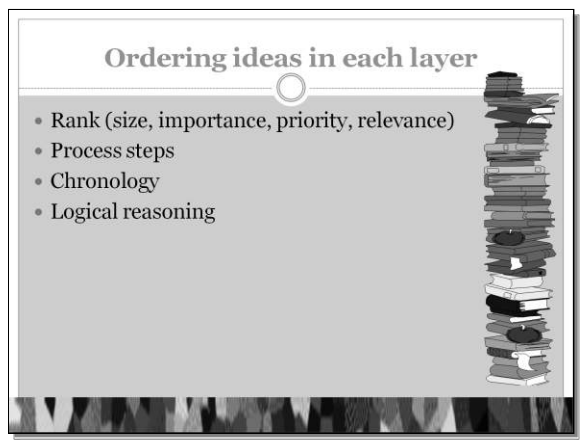


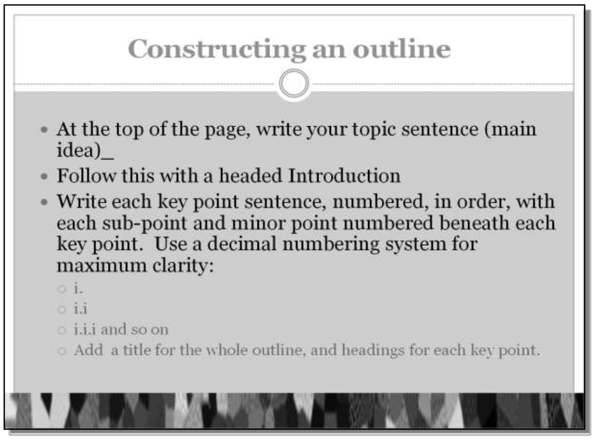


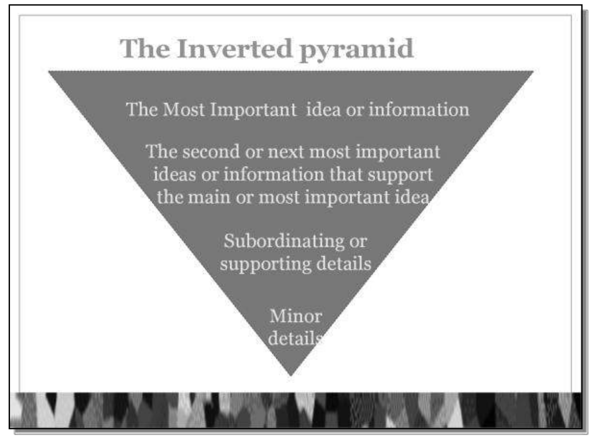

Readership analysis
Primary
Secondary
Tertiary
Only pay attention to the needs of your primary readers.

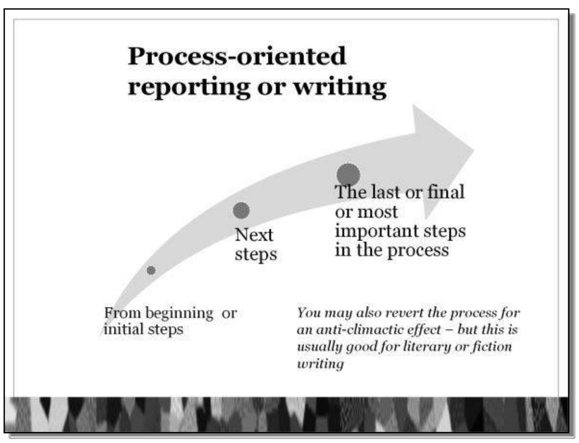

Creating a Message
The most important element of your document – expresses your purpose.
Your document's message should be expressed in a sentence that
is no more than 15 words long
Expresses a single idea
Is self-explanatory to the reader
Is action-centered

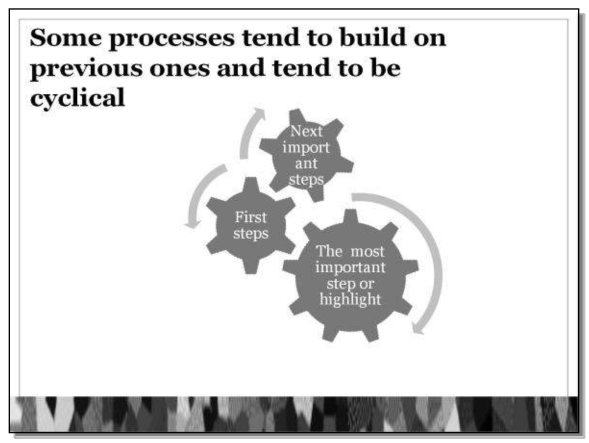

Organizing information
Creating the document's structure as a thinking process in two stages:
First-stage thinking: gathering information
Second-stage thinking: organizing information
Mind-maps
Pyramid
Every idea must be a sentence.
Each idea must summarize the ideas grouped beneath it.
Each idea within a group must be an answer to a question provoked by the summarizing idea.

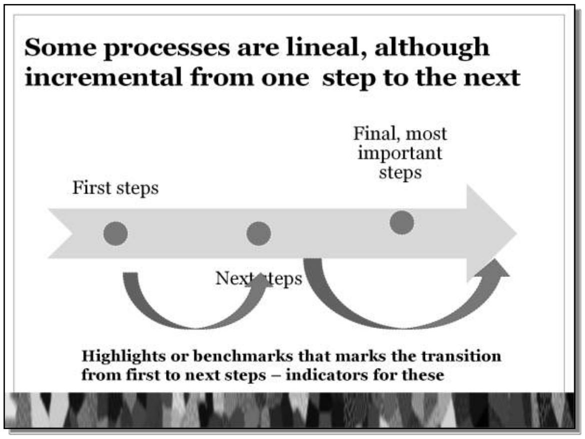

Ordering ideas in each layer
Rank (size, importance, priority, relevance)
Process steps
Chronology
Logical reasoning

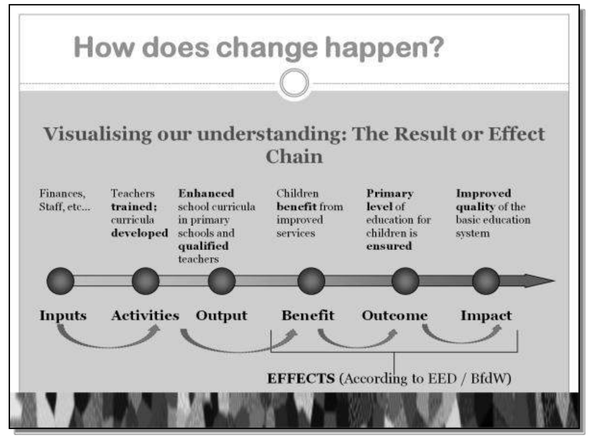

Constructing an outline
At the top of the page, write your topic sentence (main idea)_
Follow this with a headed Introduction
Write each key point sentence, numbered, in order, with each sub-point and minor point numbered beneath each key point. Use a decimal numbering system for maximum clarity:
i.
i.i
i.i.i and so on
Add a title for the whole outline, and headings for each key point.


The Inverted pyramid
The Most Important idea or information
The second or next most important ideas or information that support the main or most important idea
Subordinating or supporting details
Minor details


Process-oriented reporting or writing
The last or final or most important steps in the process
Next steps
From beginning or initial steps
You may also revert the process for an anti-climactic effect – but this is usually good for literary or fiction writing


Some processes tend to build on previous ones and tend to be cyclical
Next import ant steps
First steps
The most important step or highlight


Some processes are lineal, although incremental from one step to the next
Final, most important steps
First steps
Next steps
Highlights or benchmarks that marks the transition from first to next steps – indicators for these


How does change happen?
Visualising our understanding: The Result or Effect Chain
Finances, Staff, etc...
Teachers trained; curricula developed
Enhanced school curricula in primary schools and qualified teachers
Children benefit from improved services
Primary level of education for children is ensured
Improved quality of the basic education system
Inputs
Activities
Output
Benefit
Outcome
Impact
EFFECTS (According to EED / BfdW)

Common Errors in Technical Writing

Dangling Participles or dangling participial phrases. Participles are verb forms used as adjectives or noun modifiers. Examples: Present participle – verb form ending in *ing,* as in sowing, hiding, running (called *gerund*). Past participle – past perfect form of the verb, usually with *ed* ending (for regular verbs) and en (for some irregular verbs). Some verbs do not change form at all (e.g. cut, cast). Phrases with these verb forms are usually used as modifiers. In the following examples, the participial phrases modify the subjects.

Examples:

Using a spade, <u>he</u> dug an irrigation canal.
<u>The plants</u>, *attacked by insects*, were burned.
Standing up, <u>the farmer</u> announced his decision to adopt the technology.

However, in the following examples, the participial phrases are *dangling:*

- He removed the insects using forceps.
- Standing up, the meeting was adjourned.
- Bitten by a snake, we rushed the boar to the veterinarian.
- The farmer plowed the field using a tractor.
- Disappointed with the results, the research was terminated.

A participial phrase dangles if:

- It is not placed close to the word modified.
- It does not modify any word.
- It modifies the wrong word.

To correct dangling participial phrases, we need to do the following:

- place the phrase close to the word it modifies.
- provide the word to be modified.
- reconstruct the whole sentence.
- add *by* to *using* or change *using* to *with*

Exceptions:

Some phrases that begin with such words as assuming, considering and speaking have come to be accepted as clusters that do not strictly need to have a noun or pronoun to modify.

Examples:

Assuming him to be right, there are still questions to be settled.

Speaking of funding, many international agencies are waiting to help financially with agricultural projects.

Vague Pronoun Reference. Readers should know the word (antecedent) to which a pronoun refers.

The pronoun *it*

Vague: The peanut sheller is equipped with a blower, but it is inadequate.
(Which is inadequate, the sheller or the blower?)

Implied references to an entire preceding statement. The most common error is to use the pronouns *which*, *that*, *this,* etc. to refer to an entire clause and not to a definite noun or pronoun.

Vague: His father is a farmer. This helps in the education of the children.

Better: His father is a farmer. Farming helps in the education of the children.

Relative pronouns (**who, which, that).** These pronouns refer to the nearest noun (antecedent) and should agree with it in number. The antecedent should therefore be placed near the relative pronoun.

Examples:

He is one of the *researchers* who dedicate their time to science.
They choose the *pesticide* that does not harm the environment.

Lumped compound modifiers. Lumping compound modifiers together is confusing rather than enlightening. This error can be corrected by doing any or all of the following:
Break the cluster into prepositional phrases.
Hyphenate
Add conjunctions
Rearrange word placement.

Examples:

Traditional subsistence sweet potato products practices
Slatted rectangular corn crib on-farm storage

Improved:

Traditional subsistence practices for sweet potato products
On-farm storage in a slatted and rectangular corn crib

Faults against parallelism. Two or more words, phrases or clauses that are parallel in thought or do the same work, are easier to read if they are similar in grammatical construction. The conjunctions used are *and, but, for, nor, either-or, neither-nor, not only but also.*
Words

(Not parallel): The project was observed, analyzed, and a judgement given.

Parallel: The project was observed, analyzed and judged.

Phrases
(Not parallel: They introduced new ways of planting corn and control of pests.
Parallel: They introduced new ways of planting corn and controlling pests.

Clauses

(Not parallel: They plowed the field with a carabao, harrowed it with a tractor, and it was prepared for planting.
Parallel: They plowed the field with a carabao, harrowed it with a tractor, and prepared it for planting.

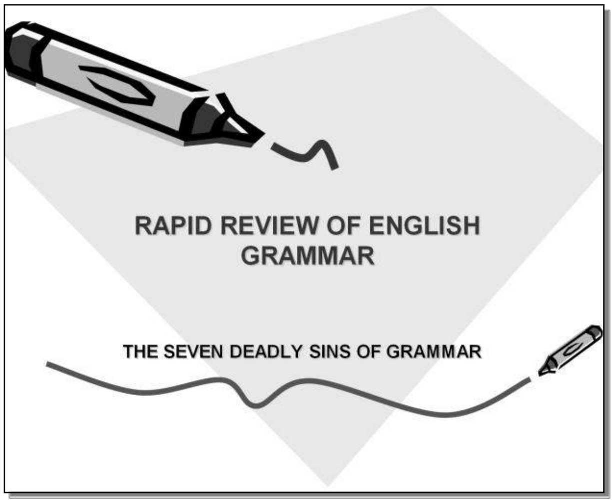
Faulty Comparisons. Comparisons should be between two or more logical words (nouns or substantives) or concepts.

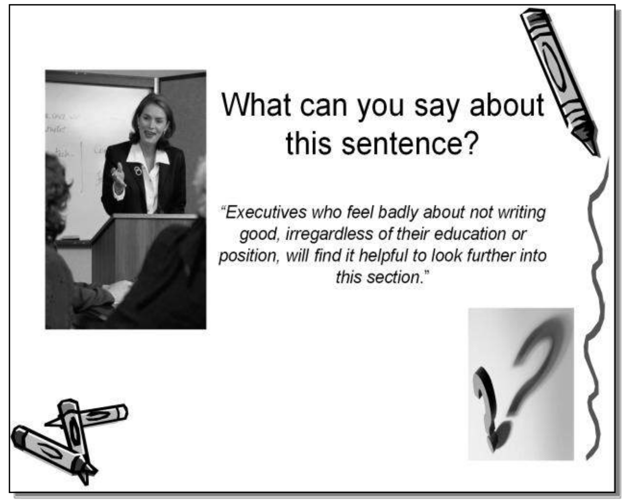
Poor: Rice yield in the first crop rotation was good compared to the second rotation.
Better: Rice yield in the first crop rotation was better than that in the second.

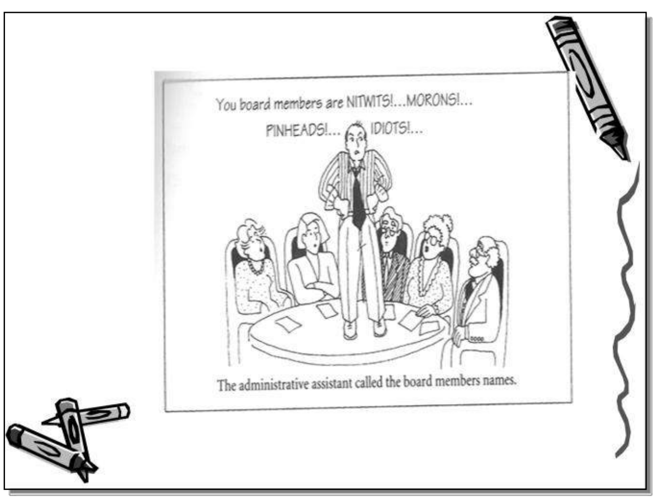
Using inappropriate words (from pairs often confused)

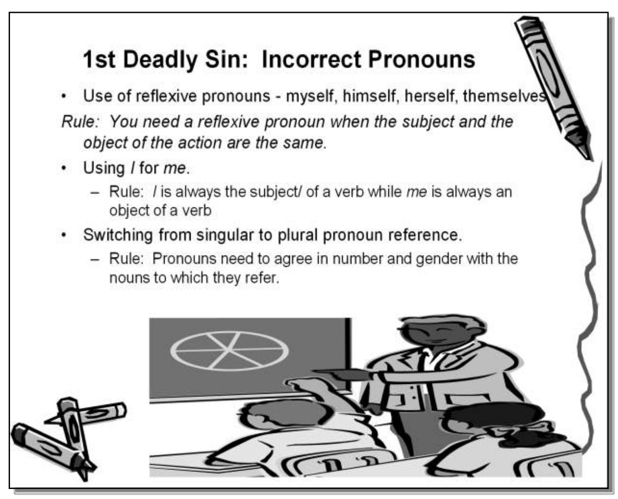
Adapt-adopt
Affect – effect
Agree to – agree with (agree on)
All right – alright
Already – all ready
Among – between
Amount – number
Apprise – appraise
Apt –liable
Capacity – capability
Compare to- compare with
Credible – creditable - credulous
Different from – different to/than
Due to – because of
Estrus (noun) – estrous (adjective)
Farther –further
Imply – infer
Less – few
Lose – loose
Mucus (noun) – mucous (adj)
Phosphorus (noun) – phosphorous (adj)
Practical – practicable
Regardless – irregardless
Result in – result to
Superior to – superior than
That – which
Varying – various

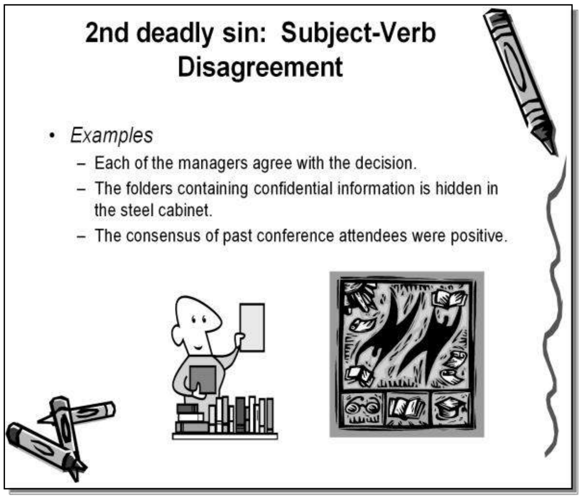
Rapid Review of the English Grammar

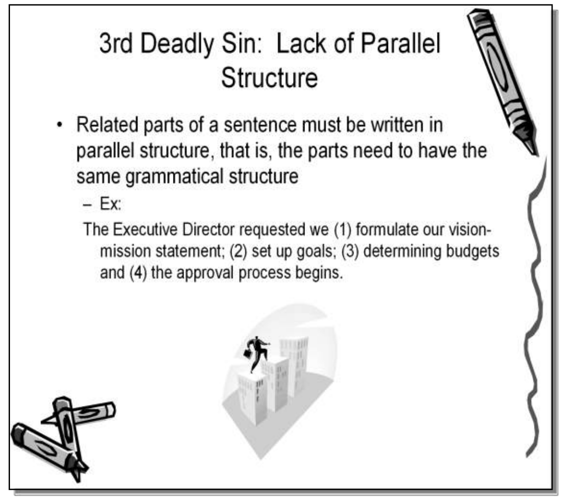


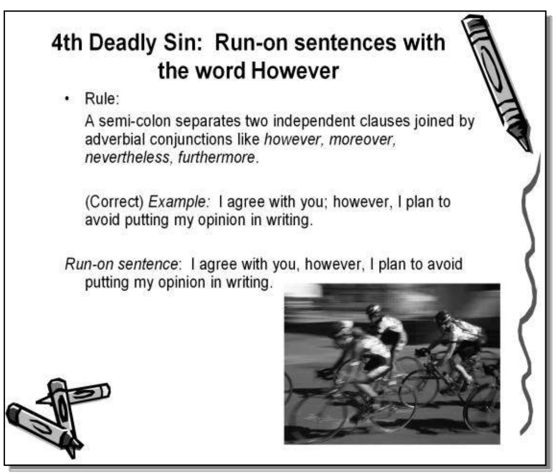


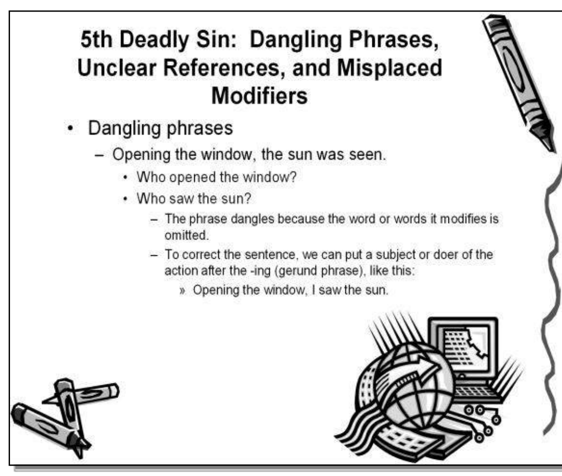





2nd deadly sin: Subject-Verb Disagreement
• Examples
– Each of the managers agree with the decision.
– The folders containing confidential information is hidden in the steel cabinet.
– The consensus of past conference attendees were positive.

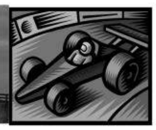

3rd Deadly Sin: Lack of Parallel Structure
• Related parts of a sentence must be written in parallel structure, that is, the parts need to have the same grammatical structure
– Ex:
The Executive Director requested we (1) formulate our vision-mission statement; (2) set up goals; (3) determining budgets and (4) the approval process begins.


4th Deadly Sin: Run-on sentences with the word However
• Rule:
A semi-colon separates two independent clauses joined by adverbial conjunctions like however, moreover, nevertheless, furthermore.
(Correct) Example: I agree with you; however, I plan to avoid putting my opinion in writing.
Run-on sentence: I agree with you, however, I plan to avoid putting my opinion in writing.


5th Deadly Sin: Dangling Phrases, Unclear References, and Misplaced Modifiers
• Dangling phrases
– Opening the window, the sun was seen.
• Who opened the window?
• Who saw the sun?
– The phrase dangles because the word or words it modifies is omitted.
– To correct the sentence, we can put a subject or doer of the action after the -ing (gerund phrase), like this:
» Opening the window, I saw the sun.

Unclear References

- Unclear:
  - According to the sales rep's report, the truck apparently ran off Busch Road and struck the traffic light as it attempted to get back on the roadway.
- Clear:
  - According to the sales rep's report, as the truck was attempting to get back on the roadway, it apparently ran off Busch Road and struck the traffic light.



Misplaced Modifiers

- Rule: A modifier needs to be placed near or next to the words it modifies.

Misplaced:

The beautiful display at the event was donated in memory of Mr. Ben Gone who was accidentally killed last year by his wife, children, and grandchildren.

Correct:

The beautiful display at the event was donated by the wife, children, and grandchildren of Mr. Ben Gone, who died accidentally last year.

More hilarious examples

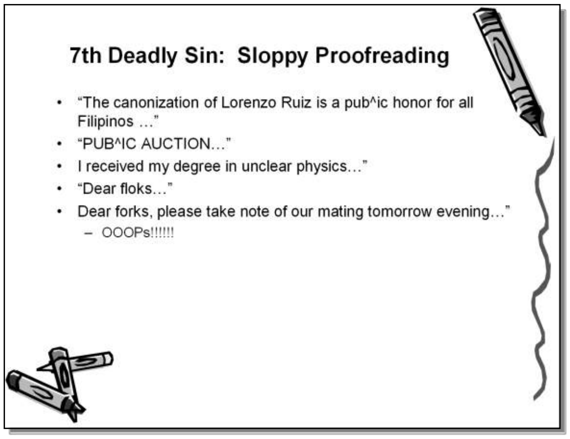
He visits the Queens, New York, cemetery where Houdini is buried twice a year.

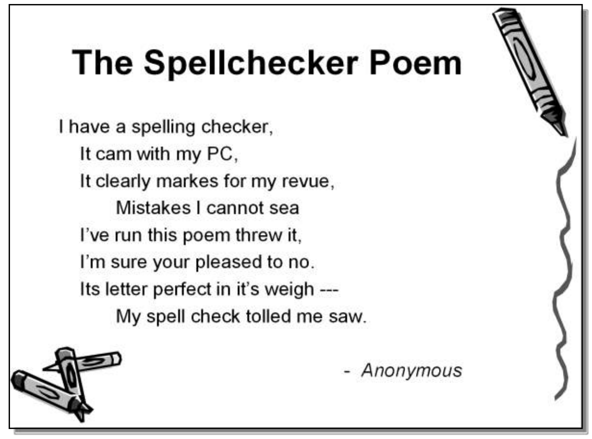
Six months pregnant, the doctor told her she could run through July.

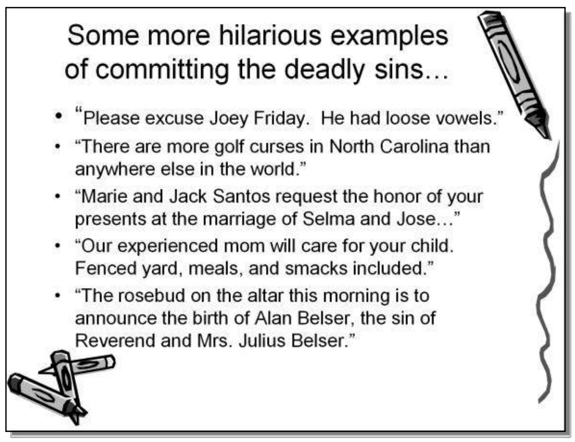
The Health Department has been urging people not to eat raw clams or clams that have not been cooked for years.

6th Deadly Sin: Confusing word pairs

- Assure vs. ensure
- Bearing vs. baring
- Affect vs. effect
- All right vs. alright
- Canvas vs. canvass
- Breathe vs. breath
- Lose vs. loose
- Vowels vs. bowels


7th Deadly Sin: Sloppy Proofreading
"The canonization of Lorenzo Ruiz is a pub^ic honor for all Filipinos …"
"PUB^IC AUCTION…"
I received my degree in unclear physics…"
"Dear floks…"
Dear forks, please take note of our mating tomorrow evening…"
– OOOPs!!!!!!


The Spellchecker Poem
I have a spelling checker,
It cam with my PC,
It clearly markes for my revue,
Mistakes I cannot sea
I've run this poem threw it,
I'm sure your pleased to no.
Its letter perfect in it's weigh ---
My spell check tolled me saw.
- Anonymous


Some more hilarious examples of committing the deadly sins…
"Please excuse Joey Friday. He had loose vowels."
"There are more golf curses in North Carolina than anywhere else in the world."
"Marie and Jack Santos request the honor of your presents at the marriage of Selma and Jose…"
"Our experienced mom will care for your child. Fenced yard, meals, and smacks included."
"The rosebud on the altar this morning is to announce the birth of Alan Belser, the sin of Reverend and Mrs. Julius Belser."

The Strength of a Single Syllable

Richard Lederer

When you speak and write, no law says you have to use big words. Short words are as good as long ones, and short, old words like sun and grass and home are best of all. A lot of small words, more than you might think, can meet your needs with strength, grace and charm that large words lack.

Big words can make the way for those who hear what you say and read what you write. They add fat to your prose. Small words are the ones we seem to have known from birth. They are like the hearth fire that warms the home, and they cast clear light on big things: night and day, love and hate, war and peace, life and death.

Short words are bright, like sparks that glow in the night; sharp like the blade of a knife; hot like salt tears that scald the cheek; quick like moths that flit from flame to flame; and terse like the dart and sting of a bee.

If a long word says just what you want, do not fear to use it. But know that our tongue is rich in crisp, brisk, swift, short words. Make them the spine and the heart of what you speak and write. Like fast friends, they will not let you down.

THE FOUR PARAGRAPHS you have just read are wrought entirely of words of one syllable. This stricture helped me focus on the power of the message I was trying to convey. And in setting myself this task, I did not feel especially confined. In fact, one study shows that 11 words account for 25 percent of all spoken English, and all 11 are monosyllabic. In order of frequency, they are I, you, the, a, to, is, it, that, of, and and in. Other studies tell us that the 50 most common words in English are each one syllable.

For centuries, our finest poets and orators have recognized the power of small words.

Pretests and Post Tests

Training Design 1 Module No. 2
Legal/Policy Framework for WASH

Pre-Test on WASH Project - True or False

Time Requirement

Preparation time is five (5) minutes, running time is ten (10) minutes.

Methodology

Interactive Discussion

Materials

1. Sheets of paper
2. True or False Questionnaire
3. Ballpens

Procedures

1. The facilitator will ask the participants to prepare paper for the pre-test about the WASH Project.
2. The questions that will be asked will come from the handouts given to the trainees.
3. After the round of questions, the facilitator will then give the answers to the pre-test. It will then open the activity on the discussion of the history of the WASH Project, its components and policies for its implementation.

PRE-TEST ON
WATER, SANITATION AND HYGIENE

Training Design 1
Module 1
Capacity Building Series for Malungon

INSTRUCTIONS

- For every statement you think is true, write your FIRST NAME, in capital letters
- For every statement you think is false, write your FAMILY NAME, in capital letters
- Then write a short explanation why you think the statement is false, to correct it.

- WASH project used to be called Water and Sanitation (WatSan) project.
- The WASH is a project of the national government.
- The WASH project is initiated by the LGUs of all municipalities in Sarangani Province.
- As implemented in Malungon, WASH projects are located in public elementary schools.
- WASH projects only provides for water facilities as well as lavatories for washing hands and toilets for boys and girls.
- The World Health Organization (WHO) provides for all the materials in all WASH projects all over the country.
- Environmental sanitation is as important as potable water.
- The access to safe drinking water is a basic right guaranteed no less than the Philippine Constitution of 1936.
- UNICEF is also involved in the WASH project as the provider of toothbrushes and soap to elementary pupils.
- Poor sanitation, water and hygiene, can lead to denial of education, especially for girls and women.

Answers

- ***True*** – first name of participant
- ***False*** – family name of participant – initiative of UNICEF/WHO in partnership with local schools and LGUs
- ***False*** – family name of participant – not in the case of Sarangani province; some are through the provincial government
- ***True*** – first name of participant
- ***False*** – family name of participant – it includes personal and environmental sanitation and hygiene, lessons on good grooming, solid waste management, disaster management preparedness planning in flood prone areas
- ***False*** – family name of participant – UNICEF and some donors from the private sector
- ***True*** – first name of participant
- ***False*** – family name of participant – it is guaranteed by the Philippine Constitution of 1987
- ***False*** – family name of participant – private sector donors like P and G provide for toothbrushes and soap; UNICEF provides for building materials for the lavatories and toilets
- ***True*** – first name of participant

Post Test on the WASH Project True or False

Time Requirement

Preparation time is five (5) minutes, running time is 20 minutes. Exercise style is evaluation phase.

Objectives

1. This exercise will determine the effectiveness of the presentation provided about WASH Project.

Materials

1. PowerPoint presentations on WASH
2. LCD projector
3. Laptop
4. Paper
5. Ballpen

Procedures

1. After the presentation of what WASH is all about, the participants will be asked again to get a sheet of paper for the post test.
2. All of the questions are to be taken from the presentation. The post-test questions will be flashed on the screen. The questions are exactly the same ones given in the pre-test.
3. The facilitator will ensure that there are no handouts on the table.
4. After the test, the participants are to exchange papers with her seatmate and check the answers.
5. At the end of this activity, the participants are also encouraged to assess the flow of the session.

Training Design 3 - Process Documentation and Technical Writing/ Reporting for a Joint Monitoring Plan

Module 1 - Participatory Rapid Appraisal (PRA)

Activity 1: Pre-Test on PRA True or False

Time Requirement

Preparation time is five (5) minutes while running time is 10 minutes.

Methodology

Interactive Discussion

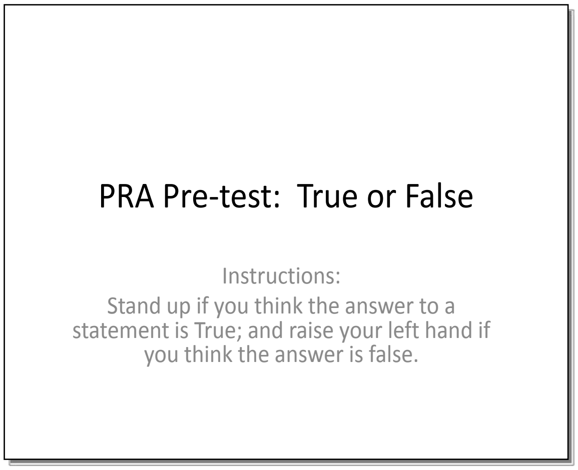
Materials

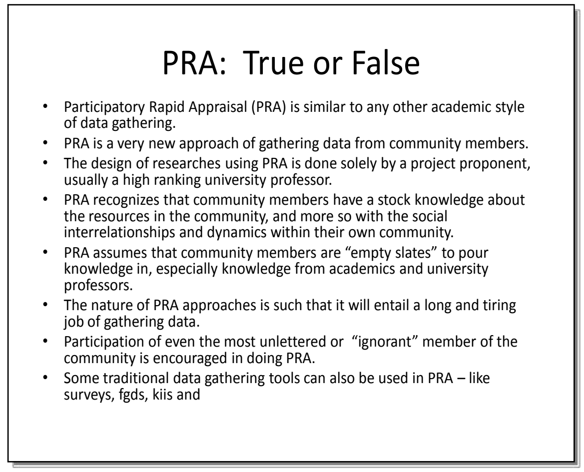
True or False questions flashed on the screen

Procedures

1. The speaker will introduce the pre-activity by telling them that it is basically a true and false test.
2. For every true statement the participant will see on the board, he or she will stand; and for every false statement, he or she will raise his or her right hand.
3. Participants with the most number of correct answers will be given prizes.
4. The questions that will be asked will come from the handouts given to the trainees. After the round of questions, the speaker will then give the answers to the pre-test. It will then open the discussion on how PRA tools evolved over time, and on the principles of learning that PRA tools are based on.

PRA Pre-test





PRA Post Test

Time Requirement

Preparation time is five (5) minutes and running time is 20 minutes.

Objective

This exercise will determine the effectiveness of the presentation provided about WASH Project.

Methodology

Evaluation

Resource

Participatory Rapid Appraisal for Community Development, A Training Manual Based on the Experiences in the Middle East and in North Africa.

Materials

1. Sheets of paper
2. Ballpens

Procedures

1. After the presentation of what PRA is all about, the participants will be asked to get a sheet of paper for the post test. All of the questions are to be taken from the presentation.
2. The facilitator will ensure that there are no handouts on the table.
3. After the test, the participants are to exchange papers with the person sitting next to them to check their answers.
4. The activity will end up with their evaluation about the topic.

Capacity Development Programs:

Monitoring Local Social Welfare and Disaster Management Programs

Capacity Development Program for Monitoring the Pantawid Pamilyang Pilipino Program

LAKE SEBU, SOUTH COTABATO

Introduction

The project, *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor,* aims to raise the capacities of civil society organizations and local government units in partnership with local universities to jointly undertake monitoring of public services to the poor. This can be done through a series of capacity development trainings that are designed to address identified gaps and inadequacies of the members of the Local Monitoring Team (LMT) to carry out joint monitoring and evaluation.

This project seeks to capacitate and involve more stakeholders, especially CSOs, to serve as watchdogs in the delivery of various government development projects. This follows the assumption that wastage and corruption in government can be minimized if there are many actors who are present and watching. Moreover, this project reinforces the advocacy of President Simeon Benigno Aquino III, *"tungo sa matuwid na daan* (towards the straight path)*."* Hence, this initiative is an anti-graft and anti-corruption mechanism that must be embedded into the local governance system.

One of the eight (8) project sites in the entire country is the Municipality of Lake Sebu in the Province of South Cotabato. In the Knowledge Partnership Workshop held last October, 2011 at the Phela Grande Hotel, General Santos City, a Local Monitoring Team or LMT for Lake Sebu was formed. The LMT is composed of personnel from the LGU of Lake Sebu, CSOs such as Save the Children Foundation, Coalition of Civil Society Development Organizations and partner universities, the Mindanao State University-GSC and the Notre Dame of Marbel University (NDMU) — Champagnat Community College (CCC). The LMT a further expanded to include representatives from the DSWD Regional Field Office 12.

The group identified the Pantawid Pamilyang Pilipino Program (4Ps) as the government project the team will monitor. The Municipality of Lake Sebu was chosen as one of the original beneficiaries of the said conditional cash transfer (CCT) program of the Philippine Government due to its high poverty index of 66.89 percent, the second among the poorest municipalities in the entire Province of Cotabato. The top spot goes to the Municipality of Tboli with a poverty incidence of 73.67 percent.[14]

A Rapid Training Needs Analysis (TNA) was conducted among LMT members using various tools *(i.e. survey tools, KII, FGD Guide and checklist)* to determine their levels of knowledge, skill and attitude in doing joint monitoring.. The result of the TNA was considerably overwhelming as LMT members exhibited ample knowledge and skill and vital attitude to carry out monitoring and evaluation initiatives. Monitoring is no longer new to LGU personnel as it is a regular function of any LGU which is lodged under the Planning and Development Office. CSO partners have extensive experience when it comes to M&E as it has become integral in all their projects. Representatives from the academe were likewise knowledgeable about monitoring and evaluation (M&E) as CCC is the community extension arm of NDMU that implements various development projects like the Accreditation and Equivalency Project under the Alternative Learning System of the Department of Education.

[14] SAE 2005, NSCB with the World Bank

Nonetheless, LMT members signified their willingness to explore and learn more perspectives especially in the area of joint M&E as a viable instrument to reinforce service delivery mechanisms of local government units. Moreover, the results of the TNA elucidate the need to conduct a series of trainings and workshops among LMT members. This is important for them to learn the technicalities and utilities of joint M&E. Thus, these training designs accompanied with different modules were developed based on the identified needs of the LMT members. Moreover, trainings and workshops will be conducted upholding the principles of adult learning.

Objectives

The aim of the capacity development trainings is to provide new perspectives to the members of the Local Monitoring Team in Lake Sebu in utilizing various basic research tools to carry out joint monitoring and evaluation initiatives. At the end of the trainings, participants are expected to:

1. Discuss vital features and policy frameworks and objectives of the Pantawid Program;
2. Enumerate and explain the various research tools and their utilities in joint M&E;
3. Identify different indicators to assess the education component of the Pantawid Program in Lake Sebu;
4. Develop context-specific monitoring tools;
5. Formulate an action plan on how to carry out the joint monitoring activity;
6. Explain and discuss various process documentation and report writing processes, rules and techniques;
7. Apply basic principles of technical writing; and
8. Formulate a local sustainability plan.

Training Materials

Every member of the LMT will receive handouts which contain all information from the lectures and presentations. Moreover, all lectures will be in Powerpoint presentation form.

Training Design Matrix

Module No.	Module Title	Objectives	Time	Methodology	Materials Needed
Training Design No. 1 Team Building and The Pantawid Program as an Anti-poverty Instrument					
I	Types of Social Interactions	At the end of the session, participants are expected to: - Establish rapport, - teamwork and cooperation among each other - Establish the environment for knowledge sharing	1 hour	Cooperative Learning Activity Game	Precut colored cartolina (about the size of ½ 8x11 coupon bond) Scissors Scotch Tape Glue
II	Policy Framework and Objectives of the Pantawid Program and Its Current Status in Lake Sebu, South Cotabato	At the end of the session, participants are expected to: - Explain and discuss the existing policy frameworks and objectives of the Pantawid Program - Discuss the current status and progress of Pantawid Program in Lake Sebu, South Cotabato	2 hours	Lecture Participative Discussion	LCD Projector Laptop Computer
Training Design No. 2 Designing Context Specific Monitoring Tool					
I	Learning Different Aspects and Principles of Joint M&E	At the end of the session, participants are expected to: - Enumerate and discuss different aspects and principles of joint M&E - Rationalize the importance of joint M&E in local governance	2 hours	Lecture Participative Discussion	LCD Projector Laptop Computer
II	Adapting and Identifying Indicators	At the end of the session, participants are expected to: - Identify different indicators vital to assess the Pantawid Program - Enumerate and discuss the qualities of good indicators	2 hours	Lecture Participative Discussion Workshop	LCD Projector Laptop Computer Meta Cards Markers Pen Masking Tape
III	Designing a Monitoring Plan for the Pantawid Program	At the end of the session, participants are expected to: - Explain the procedures of making monitoring plan - Come up with a viable monitoring plan for the	2 hours	Lecture Participative Discussion	Meta Cards Markers Masking Tape Scissors

	Module	Objectives	Time	Methodology	Materials Needed
		Pantawid Program - Identify key persons who are helpful in operationalizing the plan - Identify specific barangay (locale) in Lake Sebu where monitoring plan plan be implemented		Workshop Tour	
Training Design No. 3 **Developing Research Tools with Joint M&E**					
I	Participatory Rapid Field Appraisal (Transect Mapping)	At the end of the session, participants are expected to: - Discuss the utilities of PPFA as an alternative research tool to acquire information from the community being assessed. - Explain and discuss the process of doing PRRA	3 hours	Lecture Participative Discussion Workshop Practicum	LCD Projector Laptop Computer White Cartolina Colored Cartolina Markers Color Pens Crayons Pencils Glue
II	Focus Group Discussion and KII	At the end of the session, participants are expected to: - Discuss the utilities of FGD and KII as alternative research tools to gather information - Enumerate and explain procedures and rules in doing FGD and KII - Discuss the techniques in formulating FGD and KII Guide	3 hours	Lecture Participative Discussion Workshop Simulation	LCD Projector Laptop Computer Coupon Bonds Pens
Training Design No. 4 **Process Documentation and Report Writing Including** **Principles of Technical Writing**					
I	Principles of Technical Writing	At the end of the session, participants are expected to: - Enumerate and discuss the principles of technical writing	1 hour	Lecture Participative Discussion	LCD Projector Laptop Computer
II	Learning Process Documentation and Report Writing • Basic Principles	At the end of the session, participants are expected to: - Enumerate and explain techniques and rules in process documentation and report writing - Apply these techniques	4 hours	Lecture Participative Discussion	LCD Projector Laptop Computer Coupon Bonds Pens

Module		Objectives	Time	Methodology	Materials Needed
	• Structure • Content	and rules in doing process documentation and writing report		Practicum	
III	Formulating Local Sustainability Plan	At the end of the session, participants are expected to: - Formulate local sustainability plan - Come up with Local Sustainability Matrix - Distribute tasks to every member of the LMT	4 hours	Lecture Participative Discussion Practicum	LCD Projector Laptop Computer Coupon Bonds Pens

Training Schedule

Day & Time	Activity	Methodology	Materials	Person-in-Charge
ROUND 1				
Day 1				
Training Design No. I Team Building and The Pantawid Program as an Anti-poverty Instrument				
8:00-11:00 AM	Arrival, billeting and registration			Secretariat
12:00-1:00 PM	Welcome Lunch			
1:00-1:15 PM	Preliminaries			
1:15-1:30 PM	Introduction of Pax			
1:30-1:45 PM	Overview of the Capacity Dev't Training		LCD Projector Laptop Computer	JC Espesor
1:45-2:45 PM	Team Building Session	Cooperative Learning Activity	Colored Cartolina Scissor, Glue Scotch Tape	JC Espesor
2:45-3:00 PM	Coffee Break			
3:00-4:00 PM	Policy Framework and Objectives of the Pantawid Program	Lecture and Interactive Discussion	LCD Projector Laptop Computer	JC Espesor ES Villanueva
4:00-5:00 PM	Current Status of the Pantawid Program in Lake Sebu, South Cotabato	Lecture and Participative Discussion	LCD Projector Laptop Computer	JC Espesor
7:00 PM	Dinner			Secretariat
Day 2 (May 18, 2012)				
Training Design No. 2 Designing Context Specific Monitoring Tool				
7:00 AM	Breakfast			
8:00-8:15 AM	Opening Prayer			
8:15-8:30 AM	An Overview of Joint M&E as a Mechanism for Transparency and Accountability in Government	Lecture	LCD Projector Laptop Computer	JC Espesor
8:30-9:30 AM	Aspects and Principles of Joint M&E	Lecture and Participative Discussion	LCD Projector Laptop Computer	Starjoan Villanueva (M&E Specialist)
9:30-10:00 AM	Coffee Break			
10:00-11:00 AM	Open Forum	Participative Discussion		Starjoan Villanueva (M&E Specialist)
11:00-12:00 AM	Adapting and Identifying Indicators	Lecture and Participative Discussion	LCD Projector Laptop Computer	JC Espesor ES Villanueva
12:00-1:00 PM	Lunch			
1:00-3:00 PM	Designing Monitoring Plan for the Pantawid Program	Workshop and Participative Discussion	Meta Cards Markers Scotch Tape Scissors	JC Espesor ES Villanueva
3:00-3:30 PM	Coffee Break			

Day & Time	Activity	Methodology	Materials	Person-in-Charge
3:30-5:00 PM	Critiquing Session with Malungon Group (Tour)			
7:00 PM	Dinner			
Day 3				
Training Design No. III- Developing Research Tools with Joint M&E				
7:00 AM	Breakfast			
8:00-8:15 AM	Opening Prayer			
8:15-8:30 AM	Overview of Learning Various Research Tools			JC Espesor
8:30-9:30 AM	Participatory Rapid Field Appraisal	Lecture and Participative Discussion	LCD Projector Laptop Computer	JC Espesor ES Villanueva
9:30-10:00 AM	Coffee Break/Snacks			
10:00-11:00 AM	(Continuation) Participatory Rapid Field Appraisal	Workshop	White Cartolina Colored Cartolina Scissors, Glue Markers Color Pens Crayons	LMT Members
11:00-12:00 AM	Synthesis and Open Forum	Participative Discussion		JC Espesor ES Villanueva
12:00 PM	Lunch and Short Meeting for the Next Round of Training			
1:00 PM	Going Home			
ROUND 2				
Day 1 (June 5, 2012)				
Training Design No. 3 **Developing Research Tools with Joint M&E *(continuation)***				
8:00-11:00 AM	Arrival, Billeting and Registration			Secretariat
12:00-1:00 PM	Welcome Lunch			
1:00-1:15 PM	Preliminaries (Prayer and Recapitulation)			JC Espesor
1:15-2:00 PM	Focus Group Discussion (FGD)	Lecture and Participative Discussion	Coupon bonds, Pens, Printer Laptop Computer	JC Espesor ES Villanueva
2:00-3:00 PM	Constructing FGD Guide		Meta Cards Markers Scissor Scotch Tape	LMT Members
3:00-3:30 PM	Coffee Break			
3:30-4:30 PM	Practicum	FGD Simulation Role Playing	Coupon Bond Pens	LMT Members
4:30-5:00 PM	Feedbacking Session	Participative Discussion		LMT Members
7:00 PM	Dinner			
Day 2				
Training Design No. 4 **Process Documentation and Report Writing Including Principles of Technical Writing**				
7:00 AM	Breakfast			
8:00-8:05 AM	Prayer			
8:05-8:15 AM	Overview of the Importance of Process Documentation and		LCD Projector Laptop Computer	JC Espesor

Day & Time	Activity	Methodology	Materials	Person-in-Charge
	Report Writing			
8:15-9:15 AM	Principles of Technical Writing	Lecture and Participative Discussion	LCD Projector Laptop Computer	JC Espesor ES Villanueva
9:15-9:45 AM	Coffee Break			
9:45:10:45 AM	Practicum	Writeshop	Pen and Paper	
10:45-12:00 PM	Presentation and Critiquing of Outputs	Interactive Discussion		LMT Members
12:00 PM	Lunch			
1:30-2:30 PM	Process Documentation and Report Writing: Rationale, Processes and Techniques	Lecture and Participative Discussion	LCD Projector Laptop Computer	JC Espesor ES Villanueva
2:30-3:00 PM	Reviewing and Critiquing Sample LGU M&E Report	Workshop	Coupon Bonds Pen	LMT Members
3:00-3:30 PM	Coffee Break			
3:30-5:00 PM	Continuation of activity	Workshop		LMT Members
7:00 PM	Dinner			
Day 3 (June 7, 2012)				
7:00 AM	Breakfast			
8:00-8:15 AM	Preliminaries			
8:15-10:00 AM	Local Sustainability Planning Session	Workshop	Local Sustainability Planning Template Pen	LMT Members
10:00-10:30 AM	Reviewing Local Sustainability Plan	Interactive Discussion		LMT Members
10:30- 11:30 AM	Meeting with LMT members for joint monitoring on-site tool application			
11:30-12:00 PM	Awarding of Certificates			
12:00 PM	Lunch			
1:00 PM onwards	Going Home			

Evaluation Tools

Different tools will be used to evaluate the series of capability building trainings. The following evaluation tools are designed to evaluate trainings on a daily basis:

Evaluation/Daily Questions

Name (optional): ____________________________________
Day __________________

1. What was best about today's training?
2. What was not good and should be changed or improved?
3. What should we do differently tomorrow?
4. What other comments?

DAILY EVALUATION SHEET

DAY _____

What I got from this training?

Feelings	**Knowledge**
Ideas	**Take Action**

The tool below is designed to evaluate the overall outcome of the trainings.

EVALUATION SHEET

LOGISTICS	Unsatisfactory	Needs improvement	Very Satisfactory
Room			
Food			
Venue			
Handouts			

ADMINISTRATIVE CONCERNS	Unsatisfactory	Needs improvement	Very Satisfactory
Secretariat			
Communication			

PROGRAM	Unsatisfactory	Needs improvement	Very Satisfactory
Speaker/Resource Person			
Facilitators			
Content			

Training Design 1
Module No. 1
Types of Social Interactions (Team Building)

The attainment of the desired goals of any organization mainly depends on the quality of its workforce. Human resource is the most vital component of all organizations around the globe, whether public or private. According to the concept of digital capital, the entire assets or wealth is accounted as only ten percent (10%) of an organization, while the remaining ninety percent (90%) is attributed to the relationships of people who are working for the organization. Complex tasks can be easily performed if all members of the organization work together in a desired manner. Thus, teamwork is sacred to all organizations. Teamwork drives people to move in a unified direction. That is, to achieve organizational goals and objectives. However, teamwork cannot be easily in place in an organization. Each member of the workforce is unique. Their varied socio-economic backgrounds may be detrimental to teamwork inside the organization. In this light, experts around the world developed management tools which may aid organizations in attaining teamwork.

According to Johnson and Johnson (1999), there are three types of social interactions; namely, individualistic, competitive and cooperative. Individualistic persons are those who can work independently without the help of other members of the organization. There are also people who are largely motivated by competition to perform one's task while others are driven by cooperation in performing tasks for the organization.

Objectives

This module aims to enable the LMT member to:
1. Take their respective functions and roles as members of the LMT;
2. Contribute to the attainment of desired goals and objectives;
3. Build rapport, teamwork and cooperation; and
4. Establish an environment for knowledge sharing

Group size

Small group of fourteen (14) LMT members, with varied educational and professional backgrounds

Time Requirement

The entire module can be executed within one (1) hour.

Materials

1. Pre-cut colored cartolina (about the size of ½ 8x11 coupon bond)
2. Scissors
3. Masking Tape
4. Glue

5. White Board
6. Marker

Physical setting

The fourteen (14) LMT members are seated around a big round table

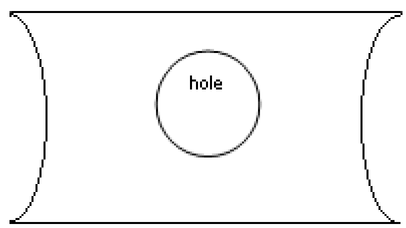
Methodologies

1. This module will employ a cooperative learning activity by engaging all members of the LMT as participants of the team building activity.

Procedure

Part 1 - Activity 1 (Individualistic)

1. The facilitator will briefly explain the three types of social interactions.
2. S/he will distribute the pre-cut colored cartolina to the participants, letting them choose the color of their preference.
3. Using the pre-cut cartolina, the facilitator will advice the participants to make shapes on the paper, one circle and two (2) curves, using a scissor or by simply tearing the paper using their fingers. Give them at least five (5) minutes to complete the task. The ideal shape should look like this:



4. If all of them are done, allow them to present their outputs then show to them the right way of executing the task. Ask them the following questions:
    - *Did you encounter difficulties in doing the task? Why?*
    - *For those who got the right shapes, what made you execute the task properly?*
    - *For those who failed to execute the task, what do you think is the reason?*

Part 2 - Activity 2 (Competitive)

1. The facilitator will divide the group into three. Each group will have at least three (3) members.
2. Using their individual outputs during the first activity, the facilitator will instruct them to create a unified shape or figure. They may use scissor, glue and masking tape to do the task. Use of more or additional paper is not allowed. Give them at least five (5) minutes to execute the task.
3. Once all of them are done, the facilitator will display their outputs in front and will tap a representative from each group to explain their output.
4. To initiate discussion, the facilitator will ask the following questions:
    - *Which is easy to perform, the first task or the second one? Why?*
    - *Did the group feel any pressure while doing the task? Why?*

- *What is the role of each member of the group? How did the group divide the tasks among its members?*
- *What can you say about the outputs of other groups? Which is better, your output or the outputs of other groups?*

Part 3 - Activity 3 (Cooperative)

1. The facilitator will advice the participants to treat themselves as one (1) group.
2. Using all their outputs during the first and second activities, the facilitator will instruct them to create a unified shape. They may use scissor, glue and masking tape to execute their task. Use of additional paper is not allowed. Participants are given at least ten (10) minutes to execute the task.
3. Once the group is done, the facilitator will tap a representative to explain their output.
4. The following discussion questions are then asked:
    - *Among the three (3) tasks, which is easy to perform? Why?*
    - *What is the role of each member of the group? How did the group divide the task among the members?*
    - *How did the group arrive at the consensus on what shape they are going to create?*
    - *Is having other members in the group beneficial to the proper execution of tasks? Why?*

5. All responses of the participants from the first to the third activity should be documented using the matrix below.
6. With reference to the documentation matrix, the facilitator will present all responses to the participants.
7. S/He will ask them the lessons that can be learned from the activity and how these lessons can be applied to the joint monitoring effort of the team.
8. S/he will ask the LMT members how they want to cooperate with each other and which tasks and responsibilities can they perform individually and collectively to make the project a success.
9. The commitments will be written on a Manila paper. The facilitator will ask the participants tp recite these commitments together.

INDIVIDUALISTIC	COMPETITIVE	COOPERATIVE

Module No. 2
Policy Framework and Objectives of the Pantawid Pamilyang Pilipino Program and Its Current Status in Lake Sebu, South Cotabato

The Pantawid Pamilyang Pilipino Program (4Ps) is the centerpiece initiative of the Philippine Government to combat poverty in the country. Its implementation started in November 2006 during the administration of former President Gloria Macapagal-Arroyo. 4Ps is a component of the National Sector Support for Social Welfare and Development Project (NSS-SWDP) under the Department of Social Welfare and Development (DSWD) with technical and financial assistance from the World Bank. The program is patterned after the CCT programs of Latin American and African states. It is designed to provide cash assistance to poor families to improve their human capital by investing in the health and education of mothers and their children. Moreover, the CCT Program is an ultimate tool of developing countries like the Philippines to meet the Millennium Development Goals (MDG).

When Simeon Benigno C. Aquino III was elected as president of the Philippines, he directed DSWD to widen the coverage of the Program so that more impoverished Filipino families will become beneficiaries. A great deal of public fund is allotted for the implementation of the Program. At present, 4Ps is simply known as the Pantawid Program due to many confusions of its previous name. Based on initial evaluations, the Pantawid Program yields overwhelming success in education but not in health. There are also problems reported in different localities in the Philippines such as wrong beneficiaries and lack of social infrastructures *(i.e. health center and school)* in the *barangays* necessary for the beneficiaries to meet the conditions set forth by the Program.

Due to massive prevalence of poverty in the Municipality of Lake Sebu, South Cotabato, it was chosen as one of the original recipients of the Pantawid Program. Currently, nineteen (19) *barangays* are enrolled in the Program. The LMT will monitor whether the program is heading towards its goals and objectives. For the LMT to be able to do this effectively, it needs to understand the project's principles and processes.

Objectives

At the end of the session, participants are expected to:

1. Explain and discuss the existing policy frameworks and objectives of the Pantawid Program.
2. Discuss the current status and progress of the Pantawid Program in Lake Sebu, South Cotabato

Group Size

A small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within two (2) hours.

Materials

1. LCD Projector
2. Laptop Computer
3. Cartolina Paper
4. Markers
5. Masking Tape

Physical Setting

The fourteen (14) LMT members are seated, arranged in U-shape position.

Methodologies

1. This module will employ the lecture method as the primary means of sharing information combined with participative discussion workshop.

Procedures

Part 1

1. Before the start of the activity, the facilitator will set up two (2) 1 whole size Manila papers on the wall. One manila paper is labeled Group 1, the other, Group 2.
2. The facilitator will divide the participants into two (2) groups. S/He will instruct them to write as many concepts and ideas about the Pantawid Program as they can on the cartolina using markers. Give them one (1) minute to finish.
3. After 1 minute, the facilitator will check which concepts and ideas of the two groups are correct.

Part 2

1. The facilitator will present the policy frameworks and objectives of the Pantawid Program.
2. S/he will also present the current status of implementation of the Pantawid Program in Lake Sebu.
3. Questions and queries will be encouraged and welcomed after the presentation.

Facts about the Pantawid Program

The following are facts and information about the Pantawid Program:

1. The Pantawid Program is the name of the Conditional Cash Transfer (CCT) Program, of the Philippine Government;
2. It is patterned after CCT Programs of Latin American and African Countries *(i.e. Bolsa Familia of Brazil, Opportunidades of Mexico, etc);*
3. It is a development program designed to promote investment in human capital among poor families with 0-14 children;
4. It focuses on the health and education of poor families
5. It is intended to meet the Millennium Development Goals such as reducing extreme poverty and hunger, achieving universal primary education, reducing child mortality, improving maternal health, and promoting gender equality and empowering women;
6. Implemented by DSWD together with the Department of Education (Dep Ed), Department of Health (DOH), Department of the Interior and Local Government (DILG), and the National Anti-poverty Commission (NAPC)
7. It is an integral component of the National Sector Support for Social Welfare and Development Project (NSS-SWDP), together with other anti-poverty measures like the KALAHI-CIDSS;
8. The poverty incidence of Lake Sebu, South Cotabato is 66.89 percent according to SAE 2005 of NSCB with the World Bank.
9. There are 4,322 poor families in Lake Sebu currently enrolled in the program.

Lessons to be Learned

Understanding the policy frameworks and objectives of the Pantawid Program is truly important so that LMT members will have a clear grasp of what area of the program they are going to look into as subject of joint M&E. This is also important to solicit policy recommendations from them especially in establishing mechanisms at the local level that is supportive to the primary objective of the Pantawid Program of reducing poverty. Nonetheless, there are no specific local targets and objectives in the implementation of the Program, since this development initiative is implemented by the DSWD. Moreover, the LGU was not involved when the Program was conceptualized and implemented in 2006.

Training Design 2
Module No. 1
Learning Different Aspects and Principles of Joint Monitoring

Monitoring is essential to the entire planning process in any organization in setting its goals and objectives. Plans serve as the blueprint of development of any organizations. It outlines the objectives the organization ought to achieve as well as the strategies to be employed in attaining its objectives. Monitoring provides data on project progress and effectiveness. It improves project management and decision-making. It also allows accountability of stakeholders, especially implementers and funders. M&E is also useful in providing data to plan future resource needs. Moreover, it provides data for policy-making and advocacy.

It has been a common notion in most organizations that M&E is more of a donor requirement rather than a management tool. Donors are entitled to know whether their money is properly spent. However, the primary use of M&E is for the organization to see how it is doing against its objectives, whether it is having an impact, whether it is working efficiently, and to learn how to make it better.

Despite the increasing popularity of monitoring and evaluation, participatory M&E is not widely practiced in most organizations. Local government units, for instance are doing M&E using tools that are prescribed by the Regional Project Monitoring and Evaluation System (RPMES) of the DILG. Nonetheless, these M&E initiatives of the LGU do not usually involve civil society organizations and other local stakeholders in doing M&E. CSO representatives in the local development councils (LDC) have become part of the local monitoring team led by DILG but only few CSOs are recognized to be part of LDC.

The intention of this module is to raise appreciation on joint M&E as a means to put in place the mechanisms for transparency and accountability in local governance.

Objectives

At the end of the session, participants are expected to:

1. Enumerate and discuss different aspects and principles of joint M&E; and
2. Rationalize the importance of joint M&E in local governance

Group Size

A small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within two (2) hours.

Materials

1. LCD Projector
2. Laptop Computer

Physical Setting

The fourteen (14) LMT members seated around a big conference table

Methodologies

This module will employ lecture through the aid of a powerpoint presentation with interactive discussion.

Resource

1. Janet Shapiro, Monitoring and Evaluation, CIVICUS: World Alliance for Citizen
2. Participation, Newtown, Johannesburg, South Africa, www.civicus.org. Accessed on May 7, 2012

Procedure

1. The facilitator will present to the participants a lecture highlighting basic concepts, dimensions and principles of joint monitoring and evaluation.
2. S/He will also entertain questions and queries after the presentation. Also ask for additional inputs from the participants.

Lessons to be Learned

Learning the basic concepts, dimensions and principles of joint monitoring and evaluation is essential to develop a viable and reliable joint M&E tools.

Module No. 2
Identifying and Adopting Indicators

Monitoring and evaluation are fundamental aspects of program management in any organization. It has become an integral component of any project being implemented to determine/assess its outcome. Government agencies including LGUs have included an M&E component in all their projects which are aimed to bring about development and alleviate the poor from poverty.

The progress of a project can only be determined through indicators. These, according to Church and Rogers in 2006, refer to qualitative or quantitative factors or variables that provide a simple and reliable means to reflect change connected to an intervention, since indicators contain information that signal change. They are useful in establishing baselines, and in conducting monitoring and evaluation. To attain quality indicators, they must pass the test of reliability, feasibility and utility in decision-making.

Like other development-driven projects of the Philippine Government, the Pantawid Program has built-in mechanisms for M&E. It uses matrices to track the levels of compliance of recipients of the conditions set by the Program. Participation rate of beneficiaries in education and health are the primary indicators employed to determine the success of the Pantawid Program. M&E activities are the responsibilities of the municipal links from regional offices of the DSWD assigned in the barangays. Public school teachers, barangay health workers (BHW), and barangay nutrition scholars (BNS) are also tasked to help the DSWD in monitoring the compliance on health and education as well as validation of beneficiaries. However, other social sectors such as the academe and CSOs are not involved in doing monitoring and evaluation of most development initiatives like the Pantawid Program.

For the purpose of joint monitoring and evaluation, LMT members will particularly deal with the mode of public service delivery, focusing on the education component of the Pantawid Program.

Objectives

At the end of the session, participants are expected to:

1. List and discuss the qualities of good indicators
2. Explain the process of testing indicators; and
3. Identify and formulate indicators vital in assessing the Pantawid Program.

Group Size

Small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within two (2) hours.

Materials

1. LCD Projector
2. Laptop Computer
3. Meta Cards
4. Manila Papers
5. Masking Tape

Physical Setting

The fourteen (14) LMT members are seated around a big conference table

Methodologies

This module will employ the participative workshop method, coupled with lecture through the aid of a powerpoint presentation.

Resource

Cheyanee Church and Mark M. Rogers (2006). Designing For Results: Integrating Monitoring and Evaluation In Conflict Transformation Programs, Search for Common Ground, Washington DC.

Procedures

Part 1

1. The facilitator will give the lecture about indicators containing information such as, importance of indicators as a means of measuring change; components of indicators; and qualities of good indicators (SMART).
2. S/he will present to the participants the specific aspect of the Pantawid Program to be jointly monitored.

Part 2

1. *Identifying indicators*. Using meta-cards and markers, the facilitator instructs the participants to identify indicators in accordance to the specific aspect of joint monitoring. Tell the participants to write one idea per card in BIG and BOLD print. They are given five (5) minutes to write their suggestions. After which, the facilitator groups together ideas and concepts which are related, identical and similar. The various indicators suggested by the participants are then summarized.
2. *Indicator Components*. Using the matrix below, the facilitator solicits ideas from the participants to fill empty portions of the matrix. S/He may divide the task by dividing the group into two (2). At least two (2) indicators per group are assigned. They are given fifteen (15) minutes to brainstorm and another five (5) minutes to write their answers. If

all of them are done, the facilitator entertains questions from the participants and checks if they agree to the answers provided by the other group.

Indicator Components	Indicator 1	Indicator 2	Indicator 3	Indicator 4
What is to be measured?				
The unit of measurement to be used to describe the change				
Pre-program status/state, also known as the baseline (where possible)				
The size, magnitude or dimension of the intended change				
The quality or standard of the change to be achieved				
Target population (s)				
Timeframe				
Locale				

3. *Testing Indicators.* Using another matrix provided below, the facilitator instructs the participants to brainstorm on the reliability, feasibility and utility in decision making of the indicators they already identified. Give them fifteen (15) minutes to discuss and another ten (10) minutes to write and present their output. After which, s/he asks the participants if they have any comments and suggestions about their output. Finally, the facilitator consults the participants which among the proposed indicators are to be adopted and to be used for joint M&E. Proposed indicators that fail to pass the quality test will be rejected.

Proposed Indicators	QUALITY TEST		
	Reliability	Feasibility	Utility in Decision Making
Indicator I			
Indicator 2			
Indicator 3			

Lessons to be Learned

The quality of indicators used in monitoring and evaluation is truly important to gauge progress of projects or programs. This ensures higher accuracy and reliability of findings and results of evaluation.

Module No. 3
Designing a Monitoring Plan for the Pantawid Pamilyang Pilipino Program

Planning is the first function of management. You cannot implement anything without a plan. A plan serves as a point of reference during the process of implementation. It is the blueprint where implementation of a certain activity, project or program is based.

Even in conducting or implementing a monitoring scheme, there is a need for careful consideration on how this will be implemented. Hence, a monitoring plan is a must for any activity, project or program to be monitored. In fact, a monitoring and evaluation plan should already be incorporated during the conceptualization of the activity, project or program.

Objectives

At the end of the session, participants are expected to:

1. Explain the procedures in formulating a monitoring plan;
2. Come up with a viable monitoring plan for the Pantawid Program;
3. Identify key persons who are helpful in operationalizing the plan; and
4. Identify specific *barangay* (locale) in Lake Sebu where the M&E plan will be implemented

Group Size

A small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within two (2) hours.

Materials

1. LCD Projector
2. Laptop Computer
3. Colored cartolina Paper
4. Markers
5. Masking Tape
6. Pens

Physical Setting

The fourteen (14) LMT members are seated, arranged in a U shape position. They will be divided into smaller groups during the activity.

Methodologies

This module will employ the workshop method as the primary means of sharing information combined with lecture and participative discussion.

Procedures

1. The facilitator will orient the participants that the primary intention of the project, "Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor" is to design a viable M&E Plan for the Pantawid Program.
2. Using the template below, the facilitator will subject all indicators identified during the previous session in a participative discussion and workshop.
3. Using meta-cards, s/he will instruct the participants to come up with the operational definitions of every indicator that is already adopted. S/he also solicits ideas from them on the data requirement, data source, types of analysis and tool requirement of every indicator.
4. The facilitator will instruct the participants to distribute the tasks of who will be in-charge of data collection and data consolidation.
5. If all information are already given, the facilitator will review the outputs of the participants. S/he groups ideas or concepts that are similar and identical. If there are confusing ideas or concepts, ask the participants who posted it for clarification.
6. The facilitator will guide the group in finalizing the monitoring and evaluation plan.

Monitoring Plan Matrix for the Pantawid Program

Aspect to be Monitored	Performance Indicators/ OVI	Operational Definition	Data Required	Data Source	Types of Analysis	Tools Required	Data Collector	Data Consolidator

Lessons to be Learned

Designing a monitoring and evaluation plan is important. This will provide direction to the members of the LMT in executing M&E activities. This is helpful to LMT members as it provides information on what data they are going to gather from the community and its source. This also tells them the types of analysis and tools they are going to use in analyzing data. An M&E Plan also delineates the role of each LMT member especially during the conduct of joint monitoring and evaluation.

Training Design 3
Module No. 1
Participatory Rapid Field Appraisal (PRFA) - Transect Mapping

CSOs have been a critical element in the history of Philippine social development work. They came in not just to critique the seemingly insufficient government service provision, but to provide direct services. Some CSOs have played the role of being a watchdog of the government bureaucracy. Over the years, however, there has been a shift in the CSO mandate - from merely being a watchdog of public institutions to becoming partners of the government in delivering services, especially to the poor.

Non-government organizations are hailed as significant actors in the socio-political spectrum. Most government agencies, if not all, tap services of NGOs. In fact, in local government units, twenty percent of the members of local development council should come from the civil society organizations.

One of their vital contributions is the various alternative research tools developed to assess not only their projects, but development initiatives initiated by the government as well. A good example of this is the “Budget Tracking for Transparency and Accountability in Government” (BTTAG). These tools are considered to be good innovations in the field of research as it is different from academic and conventional research methodologies. This only proves that knowledge generation is not a monopoly of the academe.

Another alternative research strategy is the PRFA. This tool gives importance to participatory methodologies in gathering information, especially at the community level. One of the most common PRFA Tools is the Transect Mapping. This is a method for collecting information on where certain resources or features are located. The purpose of this is to identify and analyze the distribution of and the relationships between specific resources or features. Transect Mapping is an appropriate tool to monitor and evaluate the Pantawid Program especially in determining the relationship of the supply and demand components of the program.

Objectives

At the end of the session, participants are expected to:
1. Discuss the utilities of the PRFA as alternative research tools to acquire information from the community being assessed;
2. Explain and discuss the process of doing PRFA; and
3. Execute the process of doing Transect Mapping.

Group Size

A small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within three (3) hours.

Materials

1. LCD Projector
2. Laptop Computer
3. White Cartolina
4. Colored Cartolina
5. Markers
6. Color Pens
7. Crayons
8. Pencils
9. Glue

Physical Setting

The fourteen (14) LMT members, seated around a big round table and later divided into two (2) groups for the workshop.

Methodologies

This module will employ cooperative learning activity by engaging all members of the LMT in a participative workshop.

Procedures

1. The facilitator will briefly explain the PRFA Strategy including its purpose and utilities in gathering information at the community level. S/he puts emphasis on the Transect Mapping as a viable tool to jointly monitor and evaluate the Pantawid Program.
2. The group will be divided into two (2) for the workshop.
3. The facilitator will introduce transect mapping and distributes the necessary materials for the workshop.
4. Manila paper will be given to each group labelled with North, South, West and East. The base map of Barangay Poblacion of Lake Sebu is shown as reference.
5. The facilitator will instruct each group to determine the features to be mapped that have relevance to the Pantawid Program *(i.e. Health center, schools, ECCD, barangay hall, municipal hall and residential areas of the beneficiaries)*. Symbols and colors can be used to represent quantity and quality of the different features.
6. They will be given ten (10) minutes for brainstorming and another 45 minutes for the execution of the map.
7. If all of them are finished, a representative from each group will present their respective outputs. Afterwards, the facilitator compares their outputs with the base map.
8. The groups should make the necessary revisions to ensure accuracy of information.
9. The facilitatorshould copy the final map on paper or take a photograph.
10. The facilitator will leave a copy of the map to the LGU or the community

Resource

Module on Workshop on Participatory Appraisal, International Institute of Rural Reconstruction, Cagayan de Oro City, April 8-15, 1997

Lessons to be Learned

Participatory mapping has great value as an alternative tool to gather information from the community. In particular, the following are its value:

1. Helps outsiders and community members identify, locate and classify resources and features, revealing their importance and usefulness from the local peoples' point of view.
2. Reveals patterns of spatial organization as well as constraints and opportunities.
3. Can be used to collect baseline data and to monitor change in resources and patterns of use.
4. Can be used to evaluate impact and to improve resource management strategies or to design new systems.

Module No. 2
PRFA - Focus Group Discussion

Another PRFA Approach is the FGD. This method uses discussions with groups of six (6) to fifteen (15) knowledgeable members of the community covering one or several topics. This is useful to generate information, to build consensus, to validate information gathered by other means, or to clarify information in documents lacking details.

An FGD can be employed to assess the Pantawid Program. Specifically, this is helpful to acquire information from the community. Beneficiaries of the Pantawid Program could be among the participants of the group discussions. Perceptions and experiences of the beneficiaries can be documented using this method. This gives paramount importance to a participatory approach to gather data by treating community folks as source of information rather than mere recipients of public goods and services. A wide array of social problems and issues can be documented as inputs for policy and decision-making.

This tool is important to triangulate or validate the results of other tools to be employed during the conduct of joint monitoring and evaluation initiatives.

Objectives

At the end of the session, participants are expected to:
1. Discuss the FGD as an alternative research tool to gather information at the community level;
2. Enumerate and explain procedures and rules in doing FGDs; and
3. Discuss the techniques in formulating an FGD guide

Group Size

A small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within one (3) hours.

Materials

1. LCD Projector
2. Laptop Computer
3. Colored Cartolina
4. Markers
5. Bond Papers
6. Ballpens

Physical Setting

The fourteen (14) LMT members seated around a big round table and later divided into two (2) groups for the workshop.

Methodologies

This module will employ lecture method and participative workshop.

Resource

Module on Workshop on Participatory Appraisal, International Institute of Rural Reconstruction, Cagayan de Oro City, April 8-15, 1997

Procedures

1. The facilitator will briefly explain the FGD as a Participatory Rapid Field Appraisal Strategy, including its purpose and utilities to gather information at the community level.
2. S/He will present a lecture on how to formulate an FGD guide.
3. The facilitator then divides the group into two (2). Instruct each group to formulate at least three (3) questions based on the specific aspects of the Pantawid Program to be jointly monitored. The participants are given 15 minutes to finish. After they have formulated their questions, they will present their outputs.
4. S/he will also ask the other group to critique the output of the other.
5. If both groups have already presented, s/he will ask them in a plenary session to build consensus on questions that should be adopted to form part of the FGD guide.
6. The facilitator will then inform the participants that they will conduct a mock FGD session.
7. S/He will ask the group to identify one member who will serve as the facilitator and another member to serve as documenter. The rest of the group members will act as participants.
8. S/He will start the simulation session and remind participants that they have 15 minutes to finish the session.
9. After the simulation, the facilitator will lead the discussion on the activity they have undergone by asking the following questions:

   - Did you find any difficulty in formulating FGD questions? Why?
   - On the part of the facilitator, is it difficult to execute the tasks? Why?
   - On the part of the documenter, is it difficult to do the tasks? Why?
   - On the part of the participants, did you encounter difficulties in answering questions?
   - Do you think the FGD questions you have formulated can be understood by the Pantawid Program beneficiaries?

10. The facilitator and the participants will finalize the sets of questions for the FGD, based on the results of the simulations and inputs during the discussion.

Lessons to be Learned

1. FGDs can provide information about the responsiveness and effectiveness of the Pantawid Program as anti-poverty tool.
2. This is also helpful for the researchers to learn local terms and concepts that might have no direct equivalent in the language of someone who is not part of the community.
3. This also ensures quality of data gathered using other tools that will validate and triangulate results. Moreover, this tool is inexpensive and relatively easy to use.

Module No. 3
PRFA - Key Informant Interview (KII)

KII is a commonly used research tool, not only by civil society organizations, but also by academe and various research institutions. This is already proven to gather valuable information from the key stakeholders who are knowledgeable about a certain phenomenon. This is useful in validating results of the assessment of a certain program or project under monitoring and evaluation.

In particular, KII is a form of interview in which questions and topics are built upon the responses to previous questions. It is probing and flexible. This type of Participatory Rapid Field Appraisal Approach is appropriate to gather information about the Pantawid Program. Responses of key informants like the *Barangay* Captains, *Barangay* Health Workers, *Barangay* Nutrition Scholars, midwives, community leaders, people's organizations, municipal links and implementers are useful to draw analysis on the current state or progress of the program implementation. Results gathered using this tool is important to identify constraints and weaknesses of the Pantawid Program. That is, mechanisms that are needed to rectify errors can be put in place before any serious problems can arise. Furthermore, KII is useful to validate results gathered through surveys, FGDs and secondary sources to come up with deeper understanding and analysis.

Objectives

At the end of the session, participants are expected to:

1. Discuss the KII as an alternative research tool to gather information at the community level;
2. Enumerate and explain procedures and rules in doing KII; and
3. Discuss the techniques in formulating a KII Schedule

Group Size

Small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within three (3) hours.

Materials

1. LCD projector
2. Laptop computer
3. Colored cartolina
4. Markers

5. Bond papers
6. Ballpens

Physical Setting

The fourteen (14) LMT members seated around a big round table.

Methodologies

1. Lecture method
2. Participative workshop

Resource

Module on Workshop on Participatory Appraisal, International Institute of Rural Reconstruction, Cagayan de Oro City, April 8-15, 1997

Procedures

1. The facilitator will briefly explain KII as a PRFA Strategy, including its purpose and utilities in gathering information at the community level
2. S/He will present a lecture on how to formulate KII Guide
3. S/He will facilitate the identification of Key Informants who are knowledgeable about the Pantawid Program. Using metacards, the facilitator asks the participants to list all possible key informants in the *barangay*.
4. Using metacards, the facilitator will solicit possible questions from the participants. S/He will remind them that questions should be based on the specific aspects of the Pantawid Program to be monitored.
5. The facilitator will lead the processing of outputs. S/He then groups responses and ideas that are similar, identical and common.
6. S/He will ask the participants if they have any queries on their outputs.
7. S/He will then instruct the participants to select the final set of questions for the KII.
8. The facilitator will inform the participants that they will conduct a mock KII session.
9. S/He Asks the group to identify one (1) member to serve as KI Interviewer and another member to serve as the Key Informant.
10. The facilitator will start the simulation session. S/He then gives the participants 15 minutes to finish the session.
11. After the simulation, s/he will then lead the discussion on the activity the group has undergone by asking the following questions:

    - *Did you find any difficulty in formulating KII questions? Why?*
    - *On the part of the KI Interviewer, is it difficult to execute the tasks? Why?*
    - *On the part of the key informant, is it difficult to respond to questions? Why?*
    - *Do you think the KII questions you have formulated can be understood by the Pantawid Program Key Informants?*

12. Considering the results of the simulations and inputs during the discussion, the facilitator will finalize the sets of questions for the KII.

Lessons to be Learned

KIIs help draw out the perceptions and experiences of individuals expressed in their own swords. This is useful for gathering in-depth information on the specific aspects of the Pantawid Program.

Training Design 4
Module No. 1
Learning Process Documentation for Joint Monitoring

A variety of processes is taking place in the performance of a certain activity in the implementation and monitoring of a program or project of an organization or institution. Documentation plays a very important role in any of these endeavors.

Documentation differs from one organization to another. In fact, a documenter uses various ways and means of documenting. Although, there is no 'blueprint' on how documentation is undertaken, the bottomline is to provide deeper insights about the subject matter being documented. It aims to contribute something to the learning process in the field of adult education.

One of the widely used methods of documentation is process documentation. Process documentation provides insights about an ongoing activity during the course of the implementation. As such, information collected during the process documentation is of timely relevance. Information collection on activities/projects or programs is the key aspect of process documentation.

Hence, understanding process documentation is immensely relevant to strengthen the implementation of a given endeavor.

Objectives

At the end of the session, participants are expected to:

1. Enumerate and explain techniques and rules in process documentation
2. Apply these techniques and rules in doing process documentation
3. Undergo a mock process documentation for the mock FGD sessions for the Pantawid Program

Group Size

A small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within two (2) hours.

Materials

1. LCD Projector and laptop computer
2. Ballpens
3. Papers/coupon bonds

Physical Setting

The fourteen (14) LMT members are arranged in a U-shape position both during the lecture and the mock process documentation session.

Methodologies

This module will employ both lecture and workshop as means of sharing information combined with participative discussion.

Procedures

1. The facilitator will give a brief lecture on the different techniques and rules of doing process documentation.
2. The group will then be divided into two teams.
3. Each team will identify a specific topic of the Pantawid Program to be discussed for the mock FGD session. The team will use the FGD questions formulated in the previous sessions.
4. Each team will select a facilitator and a documenter.
5. Each team will execute the mock FGD session.
6. After the simulation, the facilitator will ask the following questions:

   - *What do you do when you try to document any undertaking?*
   - *What do you think is the best way of documenting an activity?*
   - *On the part of the documenter, is it difficult to do the task of documenting? Why?*
   - *What do you think are the materials needed during documentation? Discuss the uses of these materials?*

7. The documenter of each team presents his/her output for critiquing in the plenary session.

Lessons to be Learned

Since many processes take place during the articulation and implementation of a certain endeavor, it is very difficult to capture all these processes. Process documentation is a method used to concisely capture and share critical project concepts, plans, and information. It helps create a systematic information to articulate the intervention strategies. It is an exercise to gather all the data for continuous reflection and analysis and re-examination of strategies for strategic and operational framework.

Module No. 2
Rules and Mechanics of Technical Writing

Writing has never been an easy task to perform. It has never been a strong point for many people, even for many scientists and researchers in various fields. Scientific progress in recent years has opened new opportunities for sustainable growth of the country. However, the difficulty of many scientists and researchers to package scientific and technological information into a form fitted for human utilization and interpretation restrains initiatives to pursue these opportunities. One essential requirement of science is publication through prints, seminars or written reports. Thus, research outputs should be communicated to its target readers or users.

Even in the conduct of monitoring activities, results of what has transpired need to be written and reported to the implementers and other stakeholders. This is to properly evaluate the progress of the program or project implementation. The report serves as a feedback mechanism which will help determine if implementation is according to plan and if there is a need for corrective actions to be taken to ensure successful implementation.

Objectives

At the end of the session, participants are expected to:

1. Discuss the importance of technical/report writing
2. Enumerate and discuss different types of writing

Group Size

Small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within three (3) hours.

Materials

1. LCD projector
2. Laptop computer
3. Ballpens
4. Papers

Physical Setting

The seating arrangement of the fourteen (14) LMT members is in a U-shape position.

Methodologies

This module will employ both lecture and workshop as means of sharing information combined with participative discussion.

Procedures

1. The facilitator will give a brief lecture on the rules and mechanics of technical/report writing
2. S/He will discuss some of the common errors in technical writing.
3. Each participant will then be given a topic about the different aspects of the Pantawid Program for the writeshop.
4. The participants' outputs will be presented in the plenary. The following questions will be asked from the participants:

    - *What are the common problems that you encounter when you write something, specifically a report of an undertaking?*
    - *Is it difficult to write a report? Why*
    - *Do you have previous knowledge as to the guidelines and tips on how to write a good report?*

5. The best written essay will be chosen from the outputs presented.

Lessons to be Learned

The writing skills of the researcher in translating the research outputs into pieces of information that can be consumed by the target readers are very crucial in any research undertaking. In the case of the Pantawid Program, the results of the joint monitoring are very important inputs to the following stakeholders: a) the DSWD as the main implementing agency; b) the LGU and its constituents; c) the recipients of the said project; d) other agencies/organizations such as CSOs, academes and other institutions involved in research and extension services.

In conducting a joint monitoring activity, an LMT member should be equipped with the technical knowledge about the project. Ideally, s/he should also possess technical writing skills to be able to put into writing the results of the said endeavor.

Module No. 3
Formulating a Local Sustainability Plan

A plan is important to any organization. It serves as the blueprint of development that provides the organization the direction it has to take. It contains the development objectives that the organization wants to achieve within a given period of time. Specific activities with corresponding financial allocation are important to implement a plan.

The project "Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor" aims to promote transparency and accountability mechanisms in government by raising the capacity of civil society organizations to carry out joint monitoring and evaluation of public service delivery. The major intervention provided by the project is the series of capacity development training for members of the local monitoring teams of the eight (8) project sites in the entire country. However, after the training, there are important things to do by the LMT to ensure the sustainability of the project. Thus, formulating a local sustainability plan is necessary. The plan should contain activities that must be undertaken and the conduct of the series of capacity development trainings and workshops. It should also explicitly define the roles and functions of LMT members.

Objectives

This module aims to enable LMT members to:
1. Formulate a local sustainability plan;
2. Come up with a local sustainability matrix
3. Distribute tasks to every member of the LMT

Group Size

Small group of fourteen (14) LMT members with varied educational and professional backgrounds.

Time Requirement

The entire module can be executed within one (1) hour.

Materials

1. Manila Papers
2. Scissors
3. Masking Tape
4. White Board
5. Marker

Physical Setting

The fourteen (14) LMT members seated around a big round table

Methodologies

This module will employ the workshop method to formulate a local sustainability plan supplemented with a brief lecture.

Procedures

1. The facilitator will explain to the participants the importance of formulating a local sustainability plan.
2. After the brief lecture, the facilitator will engage the participants in a workshop.
3. Using manila papers, the participants will list all the activities that must be undertaken after the conduct of a series of capacity development trainings.
4. If the participants are done, the facilitator will lead a discussion on the feasibility of the activities they have identified. S/He will solicit suggestions and comments from the group before finalizing the component activities of the local sustainability plan.
5. Afterwards, the participants are asked to identify responsible person/s for each component activity of the plan, as well as the measure of success, timeline and the required resources. Below is the matrix to be used in formulating the local sustainability plan.

	Activities	Responsible Person/S	Measure of Success	Timeline	Required Resources
1					
2					
3					

Lessons to be Learned

Formulating a local sustainability plan is important to guide members of the LMT. This will allow them to identify and undertake activities after the conduct of a series of capacity development activities. The participation and commitment of every member of the LMT in realizing the content of the plan will contribute to the project's sustainability.

Capacity Development Program for Monitoring the Disaster Risk Reduction and Management Program

PEÑABLANCA, CAGAYAN

Introduction

This World Bank – funded project "Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor" seeks to uphold transparency and accountability in the delivery of public service delivery to the poor. It aims to strengthen the knowledge, skills and attitudes (KSA) of Civil Society Organizations (CSOs), the academe and the local government units in conducting joint monitoring and evaluation of local public service delivery to the poor. It has eight (8) project sites all over the country, one of which is in Peñablanca, Cagayan.

The Local Monitoring Team (LMT) in this particular site focused on the Monitoring and Evaluation of the Disaster Risk Reduction Management Program (DRRMP) Rescue Team of Peñablanca, Cagayan. Six (6) persons comprise the LMT that includes: two (2) members from the civil society organization Conservation International, two (2) members from the Local Government Unit (LGU) of Peñablanca (government agency), and the other two from St. Paul University Philippines (academe). The project will take a closer look at the flood preparedness of Rescue 24, the multi-awarded rescue team of the Municipality of Peñablanca founded in 2000.

As revealed by the results of the Training Needs Analysis (TNA) conducted among the members of the Local Monitoring Team (LMT), the conduct of capacity development activities is imperative. Hence, this capacity development guide for the Local Monitoring Team of Peñablanca, Cagayan, is composed of training materials designed to empower the LMT members in conducting a joint monitoring and evaluation initiative. This guide intends to impart among the LMT members the appropriate KSAs for them to effectively and efficiently do their tasks in the conduct of the local project.

At the end of the training, the participants are expected to:

1. Explain the basic information on the DRRM, RA 10121 and pertinent rescue concepts;
2. Revisit the basic concepts, theories and principles of monitoring and evaluation;
3. Develop appropriate monitoring and evaluation tools;
4. Review and discuss the rudiments of data gathering and analysis;
5. Collaborate with deepened commitment and teamwork; and,
6. Express appreciation on the role of the project in upholding transparency and accountability in the delivery of public service to the poor.

The participants to the capacity development trainings will be subjected to a pre-test and post test to measure the extent of the effect of the trainings on their knowledge, skills and attitudes before and after their exposure to the trainings.

Training Design No. 1
From Function to Fusion

The success of the LMT is greatly dependent on the intangible attributes of the individual members. Knowing each member's talents, skills and capabilities will enable the team to understand each member's gifts and limitations. Getting to know one's strengths enables a team member to know where he/she could contribute more for the success of the team's activities. Considering the results of the Training Needs Analysis among the Peñablanca LMT, conducting a team building session is imperative to enable the team to realize the objectives of this project with a deepened spirit of teamwork, camaraderie and cooperation.

The team building activity titled "*Sinni na…Sinni Tam (Who am I…Who are We)* aims to strengthen the partnership between and among the LMT members. This training also orients the LMT members on their roles in the monitoring and evaluation initiative.

Objectives

At the end of the training, the participants should be able to:

1. Demonstrate appreciation of the benefits of team building;
2. Identify their contributions to the LMT based on their strengths and weaknesses;
3. Deepen understanding of the project concepts and policies;
4. Express appreciation of the importance of critical reflection for self-analysis; and,
5. Express one's interest and commitment to the group's project.

Methodologies

The following methods will be employed in the conduct of the training:

1. Reflective journal writing
2. Story telling session in small groups
3. Creative plenary presentation
4. Game
5. Synthesis: Identification of roles and tasks of the LMT
6. Lecturette
7. Q and A
8. Video presentation

Outline

This training is composed of two modules, namely:

Module 1. Enhancing Teamwork through Self Understanding
Topic 1: *Sinni Na…Sinni Tam* (The LMT's Introspective Journey to the Self and the Other)
Topic 2: *Anni Makua Tam*: Enhancing Teamwork and Camaraderie

Module 2. Clarifying LMT Roles

Topic 1: Overview of the Project *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor*

Topic 2: Roles of the LMT

Training Design Matrix

Inclusive Time	Objectives	Activity/ Module	Methodology	Materials Needed
2 hours	The module is designed for the LMT participants to be able to: • Identify their strengths and weaknesses • Share their unique qualities to fellow participants • Understand the uniqueness and limitations of each member of the LMT • Recall the personal qualities shared by their fellow participants • Identify what they can do together as a team • Internalize the importance of teamwork and camaraderie in the success of the team	Module 1 – Enhancing Teamwork through Self Understanding Part 1: *Sinni Na…Sinni Tam* [The LMT's Introspective Journey to the Self and the Other] Part 2: *Anni Makua Tam*: Enhancing Teamwork and Camaraderie	Reflective Journal Writing Story Telling Creative Plenary Presentation	White board, white board markers, metacards, scissors, double sided tapes, manila paper, cartolina of varied colors
2 hours	• Identify their unique roles in the local monitoring team • Identify the personal asset that they can share to the team	Module 2 – Clarifying LMT Roles Part 1: Overview of the Project *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor* Part 2: Roles of the LMT Activity 1. Sharing the Goals of the Project Activity 2. Identifying LMT Roles Activity 3. Personal Commitments as LMT Members	Game Q and A Video presentation: Lesson from the Wild Geese	White board, white board markers, computer, LCD

Training Schedule

Time Frame	Activity
8:00 – 8:30	Registration
8:30 –8:45	Morning Praise
8:45 – 9:00	Statement of Training Objectives
9:00 – 10:00	Module 1 – Enhancing Teamwork through Self Understanding Part 1: *Sinni Na…Sinni Tam* [The LMT's Introspective Journey to the Self and the Other]
10:00 – 10:30	Health Break
10:30 – 11:30	Module 1 – Enhancing Teamwork through Self Understanding Part 2: *Anni Makua Tam*: Enhancing Teamwork and Camaraderie
11:30 – 12:00	Open Forum
12:00 –1:00	Lunch Break
1:00 –3:00	Module 2 – Clarifying LMT Roles Part 1: Overview of the Project *Institutionalizing Civil Society Monitoring of Public Service Delivery to the Poor* Activity 1. Sharing the Goals of the Project
3:00 –3:30	Health Break
3:30 –4:30	Module 2 – Clarifying LMT Roles Part 2: Roles of the LMT Activity 2. Identifying LMT Roles Activity 3. Personal Commitments as LMT Members
4:30 –5:00	Sharing of Realizations & Insights
5:00 –5:30	Evaluation of the Training Closing Program: Awarding of Certificates to Resource Persons and Participants Closing Prayer

Module No. 1
Enhancing Teamwork through Self Understanding

The only way to succeed is by first bringing to completion that which is most immediate.

- Ikeda

Gaining deeper understanding of their identity and uniqueness is the most immediate thing that the LMT members must accomplish before embarking on the joint monitoring initiative. Their success in knowing their own selves, and one another, and at the same time, understanding their new partners, would result to the success of the project since it would promote teamwork, camaraderie, unity, and collaboration.

Module 1 primarily focuses on deepening the self-awareness of the participants. It will provide the LMT members the opportunity to engage in self-reflection. Through this module, the participants will share their strengths and weaknesses as they try to understand their new partners and their possible role/s in the joint initiative.

Objectives

At the end of the module, the participants are expected to:

1. Identify their strengths and weaknesses
2. Share their unique qualities to fellow participants
3. Share points they remember regarding the uniqueness and limitations of each member of the LMT
4. Articulate appreciation of the personal qualities shared by their fellow participants
5. Single out the common strengths of the members of the LMT
6. Elicit what they can do together as a team
7. Cite at least three benefits of teamwork
8. Discuss the importance of teamwork and camaraderie in the success of the team.

Procedures

Part 1

1. The facilitator will start the training session by making a short introduction of what the training is all about. As part of his/her introduction, he/she will discuss to the trainees the importance of knowing one another and the imperative of first knowing more about one’s self.
2. He/she will begin by introducing himself first. After which, he/she will request the participants to take turns to do the same thing, stating their name, their nickname, the organization they represent, a brief description of their organization, and their position in the organization.
3. The facilitator will use following guide questions to lead the participants into reflective introspection:

- If you were an object, what object are you? Give at least three objects and explain why you are these objects
  1. How do others usually describe you? Why?
  2. What best assets can you offer to the group to make the joint monitoring a success?
  3. What future difficulties do you anticipate to encounter while doing this project? How will you effectively resolve or deal with the said difficulties?

4. After the participants have answered the guide questions, the facilitator will ask them to write their answers on colored cartolina sheets. They will be asked later to post their answers on the whiteboard, then a group sharing will ensue.
5. The trainer-facilitator will guide each participant in sharing their answers by calling on them randomly. He/she will see to it that everyone in the group is able to do a personal sharing.
6. The facilitator will end the session by asking each participant to give as many descriptors that they can recall about the shared identity of their fellow participants.

Part 2

1. This session builds on the realizations and outputs of the first topic of this module. The facilitator will ask the participants to identify their common strengths and what these can do to ensure the success of the team.
2. The facilitator will then present a game titled “Newspaper Bridges.” S/He will divide the group into two with the members of each team randomly selected. The details of the game are as follows:

   Name of the Game: Newspaper Bridges (Source: http://www.buzzle.com/articles/indoor-games-for-team-building.html)

   Requirements: Newspapers, easy tear tape, one jug

   Sorting the Teams: To sort the group, use the animal sound game. On sheets of paper write: duck, dog, cat and cow. Equal number of the four animal sheets must be present. Ask each person to come and collect one sheet each. They should not show anybody their sheets. The ducks, dogs, cows and cats are to form their groups by making the respective animal sounds. So, the room's going to be filled with quacks, bow wows, moos and meows. At the end there will be four groups formed.
   How to Play: To each team, provide equal amounts of newspaper and sticking tape. Give each team 30 minutes to build a bridge, which can withstand the weight of a water jug. The rule to remember is that the bridge should have only two pillars to support itself. At the end of the building time, the team which builds the strongest bridge, sustaining the weight of the water jug is the winner.

   Learning: This indoor team game deals more with strategic management and optimum utilization of resources. Each team has to conduct a brainstorming session among them, so as to come up with the best technique, to build the strongest bridge.

3. After the game, the facilitator will ask the winning team regarding the strategy/ies they employed. He/she will also elicit the reasons why the losing teams did not win the game and what could they have done to increase their chances of winning. From these

questions, the participants will now be able to gain important insights on the significance of teamwork in doing a task more effectively and efficiently and come to realize the importance of each other in doing the team's task.

Lessons to be Learned

1. Each person is unique. No two persons are alike. Each one has a share of strengths and weaknesses.
2. Different people see the same person differently.
3. One gets another view of himself through the impressions of others.
4. I am a member of the team. Whatever becomes of the team is partly determined by my contributions and inaction. I contribute to its success and its failure.
5. It feels good to be in a team. I am better when working in a team.
6. Difficulties and challenges are manageable when resolved and dealt with in the company of a team.

Module No. 2
Clarifying the Roles of the Local Monitoring Team

Roles, when not clearly defined in a team, may either create stress among its members or result to the team's wastage of time. Research, such as the United Nations Development Program's (UNDP) Capacity Development Primer, shows that high performance teams evolve from team members being able to reach a consensus on which roles are needed by the team and who among the members of the team will use their specific strengths, skills and abilities to fill in these roles.

Module 2 underscores the importance of providing the participants the opportunity to collectively reflect on and define their unique roles in the LMT. This is done in order to capitalize on each member's strength.

Objectives

At the end of the module, the participants should be able to:

1. Identify their unique and common roles in the local monitoring team
2. Distinguish the personal asset that they can share for the success of the team
3. Express their commitment to the goals of the LMT through the Personal Commitment Manifesto.

Procedures

Activity 2. Identifying LMT Roles

1. The facilitator will engage the participants to a plenary discussion of their roles. S/he will do these by using the following guide questions:

   - Why should you, as a member of the local monitoring team, know your roles in the team?
   - What do you think are your unique roles in the LMT?
   - As part of the monitoring team, what are your skills which you can offer in order to make the team's endeavors successful?

2. After the facilitator has elicited the answers from all the participants, s/he will synthesize the shared inputs and discussions underscoring the significance of role clarification in a team. He/she will then share with the participants the following reasons:

   - Eliminate confusion and stress over responsibilities;
   - Achieve team goals;
   - Meet deadlines;
   - Improve the efficiency and satisfaction of each individual team member; and,
   - Prevent gaps in overall project responsibilities.

3. Agreed roles will be written on a manila paper and posted on the wall. At any given time, each member may add up to the list, provided s/he will inform the entire team of desired changes. The roles may be listed using the following format:

Team Roles, Tasks and Responsibilities:	Individual Roles, Tasks and Responsibilities: Name	Specific Role/Task/Responsibility
1. Share one's talents and skills needed for the success of the LMT 2. Get acquainted with the project 3. Attend capacity development activities, meetings and other related activities 4. Participate in the M&E Report Writeshop 5. Refine monitoring plan and monitoring tools 6. Disseminate the results of the initiative during the fora for output dissemination 7. Help gather relevant data		Prepare needed correspondence; draft monitoring plan; draft tools for monitoring and have the approval of the team; moderate group activities; document capacity development activities
		Conduct key informant interview; proofread the monitoring tools; refine the monitoring report; document capacity development activities
		Request Rescue 24 documents; facilitate an FGD session
		Request Executive Orders pertaining to Rescue 24; follow up Rescue 24 documents; facilitate an FGD session
		Document an FGD Session; conduct key informant interview
		Document an FGD Session; conduct key informant interview; consolidate data

Activity 3. Personal Commitment as LMT Members

1. The participants will be requested to fill up the Personal Commitment Manifesto. Each of them will be requested to share this to the group by reading it orally.

Personal Commitment Manifesto

I, ______________________________, ________ years old and a Filipino citizen, strongly believe that the World Bank-funded project *Institutionalizing Public Service Delivery to the Poor,* fosters transparency and accountability as it promotes the welfare of the last and the least in the society.

Moreover, I fully understand the goals of the project *Monitoring and Evaluation of the DRRMP Rescue Team of Peñablanca, Cagayan;* hence, I hereby express my personal commitment as a member of the Peñablanca Local Monitoring Team.

Signed this _____ day of ________, Two Thousand and Twelve at St. Paul University Philippines, Tuguegarao City.

____

Signature over printed name

Lesson to be Learned

1. Every member of the team is valuable and important. Every member is expected to play a vital and sometimes unique role in the team.
2. The success or failure of a team largely depends on the performance of each LMT member.
3. Complementation of strengths will enable the team to realize their goals.

Training Design No. 2
The Project on Spotlight

The project Monitoring and Evaluation of the Flood Preparedness of the DRRMP Rescue Team of Peñablanca, Cagayan is one of the eight component projects under the umbrella project "Institutionalizing Civil Society Monitoring and Assessment of Public Service Delivery to the Poor."

Disaster risk reduction and management, or better known for its acronym DRRM, has become one of the most important topics in society today, especially with the alarming increase in the number of calamities and the detrimental effects of global warming. A law about it was enacted in 2010 - Republic Act 10121 - to address the varied concerns regarding disaster risk reduction management in the Philippines.

As revealed in the TNA, the LMT members of Peñablanca have diverse academic backgrounds and work experiences, but with limited knowledge and information about the project. Thus, increasing their awareness on the nature of the project to be monitored is imperative.

This training intends to orient the local LMT on the monitoring project, disaster risk reduction and management, with emphasis on the salient provisions of Republic Act 10121, and everything about flood rescue, which are relevant to the conduct of this monitoring and evaluation initiative.

Objectives

At the end of the training, the participants should be able to:

1. Explain the project concepts, policies, rationale and objectives;
2. Name the specific deliverables of the projects;
3. Express their appreciation of the contribution of the project in advancing the advocacy of transparency and accountability;
4. Elucidate the basic DRRM concepts and the most salient provisions of RA 10121;
5. Point out the function and composition of rescue operations; and,
6. Identify flood rescue equipment and gears.

Outline

This training is composed of three modules, namely:

Module 1 *Anni Kwat Tam*: Internalizing the Project

Module 2 Disaster Risk Reduction Concepts and Principles
Module 3 Flood Rescue History, Background and Achievements

Methodologies

The following methods will be employed in the conduct of the training:

1. Lecturette
2. Q and A
3. Workshop
4. Brainstorming sessions
5. Video presentations

Training Design Matrix

Inclusive Time	Objectives	Activity/Module	Methodology	Materials Needed
1.5 hours	• Brainstorm on the components of the projects to be monitored. • Point out the possible sources of data • Cite the pertinent documents which may shed light on the flood preparedness of the rescue team. • Appreciate the relevance of the project in terms of ensuring quality public service delivery to the poor and sustaining transparency and accountability.	Module 1 – *Anni Kwat Tam*: Internalizing the Project	Lecture using PowerPoint presentation Small Group discussion	White board, white board markers, computer, LCD, Kisses and Kicks Form
1.5 hours	Module 1 is designed for the LMT participants to be able to: • Define disaster risk reduction management • State the salient provisions of RA 10121	Module 2 – Disaster Risk Reduction Concepts and Principles	Brainstorming Lecturette using PowerPoint presentation	KWL or the What I **Know**, What I **Want to Know**, What I **Learned** Chart; White board, white board markers, computer, LCD
1.5 hours	• Identify the aspects of flood rescue operations • Name the rescue gears used by rescue team members • Distinguish flood rescue equipment • State the trainings related to flood rescue	Module 3 – Flood Rescue History, Background and Achievements	Round Table Discussion	White board, white board markers, computer, LCD

Training Schedule

Time Frame	Activity
8:00 – 8:30	Registration
8:30 – 08:45	Morning Praise
8:45 –9:00	Presentation of Participants Statement of Purpose
9:00 – 10:00	TALK 1: *Anni Kwat Tam*?: Internalizing The Project
10:00 – 10:30	Health Break
10:30 – 12:00	TALK 2: Disaster Risk Reduction Concepts and Principles
12:00 –1:00	Lunch Break
1:30 –1:45	Unfreezers
1:45 –3:15	TALK 3: Flood Rescue History, Background and Achievements
3:15 –3:30	Health Break
3:30 –4:00	Open Forum Closing Prayer

Module No. 1
Anni Kwat Tam: Internalizing the Project

The project, Monitoring and Evaluation of the Flood Preparedness of the DRRMP Rescue Team of Peñablanca, Cagayan, is a joint monitoring initiative among the representatives from the academe (St. Paul University Philippines), civil society organization (Conservation International) and the Local Government Unit (Municipality of Peñablanca).

This module will allow the LMT members to see the project from a wider perspective as it help them realize its significance in upholding transparency and accountability and ensuring quality public service delivery to the poor.

Objectives

At the end of the module, the participants are expected to be able to:

1. Explain the project concepts, policies, rationale and objectives;
2. Determine the specific deliverables and the target date of submission; and,
3. Discuss the significance of the project in advancing the advocacies on transparency and accountability.

Procedures

1. The facilitator will start the session by letting the participants fill out the first two columns of the KWL Chart (What I **Know**, What I **Want to Know**, What I **Learned**).
2. Then, s/he will give a lecture on the project using a powerpoint presentation.
3. After the lecture, the participants will be given ample time to fill up the third column (What I Learned) of the KWL Chart.

The following topics will be covered by the lecture:

- The umbrella project
- The specific project in Peñablanca
- Objectives of the project
- Rationale of the project
- Deliverables and target dates of submission

After the lecture, the participants will be requested by the facilitator to express their insights on the project using the Kisses and Kicks Form. Each LMT member will be given time to give kisses [merits] and kicks (demerits) on the project. Doing so will help the facilitator clarify hazy matters and enforce the LMT's appreciation of this worthy cause.

	KISSES (Merits)	KICKS (Demerits)
The Project		

Lessons to be Learned

1. The project is unique as it is a pioneering joint monitoring initiative in Peñablanca.
2. The project is challenging.
3. Target date of submitting deliverables imply the pace to be followed by the LMT in conducting the joint monitoring initiative.
4. The project underscores the importance of teamwork, cooperation and collaboration in upholding transparency and accountability.

Module No. 2
DRRM Concepts and Principles

DRRM is a relatively new concept, but it is continually gaining prominence with the extreme weather disturbances in the world, especially in the Philippines.

With the knowledge that most of the Peñablanca LMT members are not well-versed on the concept as revealed in the TNA, this module will enable them to understand and appreciate its significance. It will also let the LMT members get acquainted with disaster risk reduction matters.

Objectives

At the end of the module, the participants are expected to:

1. Elucidate DRRM concepts;
2. Point out the salient provisions of RA 10121;
3. Explain the importance of DRRM concepts and principles.

Outline

1. Hyogo Framework and Rights-Based Approach: Basis of DRRM
2. Salient Points of RA 10121

Procedures

1. The facilitator will start with a brainstorming session, giving emphasis on the following:
    - What are the disaster risks in the Philippines?
    - What does DRRM entail?
2. After eliciting the participants' ideas on the matters raised, the facilitator will give a lecturette. The following topics will be covered in the lecturette:
    - Disaster Risk Reduction and Management
    - Republic Act 10121
3. A Question and Answer (Q & A) will follow right after the facilitator finishes his/her lecturette. This is to encourage the participants to ask questions or clarifications on certain topics that they did not clearly understand.

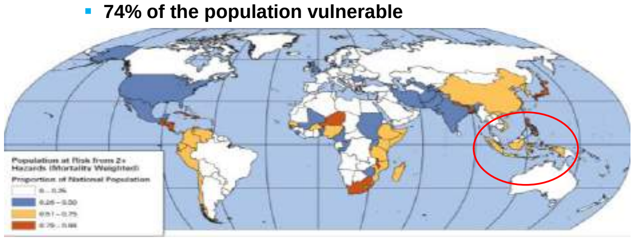
Presentation:
DRRM: Terms and Framework

Scope of Presentation

Background → *Definition of Terms* → *Bases of the DRRM Act* → *RA 10121 NDRRM Framework*

The Philippines has been identified as among the global disaster hotspots

- **8th among countries most exposed to natural disasters**
- **60% of total land area exposed to multiple hazards**
- **74% of the population vulnerable**



* World Bank et al (2005). Natural Disaster Hotspots: A Global Risk Analysis. Washington, DC.

Based on the World Bank's *Disaster Hotspot* list of countries most exposed to natural disasters, the Philippines is ranked as eighth in the list. It is said that at least 60% of the total land area of the country is exposed to multiple hazards and as a result, 74% of the population is deemed vulnerable. The situation is exacerbated by the increasingly felt impacts of global climate change that evidently increases the frequency, intensity and adverse impacts of hydro-meteorological disasters resulting to extreme weather events. These extreme events have one thing in common – persistent torrential rains, causing landslides and flash floods, killing people and destroying public and private infrastructure such as that experienced in typhoons Ondoy and Pepeng

Disaster

A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community of society to cope using its own resources

Disaster – a serious disruption of the functioning of a community or a society causing a widespread human, material, economic or environmental losses which exceed the ability of the affected community or society to cope using its own resources.

Hazard

A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihood and services, social and economic disruption, or environmental damage

A dangerous phenomenon, substance, human activity or condition that may cause loss of life, injury or other health impacts, property damage, loss of livelihoods and services, social and economic disruption, or environmental damage.

Types of Hazard

- **Hydro-Meteorological**
  - Flood, mudflow, typhoons, storm surge
- **Geological**
  - Earthquake, tsunami, landslide, volcanic eruption
- **Biological**
  - Epidemic, infestation, animal diseases
- **Climatological**
  - Drought
- **Technological**
  - Plane crash, power plant explosion
- **Armed Conflict**

Risk

The combination of the probability of an event and its negative consequences

Risk = $\frac{\text{Hazard x Vulnerability}}{\text{Capacity}}$

The combination of the probability of an event and its negative consequences.

Hazard Assessment

- Identification, studying and monitoring of any hazard to determine its potential, origin, characteristics and behavior

The combination of the probability of an event and its negative consequences.

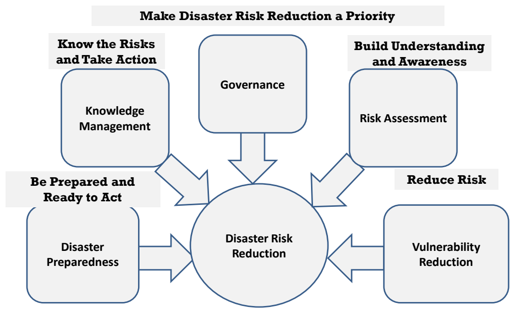
Hyogo Framework for Action 2005-2015 "Building the Resilience of Nations and Communities to Disasters"

Priorities for Action

1	Ensure that disaster risk reduction is a national and local priority with strong institutional basis for implementation
2	Identify, assess and monitor disaster risks and enhance early warning
3	Use knowledge, innovation and education to build a culture of safety and resilience at all levels
4	Reduce underlying risk factors
5	Strengthen disaster preparedness for effective response at all levels

The Council is the designated national mechanism for the integration of DRR information and coordination of and follow-up to the progress of Hyogo Framework of Action (HFA) 2005-2015.

Priorities for Action



Republic Act No. 10121

"The Philippine Disaster Risk Reduction and Management Act of 2010"
(DRRM Act)

Signed into law on 27 May 2010
IRR signed on 27 September 2010,
Effective 13 October 201 (or 15 days after)

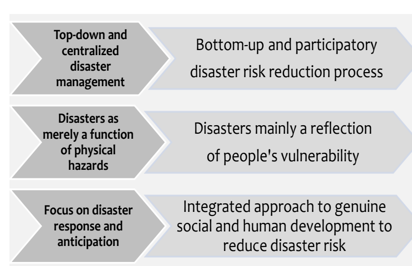
"An Act Strengthening the Philippine Disaster Risk Reduction and Management System, Providing for the National Disaster Risk Reduction and Management Framework and Institutionalizing the National Disaster Risk Reduction and Management Plan, Appropriating Funds Therefor and for Other Purposes"

RA 10121 is about ….

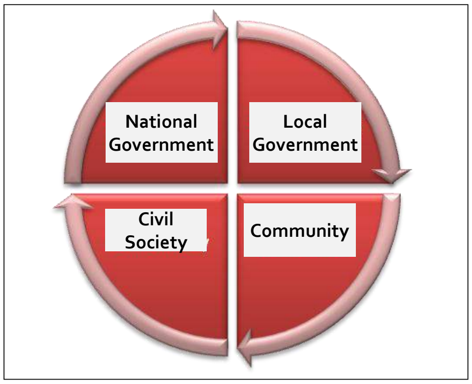
- Constitutional rights to life and property by **addressing the root causes of vulnerability to disasters**
- Adherence to and adoption of **universal norms, principles and standards**
- Adoption and implementation of **a holistic, comprehensive, integrated, and responsive DRRM agenda** to lessen the socio-economic and environmental impacts of disasters, including climate change
- **Mainstreaming DRR and CCA and mitigation in development processes, peace process and conflict resolution**
- **Ensuring that DRR and CCA measures are gender responsive, sensitive to indigenous knowledge systems and cultures and rights-based**
- **Recognizing local risk patterns and strengthen LGU capacity**

Republic Act 10121

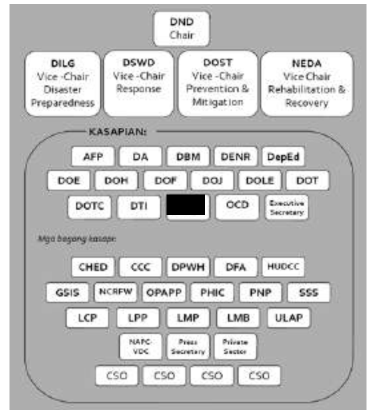
Transforms the Philippines' Disaster Management System **from Disaster Relief and Response towards Disaster Risk Reduction and Management (DRRM)**



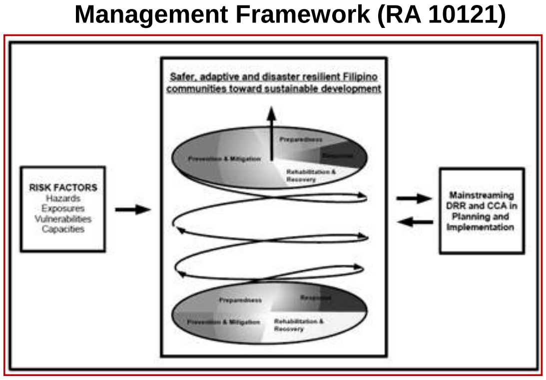
Key Players under RA 10121



NDRRMC Composition



National Disaster Risk Reduction and Management Framework (RA 10121)



Vision

Safer, adaptive and disaster-resilient Filipino communities towards sustainable development

Principles of the NDRRMF

- Address the underlying causes of vulnerability
- A national responsibility within and towards a sustainable development approach
- Need for community empowerment and shared responsibilities
- Good responsive governance
- Mutually reinforcing partnerships
- Strong and responsive political will, commitment and leadership
- Best done through local and customized adoption and adaptation

DRRM Aspects

- **These aspects coincide with the 4 vice chairpersons of the NDRRMC.**
- **They are not phases and can happen at different stages or even alongside each other.**
- **They mutually reinforce each other.**

Cross-Cutting Concerns

1. Health
2. Human-induced disasters
3. Gender mainstreaming
4. Environmental protection
5. Cultural sensitivity/indigenous practices
6. Rights-based

Strategies

1. Advocacy and IEC
2. Competency-based capability building
3. Contingency planning
4. Education on DRRM and CCA for all
5. Institutionalization of DRRMCs and LDRRMOs
6. Mainstreaming of DRR in ALL plans
7. Research, Technology Development and Knowledge Management
8. Monitoring, Evaluation and Learning
9. Networking and Partnership-building

DRRM Aspect	Expected Outcome	Key Result Areas
Prevention and Mitigation	Avoided hazards and mitigated their potential impacts by reducing vulnerabilities and exposure and enhancing capacities of communities	1. Mainstreamed and integrated DRR & CCA in national, sectoral, regional and local development, policies, plans and budget 2. DRRM/CCA sensitive environmental management 3. Increased disaster resiliency of infrastructure systems 4. Community based and scientific DRR/CCA assessment, mapping, analysis and monitoring 5. Risk transfer mechanisms
Preparedness	Established and strengthened capacities of communities to anticipate, cope and recover from the negative impacts of emergency occurrences & disasters	1. Community Awareness and understanding of the Risk Factors 2. Contingency Planning at the local level (to include Incident Command System, Early Warning Systems, Pre-emptive evacuation, stockpiling and equipping) 3. Local drills and simulation exercises 4. National disaster response planning
Response	Provided life preservation and met the basic subsistence needs of affected population based on acceptable standards during or immediately after a disaster	1. DANA as a generic activity (NDRRMC DANA methodology was adopted from ADPC) 2. Relief Operations 3. Search, Rescue, Retrieval 4. Dissemination/Information sharing of disaster-related information 5. WATSAN and Health 6. Development/provision of temporary shelter 7. Psycho social support 8. Early Recovery Mechanism 9. Management of Dead and Missing 10. Evacuation Management 11. Social Protection intervention 12. Civil and uniformed services coordination
Rehabilitation and Recovery	Restored and improved facilities, livelihood and living conditions and organizational capacities of affected communities, and reduced disaster risks in accordance with the "building back better" principle	1. Livelihood (1st priority) 2. Shelter (2nd priority) 3. Infrastructure (3rd priority)

Functions of the LDRRMC

- Approve, monitor and evaluate the implementation of LDRRMPs and annually review, test and develop the plan consistent with other national and local planning programs;
- Ensure the integration of DRR and CCA into local development plans, programs and budgets as a strategy in sustainable development and poverty reduction;
- Recommend the implementation of forced or preemptive evacuation to local residents, if necessary; and
- Convene the local council as provided by the Act.

Functions of the LDRRMC

- Formulate and implement a comprehensive and - integrated LDRRMP in accordance with the national, regional and provincial framework, and policies on disaster risk reduction in close coordination with the local development councils (LDCs);
- Prepare and submit to the local sanggunian through the LDRRMC and the LDC the annual LDRRMO Plan and budget, the proposed programming of the LDRRMF, other dedicated disaster risk reduction and management resources, and other regular funding source/s and budgetary support of the LDRRMO/BDRRMC;

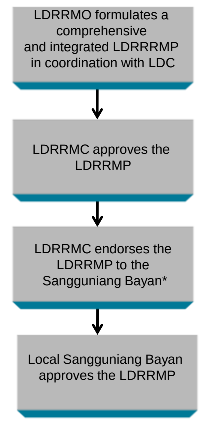
Functions of the LDRRMC

- Conduct continuous disaster monitoring and mobilize instrumentalities and entities of the LGUs, CSOs, private groups and **organized volunteers**, to **utilize their facilities and resources for the protection and preservation of life and properties during emergencies in accordance with existing policies and procedures**;
- Identify, assess and manage the hazards, vulnerabilities and risks that may occur in their locality;
- Disseminate information and raise public awareness about those hazards. vulnerabilities and risks. their

Functions of the LDRRMC

- Identify and implement cost-effective risk reduction measures/strategies;
- **Maintain a database of human resource, equipment, directories, and location of critical infrastructures and their capacities such as hospitals and evacuation centers**;
- **Develop, strengthen and operationalize mechanisms for partnership or networking with the private sector, CSOs, and volunteer groups;**
- Take all necessary steps on a continuing basis to maintain, provide, or arrange the provision of, or to otherwise make available, suitably-trained and competent personnel for effective civil defense and DRRM in its area;

Local DRRM Fund



* The LDRRMP includes budget, proposed programming of other dedicated DRRM resources, and other regular funding souces/ and budgetary support of the LDRRMO/BDRRMC

Local Disaster Risk Reduction and Management Fund

- **Quick Response Fund** - Of the amount appropriated for LDRRMF, thirty percent (30%) shall be allocated as Quick Response Fund (QRF) or stand-by fund for relief and recovery programs in order that situation and living conditions of people in communities or areas stricken by disasters, calamities, epidemics, or complex emergencies, may be normalized as quickly as possible.
- **Special Trust Fund**- Unexpended LDRRMF shall accrue to a special trust fund solely for the purpose of supporting disaster risk reduction and management activities of the LDRRMCs within the next five (5) years. Any such amount still not fully utilized after five (5) years shall revert back to the general fund and made available for other social services to be identified by the local sanggunian.

Local Disaster Risk Reduction and Management Fund

- **Guidelines on Fund tracking and utilization of the LDRRMF shall be in accordance with existing auditing and accounting guidelines on public funds, local government code and other applicable laws.**
- **Public Disclosure of Fund Utilization** - The LDRRMCs shall make public its reports on the utilization of the LDRRMF **by publication and posting thereof in a conspicuous place, including websites, if any, of the LGU/LDRRMO. The reports of the LDRRMcs on the utilization of the LDRRMF shall be available to the public.**

Funding for DRRM Projects

All departments, bureaus, offices and agencies of the government are hereby authorized to use a portion of their appropriations to implement projects designed to address DRRM activities in accordance with the guidelines to be issued by the NDRRMC in coordination with the DBM.

Prohibitions (Rule 16)

- Dereliction of duties which leads to destruction, loss of lives, critical damage of facilities & misuse of funds;
- Preventing the entry/distribution of relief goods and disaster teams/experts in disaster-stricken areas
- Buying, for consumption or resale, from disaster relief agencies any relief goods, equipment or other aid commodities intended for distribution to disaster affected communities
- Buying, for consumption or resale, from the recipient disaster affected persons any relief goods, equipment or other aid commodities received by them
- monitoring and disaster preparedness equipment and paraphernalia

Prohibitions (Rule 16)

- any relief goods, equipment or other aid commodities received by them
- Selling of relief goods, equipment or other aid commodities intended for distribution to disaster victims
- Forcibly seizing of relief goods
- Diverting/mis-delivery of relief goods
- Repacking of relief goods, equipment and other aid
- Substitution of relief goods
- Illegal solicitations by persons/organizations
- Deliberate use of false or inflated data
- Tampering with or stealing hazard monitoring and disaster preparedness equipment and paraphernalia

Penal Clause

Any individual, corporation, partnership, association, or other juridical entity that commits any of the prohibited acts provided for in Section 19 of the Act shall be prosecuted and upon conviction **shall suffer a fine of not less than Fifty thousand pesos (Php50,OOO.OO) or any amount not to exceed Five hundred thousand pesos (Php500,OOO.OO) or imprisonment of not less than six (6) years and one (1) day or not more than twelve (12) years, or both,** at the discretion of the court, including perpetual disqualification from public office if the offender is a public officer, and confiscation or forfeiture in favor of the government of the objects and the instrumentalities used in committing any of herein prohibited acts.

Lessons to be Learned

1. Disaster risk reduction management requires preparation and support.
2. The government regularly allots funds for DRRM concerns.

Module No. 3
Flood Rescue History, Background and Achievements

The citizens' right to life is the foremost concern of the government. The Philippines, according to the International Red Cross and Red Crescent, is the fourth most accident-prone country in the world, with a casualty of 5.8 million from 1992-2001. Thus, RA 10121 was enacted to establish a framework for disaster risk reduction management, with the vision of zero casualty in any disaster.

TNA results show that the LMT members must be well informed on rescue matters. This module is important as it would let them understand and appreciate the significance of flood rescue. This module would also allow the LMT members to have a wider perspective on rescue operations and other flood rescue matters.

Objectives

At the end of the module, the participants are expected to:

1. Identify the problems addressed by rescue members;
2. Determine the necessary rescue gears and equipment;
3. Name the basic and advance rescue trainings; and,
4. Point out the importance of a contingency plan.

Procedures

1. The facilitator will start the session by showing a video presentation of a flash flood.
2. The participants will be asked to brainstorm on the possible problems caused by flashfloods (i.e. drowning, evacuation of people and animals, etc.)
3. A lecture-demonstration will ensue to let the participants familiarize themselves on the rescue equipment and gears. The following topics will be covered in the lecture-demonstration:
    - Flood rescue
    - Rescue gears
    - Rescue equipment
    - Basic flood rescue trainings
    - Advance flood rescue trainings
    - Contingency plan

4. After the lecture-demonstration, the facilitator will let the participants play Pinoy Henyo (modified version) where the topics tackled will serve as categories. Each dyad will be given five words to guess. Of the three dyads, one will advance to the jackpot portion where ten words will be given.

Lessons to be Learned

1. Flood rescue operations require preparations like drills and trainings.
2. Rescue gears and equipment ensure the safety of the rescue members.

3. The availability of functional rescue equipment makes the tasks of rescue members lighter.
4. A contingency plan is important in disaster risk reduction and management, specifically in a flood-related disaster.

Training Design No. 3
Panningan: A Training on Monitoring Tools Development

Any project undertaken by an organization, whether big or small, needs to be monitored and eventually evaluated**.** Projects need to be monitored in order to gain enough information about their status and to know when deviations from the plan become great enough to necessitate corrective actions.

Anyone who is involved in the task of monitoring must possess more than adequate skills and knowledge on why, how, when and how often monitoring and evaluation is done. Monitoring teams must know what kind of data they should collect by selecting the most appropriate M & E tools for data gathering. This should be done in order to ensure that only sensible and meaningful data and information are collected and analyzed.

Designing M & E tools is also a big challenge for Monitoring teams. In most cases, the team must be able to customize the design of the tools that would address the intricacies and the uniqueness of the project being monitored.

This training will afford the Peñablanca LMT the opportunity to deepen their understanding of the monitoring processes and to hone their skills in designing and developing monitoring tools for the project.

Objectives

At the end of the training, the participants should be able to:

1. Explain the basic concepts of monitoring tools and development;
2. Compare and contrast qualitative from quantitative data;
3. Decide the most appropriate monitoring tools for the project based on the monitoring plan; and,
4. Design valid and reliable monitoring tools for the project.

Outline

This training is composed of four modules, namely:

Module 1	Monitoring and Evaluation Concepts and Tools Topic 1: The Basics of M&E Topic 2: A Review of the Monitoring Tools: Description, Uses, Advantages and Disadvantages
Module 2	Data Gathering Methodologies Topic 1: Focus Group Discussion Topic 2: The Questionnaire
Module 3	LMT Monitoring Plan, Tools Construction and Design: A Workshop
Module 4	Monitoring Tool Refinement: Validation and Try-out Processes

Methodologies

The following methods will be employed in the conduct of the training:

1. Lecture
2. Q and A
3. Workshop
4. Brainstorming sessions

Training Design Matrix

Inclusive Time	Objectives	Activity/Module	Methodology	Materials Needed
1.5 hours	The module is designed to enable the LMT participants to: • Define monitoring and evaluation • Differentiate monitoring from evaluation • State the reasons why monitoring and evaluation are done on projects • Identify the different types of evaluation • State the sequential steps in building a monitoring and evaluation system • Explain the four components of a successful M & E plan	Module 1 – Monitoring and Evaluation Concepts and Tools Topic 1: The Basics of M&E	Lecture using Powerpoint presentation	White board, white board markers, computer, LCD
1 hr	• State the description, usefulness and disadvantages of the different monitoring tools • Identify monitoring tools that can be used by the Peñablanca LMT	Topic 2: A Review of the Monitoring Tools : Description, Uses, Advantages and Disadvantages	Lecturrette using Powerpoint presentation	White board, white board markers, computer, LCD
1.5 hrs	• Describe Focus Group Discussion (FGD) as a data gathering methodology • State the goals of FGD • Explain the preparations needed for the conduct of the FGD • State the DOs and DONTs in facilitating a FGD	Module 2 – Data Gathering Methodologies Topic 1: Focus Group Discussion	Lecture using Powerpoint presentation	White board, white board markers, computer, LCD
	• Describe the questionnaire as a data gathering instrument • State and explain some questionnaire construction issues • Explain when to use a questionnaire • Expound on the points that must be considered when	Module 2 – Data Gathering Methodologies Topic 2: The Questionnaire	Lecture using Powerpoint presentation	White board, white board markers, computer, LCD

Inclusive Time	Objectives	Activity/Module	Methodology	Materials Needed
	writing and interpreting questionnaires • State the rules for effective use of questionnaire			
4 hrs	• Design and present a monitoring tool appropriate for the project aspects to be monitored • Prepare a monitoring plan for the project using the prescribed format	Module 3 – LMT Monitoring Plan, Tools Construction and Design: A Workshop	Group Discussion Workshop	White board, white board markers, computer, LCD
1.5 hrs	• State the different processes involved in the validation and try-out of the designed monitoring tools • Simulate Monitoring Tool Validation and Try-out Processes	Module 4 – Monitoring Tool Refinement: Validation and Try-out Processes	Lecture using Powerpoint presentation Simulation	White board, white board markers, computer, LCD

Training Schedule

Time Frame	Activity
DAY 1	
8:00 –8:30	Registration
8:30 –8:45	Morning praise
8:45 –9:00	Presentation of participants Statement of purpose
9:00 –9:30	Talk 1: The Basics of M&E
9:30 – 10:00	Health Break
10:00 – 11:00	Talk 2: The Basics of M&E (Part 2)
11:00 – 12:00	Talk 3: A Review of The Monitoring Tools : Description, Uses, Advantages and Disadvantages
12:00 –1:00	Lunch break
1:00 –1:10	Unfreezers
1:10 –2:40	Talk 4: Focus group discussion
2:40 – 4:40	Talk 5: The questionnaire
4:40 –5:00	Open forum Closing prayer
DAY 2	
8:00 –8:30	Registration
8:30 –9:00	Morning praise Recap of day 1
9:00 – 12:00	Workshop 1: Monitoring Tools Design and Development
12:00 –1:00	Lunch break
1:00 –2:00	WORKSHOP 1: Monitoring Tools Design And Development (continuation)
2:00 –3:00	Presentation of workshop output: - Draft of questionnaire - Draft of fgd interview guide
3:00 –4:30	Talk 6: Monitoring Tool Refinement: Validation and Try-Out Processes
4:30 –5:30	Sharing of Realizations and Insights
5:30 –6:00	Evaluation of the Training Closing Program: Awarding of Certificates to Resource Persons and Participants Closing Prayer

Module No. 1
Monitoring and Evaluation Concepts and Tools

The conduct of joint monitoring and evaluation (M&E) is a challenging task. Its success is not only dependent on the people who conduct the monitoring and evaluation initiative but also on the relevance, effectiveness and efficiency of the chosen M&E tools. This then implies that the tools to be used must be appropriately selected.

All the members of the Peñablanca LMT admitted their hesitance in the area of M & E as no one among them is an established evaluator of flood preparedness. It is revealed in the team's TNA that they need to know more about the concepts and the processes involved in these activities.

This module will orient or reorient the participants on the basic concepts and processes involved in project monitoring and evaluation. It will also reintroduce to the participants some of the widely used M & E tools by providing them with a detailed description of each tool as well as its advantages and disadvantages. This will be done in order to guide them in the choice of the tools that they will eventually use in their project.

Objectives

At the end of the module, the participants are expected to:
1. Define and differentiate monitoring and evaluation.
2. Identify the importance of different levels of evaluation.
3. Describe and identify the advantages and disadvantages of monitoring tools.
4. Identify tools that may be used for monitoring of DRRM project of Penablanca LGU.

Procedures

Topic 1

1. The facilitator will start the session by asking the participants: "How many of you have had experience in monitoring and evaluation?" After a show of hands, he/she will ask one of them: "Can you please share to the group what you know about monitoring and evaluation based on your personal experience?" At least one participant should share his/her experience.
2. The facilitator will then proceed to discuss the basic concepts and processes involved in monitoring and evaluation to supplement whatever has been shared earlier by one of the participants. The following topics will be covered in his/her lecturette:
    - What is monitoring?
    - Why monitor activities?
    - What is evaluation?
    - Why evaluate activities?
    - Types of evaluation
    - Comparison of monitoring and evaluation
    - M&E framework
    - Steps to building a monitoring & evaluation system
    - What are indicators?

- Components of a successful monitoring plan

3. A Question and Answer (Q & A) will follow right after the facilitator finishes his/her lecturette. This will encourage participants to ask questions or clarifications on certain topics they did not clearly understand.

Topic 2

The facilitator will start the session by eliciting the participants' ideas on what is meant by a tool in general and a monitoring tool in particular. After getting their responses, he/she will then give a Powerpoint-assisted lecturette, covering a discussion of some widely used M & E tools. He/she will give a description of each tool and present each tool's strengths and weaknesses. The following monitoring tools will be included in his discussions:

- Interview
- Key Informant Interview
- Questionnaire
- Focus Group Discussion
- Community meetings
- Fieldworker reports
- Ranking
- Visual/audio stimuli
- Rating scales
- Critical event/incident analysis
- Participant observation
- Self-drawings

Lessons to be Learned

1. Monitoring a project is not an easy thing to do.
2. Monitoring and evaluation are both vital to any project.
3. Monitoring is different from evaluation but they are intimately related activities.
4. A monitoring plan is a must for any monitoring undertaking.
5. Every monitoring tool has its own strengths and weaknesses
6. Triangulation and the use of two or more monitoring tools ensure validity of findings.
7. Monitoring tools complement and supplement each other.
8. Monitoring can be a tool to ensure transparency and accountability in the government structure.

Module No. 2
Data Gathering Methodologies

Gathering relevant data entails the application of varied data gathering techniques or methodologies. In this module, two data gathering methodologies are discussed: focus group discussion or FGD and the questionnaire.

The FGD is one of the widely used techniques in doing qualitative research. It is one of the least expensive data gathering methodologies and allows the interviewer to question several individuals systematically and simultaneously.

Meanwhile, questionnaires are used in connection with many modes of observation in social research. Although structured questionnaires are essential to and most directly associated with survey research, they are also widely used in field research and in other data-collection activities. For this reason, questionnaire construction can be an important practical skill for LMT members.

Module 2 will introduce the participants to the rudiments of the FGD and questionnaire construction and development. It will consist of workshop sessions where the LMT will be given ample time to design a questionnaire that will be eventually used in the actual monitoring and evaluation initiative. Furthermore, it will allow the Peñablanca LMT to appreciate the importance of the FGD in extracting vital information from the rescue team members and other stakeholders of the project being monitored.

This module will respond to the participants' perceived inadequate preparation. It is meant to deepen the participants' understanding of the data gathering methodologies they need in the conduct of the study.

Objectives

At the end of the module, the participants are expected to:

1. Design various data gathering tools such based on the monitoring plan discussed in the previous module.
2. Identify the advantages, disadvantages and use of each monitoring tool.
3. Pre-test at least one of the tools formulated.

Procedures

Topic 1

1. The trainer will request the participants to fill out the first two columns of the KWL Chart to ascertain the previous knowledge of the participants on the FGD along with the things they want to learn about it.

KWL Chart

What I Know	What I Want to Know	What I Learned

2. Considering the inputs from the participants (as reflected in the KWL Chart), the trainer will then provide a lecturette on FGD. The following topics will be discussed in his lecturette:
   - Definition of the FGD
   - Goals of the FGD
   - How to prepare for an FGD
   - How to facilitate an FGD
   - How to take notes during an FGD
   - DOs and DONTs for group interview
   - Sample FGD questions

3. The facilitator will request the participants to draft an FGD guide and to simulate an FGD session. After twenty minutes, the participants will be asked to conduct a mock FGD session. The facilitator will observe and make notes on the FGD facilitator, the FGD participants and the documenter
4. The facilitator will share his/her observations on how the discussion was conducted.
5. After the mock FGD session, the facilitator will request the participants to fill out the third column (What I Learned) of the KWL Chart to elicit the learning insights of the participants regarding the mock FGD session. The trainer will make sure that everybody will have the opportunity to share their outputs orally. After the sharing, the trainer will synthesize the participants' insights and observations.

Topic 2

1. The facilitator will present the contents of this module through a Powerpoint-assisted lecture presentation. He/she will present sample questionnaires and let the participants elicit the rules (the DOs and DON'T's) in crafting valid and reliable questionnaires.
2. After a small group discussion, the facilitator will give the participants ample time to craft a questionnaire. He/She will also request the participants to provide Filipino translations of the questionnaire items, bearing in mind that the respondents may not be that fluent in English.
3. For the initial critiquing of outputs, the group will use the following chart:

Questionnaire Refinement Guide

Questionnaire Items	Merits	Demerits	Remarks

Lessons to be Learned

1. Conducting an FGD demands a lot of skills.
2. Each one's opinion, thoughts and values are important.
3. Facilitating a focus group discussion requires preparation.
4. Designing questionnaires is a challenging task.
5. A good questionnaire is easy to administer but difficult to prepare.
6. The quality of questionnaires determines the quality of the M&E initiative.

Training Module No. 3
LMT Monitoring Tools Construction and Design: A Workshop

Monitoring tools are important as these will enable the LMT members to realize their M&E monitoring goals.

As the preparation of monitoring tools require specific skills, the LMT members of Peñablanca need to undergo this module for them to be guided in designing reliable monitoring tools.

Objectives

At the end of the module, the participants are expected to:

1. Design monitoring tools appropriate for the project aspects to be monitored;
2. Critique the monitoring tools objectively;
3. Prepare a monitoring plan for the project using the prescribed format; and,
4. Discuss their feeling or sense of ownership of the LMT's work, including its plans and outputs.

Procedures

1. The facilitator leads a brainstorming session focusing on the aspects of the project to be monitored. He/she will then synthesize the group's output, putting emphasis on the kinds of monitoring tools to be designed. After which, he/she will request the participants to fill out the Monitoring Plan Template.

Monitoring Plan Template

Aspects to be Monitored	Performance Indicators/OVI	Operational Definition	Data Required	Data Sources	Type of Analysis	Tools Required	Data Collector	Data Consolidator

2. After the group has decided which monitoring tools to design, the facilitator will let them work in dyads before they work together to critique each dyad's output. The guide for critiquing would be as follows:

Monitoring Tool Refinement Guide

Monitoring Tool	Aspect	Merits	Demerits	Remarks/ Action to be done

Lessons to be Learned

1. Designing monitoring tools demands time and concentration.
2. Teamwork and open-mindedness result to a better output.
3. Refining monitoring tools requires wider latitude of understanding the project.

Module No. 4
Monitoring Tool Refinement: Validation and Try-out Processes

Coming up with reliable and valid monitoring and evaluation tools plays a pivotal role in investigating the actual status of the project for monitoring. Hence, the suggestion surfaced by the TNA about the necessity of conducting monitoring tool validation is as important as selecting the appropriate indicators.

Through this module, the LMT members will be capacitated to ensure the quality of the monitoring tools.

Objectives

At the end of the module, the participants are expected to:
1. State the different processes involved in the validation and try-out of the designed monitoring tools; and,
2. Share insights on the importance of monitoring tools to the conduct any Monitoring initiative.

Procedures

1. The facilitator will give a brief lecture on the different processes involved in the validation and try-out of the designed monitoring tools.
2. The participants will be asked to work in dyads. Each dyad will demonstrate how to conduct validation and tryout of a specific monitoring tool.
3. The facilitator will point out the merits and demerits of the demonstrations.

Lessons to be Learned

1. Validating and trying-out Monitoring tools make the team’s monitoring initiative more credible.
2. Validating and trying-out monitoring tools are challenging but may prove to be exciting if the participants work cooperatively and objectively. These ensure that the respondents’ level of understanding is given utmost consideration.

Training Design No. 4
Coming Up With Relevant Information: A Writeshop

Analyzing all the pertinent data gathered and writing a report tactfully are challenging tasks. It requires writing skills and patience.

As revealed by the TNA results, the Peñablanca LMT needs to revisit the rudiments of Data Analysis and Report Writing because the LMT is comprised of individuals with diverse orientations. Providing the LMT this training will not only allow them to revisit the basics, but it will also let them enjoy the process of writing a monitoring report that is satisfactory, comprehensive and objective.

Objectives

At the end of the training, the participants should be able to:

1. Elicit meaningful information from the data gathered;
2. Draw out significant lessons and recommendations for an improved public service delivery;
3. Synthesize the relevant information elicited by writing a monitoring report ;
4. Express one's willingness to disseminate the LMT's report through the proper fora.

Outline

This training is composed of three modules, namely:

Module 1	Data Analysis Topic 1: Analyzing and Interpreting Qualitative Data Topic 2: Analyzing and Interpreting Quantitative Data
Module 2	Report Writing Topic 1: Basics of Monitoring Report Writing Topic 2: Elements of Monitoring Report for Peñablanca DRRM Project

Methodologies

The following methods will be employed in the conduct of the training:

1. Lecture
2. Writeshop
3. Brainstorming sessions

Training Design Matrix

Inclusive Time	Objectives	Activity/Module	Methodology	Materials Needed
3 hrs	The module is designed for the LMT participants to be able to: • Analyze qualitative data • Interpret qualitative data • Manifest the values of patience, tact and open-mindedness in analyzing and interpreting qualitative data.	Module 1 Data Analysis Topic 1: Analyzing and Interpreting Qualitative Data	Lecture using Powerpoint presentation	White board, white board markers, computer, LCD
4 hrs	• Analyze quantitative data • Interpret quantitative data	Topic 2: Analyzing and Interpreting Quantitative Data	Lecture using Powerpoint presentation	White board, white board markers, LCD Gathered Data
6 hrs	• Draft a Monitoring Report • Demonstrate integrity and honesty in report writing	Module 2 Report Writing	Lecture using Powerpoint presentation	White board, white board markers, computer, LCD

Training Schedule

Time Frame	Activity
Day 1	
8:00 –8:30	Registration
8:30 –8:45	Morning Praise
8:45 –9:00	Statement of Training Objectives
9:00 –9:30	Module 1:Data Analysis Topic 1: Analyzing and Interpreting Qualitative Data
9:30 – 10:00	Health Break
10:00 – 12:00	Module 1: Data Analysis Topic 1: Analyzing and Interpreting Qualitative Data
12:00 –1:00	Lunch Break
1:00 –1:10	Unfreezers
1:10 –3:10	Module 1: Data Analysis Topic 2: Analyzing and Interpreting Quantitative Data
3:10 –3:30	Health Break
3:30 –5:00	Module 2: Report Writing Topic 1: Basics of Monitoring Report Writing
DAY 2	
8:00 –8:30	Registration
8:30 –8:45	Morning Praise Recap of Day 1
8:45 – 9:45	Module 2: Report Writing Topic 2: Elements of Monitoring Report for Peñablanca DRRM Project
9:45 – 10:15	Health Break
10:15 – 12:00	Writeshop: Report Writing
12:00 –1:00	Lunch Break
1:00 –1:10	Unfreezers
1:10 –3:10	Writeshop: Report Writing
3:10 –4:00	Presentation of Writeshop Outputs
4:00 –4:30	Sharing of Realizations and Insights
4:30 –5:00	Evaluation of the Training Closing Program: Awarding of Certificates to Resource Persons and Participants Closing Prayer

Module No. 1
Data Analysis

Analyzing data is a subtle skill as it requires tact, open-mindedness, and patience, among others.

Qualitative data analysis is the non-numerical assessment of observations made through participant observation, content analysis, in-depth interviews, and other qualitative research techniques. Although qualitative analysis is an art as much as a science, it has its own logic and techniques. The non-numerical examination and interpretation of observations is done for the purpose of discovering underlying meanings and patterns of relationships. This approach is most typical of field research.

Analyzing figures requires in-depth knowledge and special mathematical skills; hence, the help of an expert in capacitating the LMT members, specifically on analyzing and interpreting quantitative data, is very much needed.

With the LMT's knowledge on the appropriate statistical tools and interpretations, their analyses and interpretations would be kept on the right track.

Objectives

At the end of the module, the participants are expected to:

1. Analyze qualitative and quantitative data
2. Interpret qualitative and quantitative data and,
3. Analyze and interpret quantitative data.

Procedures

Topic 1

1. The facilitator will provide a brief lecture on qualitative data interpretation. He/she will present exemplars which can guide the LMT in analyzing and interpreting the project's qualitative data.
2. After letting the participants understand the basics of analyzing and interpreting qualitative data, the facilitator will let them work in dyads. The available qualitative data will be divided among them to let them give their analyses and interpretations.
3. The group writeshop will ensue as each dyad will present its output, while the group would refine the outputs which may have been given in bullet form.

Topic 2

1. The facilitator will provide the KWL Chart which each LMT member will fill out. S/he will elicit the prior knowledge of the participants along with the specific things they want to learn.

2. A brief lecture on the rudiments of Statistics will ensue. The group will be requested to provide their quantitative data so that the group writeshop may commence.
3. After the writeshop, the participants will be requested to fill out the third column of the KWL Chart (What I have Learned).

KWL Chart

What I KNOW	What I WANT to know	What I LEARNED

Lessons to be Learned

1. Qualitative data are rich repositories of information about the project being monitored.
2. Not all data can be measured and quantified.
3. Analyzing data requires the values of honesty, tact, patience, perseverance, among others.
4. Objectivity and open-mindedness are important values in analyzing and interpreting quantitative data.

Module No. 2
Writing a Monitoring Report

Putting the results of the joint monitoring initiative on black and white is an elusive skill that not all LMT members possess, as implied in the TNA results.

This module will provide the LMT members an avenue where they could enhance their technical writing skills with the help of an established writer. Moreover, it would also give them an opportunity to share their insights or observations which would serve as relevant materials for the Monitoring Report.

Objectives

At the end of the module, the participants are expected to:

1. Draft a monitoring report collaboratively;
2. Come up with a report based on data gathered; and,
3. Share comments and suggestions to improve the writeshop outputs of fellow participants.

Procedures

1. The facilitator will present a lecture in the form of a powerpoint presentation where the contents will be taken from "Report Writing: A Take-away Guide" published by Multimedia Publishing Ltd (Document available at http://lorien.ncl.ac.uk/tskills/reports/repwrite.pdf).
2. The following topics will be covered in this module:

   - Defining the purpose
   - Identifying the reader
   - Setting the Objectives
   - Selecting our material
   - Planning the structure
   - Rules and guidelines
   - Style and presentation

3. After the lecture presentation, the trainer will guide the participants into the actual report writing workshop. The LMT's analyzed and interpreted data will be the basis for the writeshop.
4. After giving the participants enough time to write sample reports, the participants will share their writeshop outputs to elicit comments and suggestions from their fellow trainees.
5. The following outline will be used to write a monitoring report: (Source: https://www.civicus.org/new/media/Monitoring%20and%20Evaluation.pdf p. 37)

EXECUTIVE SUMMARY
Usually not more than five pages – the shorter the better – intended to provide enough information for busy people, but also to tease people's appetite so that they want to read the full report.

PREFACE
Not essential, but a good space to thank people and make a broad comment about the process, findings etc.

CONTENTS PAGE
With page numbers, to help people find their way around the report.

SECTION 1: INTRODUCTION
Usually deals with background of the project or organization, background of the evaluation, brief of the evaluation team, the methodology, the actual process and any problems that occurred.

SECTION 2: FINDINGS
Here you have sections dealing with the important areas of the findings, e.g. efficiency, effectiveness and impact, or the themes that have emerged.

SECTION 3: CONCLUSIONS
Here you would draw conclusions from the findings – the interpretation, what they mean. It is quite useful to use a Strengths Weaknesses Opportunities Threats or SWOT Analysis – explained in Glossary of Terms - as a summary here.

SECTION 4: RECOMMENDATIONS
This would give specific ideas for a way forward in terms of addressing weaknesses and building on strengths.

APPENDICES - Here you would include Terms of Reference, list of people interviewed, questionnaires used, possibly a map of the area and so on.

Lessons to be Learned

1. Writing reports is an integral part of any monitoring initiative.
2. Report writing can be fun, challenging and fulfilling.
3. Writing a monitoring report requires tact, patience, honesty, integrity, among others.

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