NATIONAL ECONOMIC AND DEVELOPMENT AUTHORITY
NEW ZEALAND AGENCY FOR INTERNATIONAL DEVELOPMENT

PARTICIPATORY REVIEW OF THE LOCAL GOVERNMENT UNIT MANAGEMENT TRAINING PROJECT (LGUMTP)

FINAL REPORT

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ACRONYMS

ASG	Ateneo School of Government
BLGF	Bureau of Local Government Finance
CICT	Commission on Information and Communication Technology
CIDA	Canadian International Development Agency
COA	Commission on Audit
CRPDAC	Caraga Region Project Development Assistance Center
CBT	Competency-Based Training Approach
CSB	Competency Standards-Based Approach
DBM	Department of Budget and Management
DILG	Department of the Interior and Local Government
DOF	Department of Finance
FGD	Focus Group Discussion
FS	Feasibility Study
GAD	Gender and Development
GO	Government Organization
ICT	Information and Communications Technology
JMC	Joint Memorandum Circular
KOICA	Korean International Cooperation Agency
LB	Los Baños
LCE	Local Chief Executives
LGA	Local Government Academy
LGRC	Local Governance Resource Center
LGSP	Local Government Support Program
LGU	Local Government Unit
LGUMTP	Local Government Unit Management Training Project
LOGOTRI	Local Governance Training and Research Institutes
LRP	Local Resource Partner
LSP	Local Service Provider
LSPN	Learning Service Provider Network
MDC	Municipal Development Council
MOU	Memorandum of Understanding
MPDC	Municipal Planning and Development Coordinator
NCPAG	National College of Public Administration and Governance
NCRFW	National Commission on the Role of Filipino Women
NEDA	National Economic and Development Authority
NGO	Non-Government Organization
NZAID	New Zealand Agency for International Development
ODA	Official Development Assistance
OVI	Objectively Verifiable Indicators
PD	Project Director
PDC	Provincial Development Council
PDT	Project Development Team
PDW	Project Development Workshop
PG	Provincial Government
PIU	Project Implementation Unit
PPDO	Provincial Planning and Development Office
PPDM	Project/Program Development and Management
PSC	Project Steering Committee
PSS	Project Support Staff
RD	Regional Director
RDC	Regional Development Council
RLA	Regional Line Agency
ROI	Return on Investment

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RRC	Regional Resource Center
SAR	Semestral Accomplishment Report
SB	Sanggunian Bayan
TA	Technical Adviser
TAT	Technical Assistance Team
TC	Training Consultant
TNA	Training Needs Assessment
TOR	Terms of Reference
TOT	Training of Trainers
UP	University of the Philippines
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

1. The Local Government Unit Management Training Project (LGUMTP) is a three-year program jointly implemented by the National Economic and Development Authority (NEDA) – Region XIII and the New Zealand Agency for International Development (NZAID). Implemented from April 2005 to June 2008, the Project envisioned to "*have efficient and effective staff of participating local governments responsive and able to meet the needs and aspirations of their constituents via the provision of participating Local Government Units (LGUs) with sound project/program development and management training by competent local learning service providers (LSPs).*" To achieve this goal, the Project implemented two key components: *Component 1 or Network Building* which sought to establish a regional network of highly-skilled training providers in project/program development and management (PPDM), and *Component 2 or LGU Training* which aimed to enhance the capability of local government unit functionaries in project and program development and management.

2. The LGUMTP has a total budget of approximately 31 million pesos, with NZAID contributing around 24 million pesos and the Philippine Government providing counterpart commitment valued at approximately 7 million pesos.

3. As the Project is drawing to a close, a Participatory Review of overall project performance, outcomes and sustainability was deemed necessary. In this regard, NZAID commissioned the services of an independent reviewer to facilitate the review process among various project stakeholders.

4. The Review was carried out from January 18 to February 28, 2008, with field data gathering conducted from January 22-February 2 in Caraga and February 3-7, 2008 in Manila. A presentation and validation of the initial findings with the Project Steering Committee (PSC) and NZAID Manila officers was held on February 19 at the NZAID office. Copies of the draft report were also circulated to key Project stakeholders for comment. This report benefited from the comments and suggestions made by PSC members, the Project Team, NZAID (Manila and Wellington) officers, and other stakeholders.

5. The Review was guided by the NZAID Guidelines on Participatory Review and the set Terms of Reference (TOR) which specified five key objectives: a) determine the extent to which the LGUMTP goal, purpose and objectives have been achieved; b) assess whether the project is being implemented efficiently and effectively by the project management structure; c) assess the efficiency and effectiveness of technical advice (provided by the Technical Adviser) being provided to the project; d) determine the extent to which verifiable indicators have been met and how well foreseen "risks" in the project have been mitigated; and, e) based on above findings, make recommendations to guide implementation over its final stages and to help ensure project gains are sustained.

Key Findings

On Extent of Achievement of LGUMTP Goal, Purpose, Objectives and Indicators (Review Objective a and c)

6. Measuring the LGUMTP achievements at the goal level was still too early to undertake at the time of the Review. Nonetheless, there are indications that the Project was able to enhance the effectiveness of LGUs in identifying and developing local projects that directly address the needs of their constituents. The enhanced knowledge and skills of LGU participants on participatory project identification, project design and feasibility study preparation, if continuously applied in their regular

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project work, could result in more responsive local development projects and greater efficiency and accountability in the allocation of LGU resources.

7. In terms of project success and performance, the Review had to take into account changes made in the project design that have rendered some success and output indicators unrealistic due to assumptions that were no longer valid upon commencement of the Project. These changes should have been appropriately reflected in the revised project logframe, particularly in the statement of project purpose, objective and output as well as in the objectively verifiable indictors.

8. In particular, the Project purpose of having competent local service providers (LSPs) providing sound project/program development and management training to LGUs could not be possibly achieved within the LGUMTP timeframe given the weak capacity of LSPs and the absence of functioning networks, i.e. the Local Resource Partnership (LRP) and Caraga Region Project Development Assistance Center (CRPDAC), at the time of Project commencement. These two factors were critical assumptions made in the project design. Faced with this scenario, the Project shifted the Network Building Component from the Network taking the lead in LGU training module development and delivery to Network organization and members' capability building. Network members were still involved in the development and implementation of PPDM training to LGUs but more in an "observer/understudy" capacity. Involvement in LGU training and coaching became a "learning-by-doing" capability building opportunity for LSPN members. These changes did not anticipate LSPN to be operational, i.e. offering PPDM technical assistance to LGUs on a fee-based system and getting LGU contracts on behalf of its members during the Project lifetime.

9. Overall, the Project has successfully enhanced the capabilities of LGU staff and local service providers in project development and management. It has laid the foundations for a coordinated delivery of technical assistance to LGUs and built LGU institutional capacities for project development and management. Meeting the originally envisioned project purpose of competent LSPs, operating as a network and providing sound training to LGUs may not be achieved at Project end, however, there are indications of LSPN readiness to offer PPDM training to LGUs beyond the Project.

10. For the Network Building Component, the Project organized the Learning Service Providers Network (LSPN) and enhanced the capabilities of selected member organizations through their respective focal points. With full secretariat and technical advisory support provided by the Project Implementation Unit (PIU), the LSPN was able to draft the Network's constitution and by-laws, elect its set of officers, develop a member's handbook containing its rules and regulations, and formulate a two-year strategic plan. LSPN capacity building was achieved mainly through the participation of their focal points in LGU training, either as facilitators and coaches, where they acquired hands-on training in module design using the competency-based approach, project development and technical/proposal writing. As a result, the Project has given birth to a core team of PPDM trainers that can address the training needs of LGUs in the Region. Capacity enhancement has also been achieved through established/expanded networks (among LSPN member organizations, with LGUs within and outside Caraga, national funding institutions and other national training institutions or networks), acquisition of PPDM materials and manuals, and establishment of an operational Network 'hub' via the Regional Resource Center (RRC). All of these have enhanced the organizational capacities of LSPN members to provide PPDM technical assistance to LGUs and other organizations in Caraga.

11. The Project has met most of the Component's outcome indicators. Getting the Regional Development Council (RDC) resolution recognizing the Network and giving it representation in the RDC is being worked out. However, with the redesign of the Component, the OVI on LSPN offering technical assistance services to and getting contracts from the LGUs during the Project timeframe was no longer relevant.

12. A key challenge for the LSPN now is how to translate these organizational and capacity achievements into program/technical assistance service offerings to Caraga LGUs and other

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agencies. Doing so requires formal organization of the Network and the formulation of a clear set of agreements on how LSPN will conduct its business. As of Review time, the LSPN has already filed its application for registration with the Securities and Exchange Commission (SEC) and is vigorously working on finalizing and securing agreements on its governance arrangements.

13. For line agency LSPN members, including NEDA, the Project has provided a venue by which agencies could converge their resources and efforts in fulfilling their respective agency technical assistance mandates for LGUs. NEDA has also enhanced its "visibility" at the local level and improved its relationship with non-government organizations (NGOs), LGUs and other line agencies. Another positive result of the Project is that the linkage built by/interest generated by LGUMTP through its search for financers for the LGU projects has given a boost to Caraga Region as a viable area for development assistance.

14. It is also worth noting that through the efforts of the Project, Caraga-based institutions have renewed their interest and willingness for joint-up action through the LSPN.

15. For Component 2 or LGU Training, the Project has made remarkable achievements in enhancing LGU staff capability as well as in the number of project proposals completed, presented before funding institutions, and with funding commitments. Declaration of acceptance by LGU heads of the LGUMTP assistance has been made evident in various occasions, during the culminating activities and in other project gatherings. Moreover, capacity gains are evident from the following: a) significant improvements in the competency levels of the LGU participants based on the pre- and post-competency assessment results, from an average of 2.8-3.0 to 4.0; b) results of the focus group discussions where LGU participants acknowledged enhanced skills and confidence in the application of PPDM tools, presentation techniques and economic analysis; and, the c) positive feedback generated from reactors/panelists on proposals presented during the various presentations where proposals were found substantive.

16. In terms of risk management, the Project has effectively addressed project risks with the effective execution of the mitigation strategies identified in the project design and adoption of other appropriate strategies.

17. Efforts to integrate gender in the various aspects of the project have been pursued, i.e. from project design, project management structures (LGUMTP and at the LGU level), target setting and in module development, enabling the project to meet its gender mainstreaming objective at the LGUMTP level. For individual LGU projects, gains were achieved through the conduct of gender analysis in project identification and preparation of an engendered project design/logframe.

On the efficiency and effectiveness of project implementation and the project management structure (Review Objective b)

18. The Project has been well implemented through the coordinated efforts of the Project Steering Committee (PSC), NEDA-Caraga Regional Director, the LGUMTP Project Director (PD) and the Project Support Staff (NEDA-Technical Assistance Team and Project Administrative Support Team). Except for delays in the initial year and in the benchmarking activity, the Project generally went on smoothly.

19. The Project has accomplished almost all project deliverables, with four months remaining. It has organized the LSPN and set up and managed the resource center. Project proposals were completed for 26 of the 29 fully assisted-LGUs, and covered 43 out of the targeted number of 40 LGUs. It has successfully presented 26 proposals to funding institutions, way beyond the target of five. It fell slightly short of the logframe target of 180 LGU participants trained on PPDM (through the Project Development Workshop) having trained only a total of 160; however, if other training activities such as coaching/mentoring, cross visits, writeshops, proposal/technical writing and

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computer literacy will be included, this number would have been easily met. The Project has achieved a good balance of male-female ratio with female trainees accounting for 43.7%.

20. A notable achievement of the Project is the development and implementation of a competency-based PPDM learning package. The approach has resulted in a well-designed training module that can be easily shared with other LGUs. The combination of lecture, workshops, workplace application of learning, coaching and cross-visits proved effective in achieving the learning outcomes. LGU and LSPN participants find the manuals useful during and even after the training, providing ready reference for their proposal development work. Some LSPs have reported to have adopted the modules and the manuals in their work. NEDA, in particular, has reported to have used the project instruments/outputs in its planning and investment programming work, e.g. in assessing project proposals for another project facility it is managing, developing a list of bankable projects that is shared with interested donor institutions, preparation of an official development assistance mapping for LGUs in the region, to name a few.

Project Management Structure

21. While overall project implementation went well despite a lean project management staff complement, the Project workload of the three full-time PIU personnel (the Project Director, Technical Assistant and the Administrative Assistant) became too heavy. The original design of having a Training Consultant working together with the LSPN, which was to have a lead role in module development and delivery, would have been ideal. This arrangement was adopted initially with the hiring of the Ateneo School of Government (ASG) to lead the preparations and conduct of the first batch of the LGU training; however, the PSC decided to limit ASG involvement only up to the first batch and for the PIU to take over succeeding LGU training activities with greater involvement of the LSPN. Without additional staffing complement (except for the hiring of a Training Assistant during the peak of the LGU training activities), the PIU, particularly the PD, has been saddled with training management work. The Project Director ended up doing overall supervision of the Project, carrying out technical work for the LGU Training Component, and serving as Lead Convenor and Secretariat Head of the LSPN. With only two full-time staff to back her up, the workload is simply too heavy for the Project Director under the existing project implementation structure.

22. The NEDA-TAT, being the technical arm of the PIU, is a beneficial mechanism to the Project but participation has not been maximized. The NEDA-TAT has served in the same way as the LSPN, as a pool of resource persons and coaches for the training activities and at times, taking part in reviewing major project outputs. While NEDA staff involvement in the overall implementation of the Project could lead to greater sustainability, workload issues have precluded TAT staff from participating fully in some project activities. This also stems from the fact that NEDA Caraga has only 65% staff complement.

23. Technical Adviser contributions to the Project have been valuable in terms of introducing new ideas/concepts on training approaches, providing advisory assistance in ensuring the effectiveness of training input/resources and outcomes, and reviewing project performance, among others. The TA has not however been as heavily involved in the implementation of other Project activities, e.g. Network Building, which could have also benefited from his expertise.

24. Although primarily tasked to provide policy guidance to the Project, the Project Steering Committee has been actively engaged even in the implementation of some activities. PSC members took part in reviewing Project milestone outputs, in facilitating coordination work with the LGUs and other LSPN members, and even in delivering training sessions. In a way, the PSC has served as a supplemental technical resource to the Project.

25. From the above, it has become apparent that the Project structure is no longer sufficient to meet project implementation requirements. The Project, although "small' became very busy and could have benefited from having a 'technical' Deputy Project Director to assist the PD in the two

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technical areas, i.e. LGU Training and Network Building, and a Training Coordinator to anchor the LGU Training.

Facilitating and Hindering Factors

26. Among the key success factors that have contributed to the smooth and timely implementation of the Project are:

- Strong leadership of the PD that led her team and other project partners in completing the project activities/tasks on time and achieve quality outputs.
- Active participation of the PSC. In particular, the guidance of the NEDA Regional Director, having good understanding of the Project with her involvement in the project's design and risk assessment phase, and her ability to get the full cooperation and support of various project actors owing to the respect and leadership she enjoys within the region, has been an added benefit for the project.
- Responsive project management policies, systems and delivery protocols; including sound financial management
- Thorough monitoring of project activities and output quality
- Support and commitment of agency heads and local chief executives
- Sustained participation of LSPs and LGU staff
- High absorptive capacity of LGU staff for project development work
- Strong secretariat support to LSPN
- Effective risk mitigation and management

27. Among the major constraints faced are:

- Network development – initial resistance of some institutions to join the network; large network membership prolonging consensus and trust building process; weak PPDM capacities of LSP members, particularly the NGOs; inadequate time and resources devoted to LSPN organizational activities; late completion of benchmarking activities.
- Training component – too compressed training duration, inappropriate training participants for some LGUs; low PPDM competence of some assigned coaches; limited data availability, limited access of LGUs to information, communication technologies
- Project management – limited availability of NEDA-Technical Assistance Team in other project activities due to competing office workload; and inadequate project management staff complement leading to an overloaded Project Implementation Unit

On the efficiency and effectiveness of technical advice provided by the Technical Adviser to the project (Review Objective d)

28. The PSC deeply acknowledged the assistance provided by the TA, particularly the introduction of the competency-based approach to training which is his biggest contribution to the Project. There is however a perception that the expertise of the TA would have been more valuable if more time was devoted to his technical advisory work than to his project monitoring/progress review tasks. This could be partly due to the ambivalent nature of the TA role, being an "Adviser" and a "Watchdog", as provided for in his Terms of Reference.

29. More Technical Adviser input would have been valuable in assisting in the following tasks: a) assessing the effectiveness of training methods and modules used; b) reviewing the organization of and capacity building support to local training providers; c) reviewing the Project logframe given changes in project design resulting from weaknesses in project assumptions; d) commencing the application for accreditation of the PPDM Training Module; and, e) linking the LSPN and the project with similar organizations in New Zealand or other 3rd countries. Items (a), (b) and (e) could still be worked on before the end of the Project; while item (c) may be too late to carry out at this stage. For item (d), due to the nascent stage of the LSPN and the Project emphasis on the Training

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Component, it is the TA's view that the LSPN review the paper he prepared on Options for Accreditation and Recognition of the PPDM with Philippine education and training authorities and international project management institutes.

30. An initial concern in the TA's engagement is the perceived lack of clear reporting and communication framework between the TA, PD and NZAID, although agreements in working arrangements were made in the subsequent visits of the TA. In addition, better timing of TA visits would have maximized TA input and expertise.

Recommendations on immediate next steps and sustainability (Review Objective e)

Network Development

31. The LSPN challenge is how to sustain the momentum established by LGUMTP and get the network to be operational. In this regard, the network needs to act quickly to keep its momentum going. Immediate efforts should address organizational issues and focus on implementing the activities in the Strategic Plan for 2007-2008. A key priority is the development of a business plan, including the conduct of a market study and the preparation of a marketing plan. While LSPN members have gathered some market information from their interactions with LGUs, it would still be worth undertaking a complete market study, including a survey of LGU needs and procuring behavior for consulting/technical assistance services. The results of the formal market study would enhance whatever existing market information/strategies the LSPN has developed, and present a more systematic assessment of the marketability of LSPN services and the LSPN as a competent and reliable technical assistance facility to the LGUs.

32. Relatedly, some form of image building work may be needed as some LGUs expressed concerns on the technical competence of some LSPN members, particularly the NGOs. Results of the focus group discussions with LGUs indicate very high expectations from the Network in terms of its role and the expertise it should posses to be relevant to LGUs.

33. Being a member of the LSPN, and as part of its Technical Advisory Committee, the Department of Interior and Local Government should provide leads to the LSPN on capacity development needs of LGUs, funding opportunities available for LGU capacity development, and share, or even orient LSPN members on the various institutional development tools and performance management systems prescribed for LGUs. Among these tools are the SCALOG, a capacity development diagnostic tool, being piloted in some LGUs nationwide, the Local Governance Performance Management System, the soon-to-be rolled out Local Governance Financial Performance Management System, among other things.

34. Continuous capability building of LSPN members, particularly the core team of trainers should be pursued. LSPN may collaborate with one or several LGUs in developing pre-feasibility studies for priority projects. This would enable LSPN and LGU trained staff to continue applying the methods and tools of feasibility analysis, and build LSPN's confidence, track record and client base for PPDM. Advanced training on PPDM and Trainer's Training on PPDM utilizing the benchmark cases developed by LGUMTP should be pursued.

35. The Regional Resource Center (RRC) is a good support mechanism to LSPN operations; however, its relevance would depend to a great extent on the quality of its materials/acquisitions and access to its resources. Putting the RRC on-line would be a cost-effective means of enhancing access to LSPN members. Maintaining the RRC, whether physical or virtual, would need financial support. In this regard, the LSPN may consider including RRC fees in the annual dues of members and opening access to the public for a fee. Moreover, the network should follow up on preliminary agreement with DILG regarding the sharing [virtual sharing] of resources which identified five points of collaboration between the LSPN-RRC and the DILG Caraga - Local Governance Resource Center (LGRC).

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36. While DILG-Caraga LGRC may still have limited collection of PPDM resources and readership at the present, it is being seen as the future repository of knowledge products on local governance not only by DILG but by other national oversight bodies for LGUs, such as the NEDA, the Department of Finance-Bureau of Local Government Finance, the Department of Budget and Management, and the different LGU leagues, among others. Efforts to harmonize the delivery of LGU capability building assistance of the aforementioned agencies are underway, with the signing of the Joint Memorandum Circular (JMC) No. 1, series of 2007. The on-going technical assistance programs in these agencies are expected to produce manuals and other guidelines that will be disseminated to LGUs for adoption. The LGRC is being looked upon as the potential repository of all these new LGU reference materials and knowledge products to assist in the implementation of the envisioned reforms in planning, investment programming, budgeting and resource mobilization which directly impact on PPDM work.

37. Moreover, the LSPN may consider inviting the regional offices of DBM and DOF-BLGF in the network in view of the JMC and the opportunities for capability building partnership with these institutions.

38. In the meantime that the LSPN is not yet functional, NEDA, as the most logical repository of PPDM materials being the Project Implementing Agency and with its PPDM mandate, has expressed willingness to provide physical support to the center. NEDA should also continue to take a visible role in LSPN discussions, the LSPN being its potential partner in fulfilling its technical assistance mandate to LGUs.

39. On the physical base of the LSPN, it is the author's opinion that having the Network's hub in proximity with NEDA is strategic considering NEDA's access to PPDM resources, donor programs and offer of physical space at no cost to the network. Once the Network is fully operational and starts to become self-sufficient, it may consider spinning off into an independent regional coordinating entity for LGU capacity building (which can be the equivalent of the Coordinating Committee on Decentralization being envisioned at the national level), in partnership with NEDA and DILG.

Component 2 - LGU Training

40. The Project, together with NEDA, DILG and the LSPN should continue its advocacy work towards encouraging LCEs to sustain project development efforts utilizing PPDM methods and the LGU trained personnel. Sustainability of built LGU capacities particularly for feasibility study preparation is threatened by the seeming limited opportunities for LGU projects requiring the use of feasibility study methods and tools.

41. Using the results of the post-competency assessment, more thorough examination of the effectiveness of the PPDM module may be generated. The before-and-after analysis of the competency assessment results may be broken down according to participants' profile, e.g. present position in the LGU, level of skills and knowledge on project development, etc, to get some indications of variations in learning outcomes. This analysis would help distinguish factors affecting learning outcomes of PPDM, which would then be useful in structuring the PPDM module when offered to LGUs exhibiting particular attributes. The analysis may also be complemented with the conduct of an FGD for a select group of LGU participants, one group with more advanced competency levels and another group with lower competency levels to identify particular aspects of the module that could be further enhanced.

42. The Provincial Governments (PG) would be in a good position to create project opportunities for trained staff in their component municipalities to use and apply their project development knowledge and skills. The PG, through the Provincial Planning and Development Office, may encourage municipalities to submit proposals, conduct refresher courses, and tap trained municipal personnel for provincial FS assignments. Specifically, provincial governments should formalize the Provincial Project Development Teams/LSPN provincial units, which the LGUMTP helped create and

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tapped, to function as a continuing support mechanism on project development needs of component municipalities.

43. It is further recommended that NEDA, DILG and the LGUMTP continue to encourage LGUs to undertake corresponding improvements in their organizational competencies to support enhancements in PPDM capabilities. The TNA revealed physical systems, or local development information system/data base, as the area needing the biggest improvement both for the LGUs and the LSPN members. This may be beyond the project timeframe but could be pursued collectively by the said agencies through the preparation of a regional proposal for possible funding assistance from the national government via its Jumpstarting E-Governance Project and through the Commission on Information, Communication Technology (CICT) that manages the allocation and use of ICT funds of government.

44. More fund sourcing orientation and/or the establishment of fund sourcing support mechanisms for LGUs are also recommended. These can be facilitated jointly by NEDA, DILG and the LSPN. In terms of LGU training needs, more hands-on training and actual exposure would be needed in financial and economic analysis.

Suggested next steps

45. The Review puts forward the following as possible priorities for the remaining months of the Project to enhance sustainability of project gains:

LGUMTP

- Jointly with NEDA and DILG, assist the LSPN in firming up its governance arrangements, including the formation of the LSPN Secretariat
- Assist the LSPN in completing the tasks outlined in the Strategic Plan
- Assist the LSPN in preparing its business plan, including the conduct of a market study
- Together with LSPN, explore ways to make the PPDM learning package, being the Network's main "product" (at least initially), more affordable and accessible to other LGUs. The cost of the LGUMTP technical assistance package, estimated at around P471,507 per LGU, may be way beyond the capacity of LGUs. Cost-sharing schemes may be explored, e.g. sending electronic copies of training materials to LGU participants for them to print prior to attending the training.
- Together with the LSPN and the TA, review and, if needed, revise the PPDM module considering the following suggestions: a) splitting part II further into two – Part II on Market, Technical, Environmental, Organization and Management; and Part III on Financial and Economic Analysis to allow participants to gather and validate data and assumptions, accuracy of which has significant implications on the ensuing financial and economic analysis; and b) inclusion of a module/session on data gathering techniques and the need for a local development information system. The latter module will not only equip participants with data gathering skills but is also meant to highlight the importance of having a good database system for planning and project development, which is a major weakness in many LGUs.
- Together with NEDA and DILG, conduct advocacy towards: institutionalizing PPDM in LSPN members' programs; getting LGU support for LSPN programs; and, establishing provincial level mechanisms to sustain a continuing project development capacity improvement program for LGU staff (such as pooling of human resource development funds of municipalities for PPDM training to other LGU staff; tapping trained municipal staff as resource persons for provincial level PPDM training or through involvement in actual provincial projects requiring FS).
- Finalize a phase-out plan for LGUMTP and sustainability plan for the LSPN, in close collaboration with NEDA and DILG

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NEDA
- Serve as the institutional anchor for LSPN. As such, provide office space for the RRC and initial secretariat support to the LSPN
- In collaboration with DILG, develop a yearly program that would encourage generation of innovative project ideas from LGUs in a competitive manner. The program may be later taken up by the LSPN, with support from both NEDA and DILG.
- Together with DILG and LGUs, develop a follow-up proposal that would address organizational competency improvements for PPDM, e.g. data base development. A regional proposal to strengthen the "management of development information" at the LGU level may be developed as an organizational support intervention to future project development work of LGUs, and submitted to existing national programs on e-governance, such as the National Computer Center's Jump-starting E-Governance in LGUs.

LSPN
- Consolidate its activities and work on priority tasks identified in the Strategic Plan
- Finalize its network governance/organizational arrangements, particularly the "rules of engagement" for members
- Prepare a business plan, including a market study and marketing plan, in close collaboration with the DILG for institutional/capacity development thrusts of LGUs

NZAID
- Provide support for LSPN extension while it is transitioning to operational mode for a period of six to nine months; support may include a full-time LSPN coordinator and logistics

TA
- Conduct the pre-test of Module 6 on Project Monitoring and Evaluation of PPDM
- Assist the LSPN in preparing its business plan
- Review the final PPDM design and recommend ways to further enhance it given three batches of implementation experiences
- Prepare the project document for LSPN assistance extension

Some Thoughts on LSPN Extension Scope of Work

46. The need for a coordinated delivery of technical assistance to LGUs has been long recognized both at the local and national levels. Various models have emerged for better convergence of line agencies, particularly under a decentralized set-up. Likewise, various models of vertical (local-national) and horizontal collaboration have been pursued in the past in support of LGU empowerment and capability building. These include the ILGA (Institute for Local Governance Administration) partnership of the DILG-Local Government Academy, the CLG (Center for Local Governance) of USAID under its Governance and Local Development Project, LRP of CIDA-LGSP, and CRPDAC for Caraga. Most of these efforts were not sustained.

47. The LSPN is no different in terms of its mission. The need it seeks to address need not be underscored. The key challenges facing the network's success and sustainability lie in its ability to have a clearly defined sense of purpose, a set of operating guidelines that is mutually agreed upon and faithfully observed by members, good network management, and viable operation. Overcoming these challenges could make the LSPN emerge as a model for coordinated delivery of technical assistance to LGUs.

48. The following are some thoughts on how LSPN work can be further strengthened (for the next four months of LGUMTP and the proposed extension):

a) Review of successful networking models for LGU capacity building. The paper on the LRP and CRPDAC experience and the LSPN was a good initiative of the LGUMTP. A review of

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the paper's recommendations towards identifying modeling options for LSPN should be made. This can be complemented by the on-going review of other successful networking models, within and outside CARAGA, being conducted by the LSPN and the Project. From this author's knowledge of networking experiences, having a strong and credible institutional base for network operation and partnership with funding institutions, are key factors to network sustainability. For example, the Transparency and Accountability Network, based at the Ateneo University, has been able to sustain itself through projects with various funding agencies and partnerships with local institutions, as well as support from the University which has strong advocacy for good governance. For the LSPN, it would need a strong institutional anchor that has the technical competence, resources and advocacy for LSPN's core service, i.e. project development. While it is the LSPN's vision to eventually spin-off as a self-sustaining organization in the long-term, it may be more practical to first build its organizational capacity and track record as a service provider in the region. At this stage when the LSPN is still in its nascent stage, it would be ideal to attach it to NEDA Caraga which has the mandate, competence and resources for project development work in the region and has in fact offered to host the LSPN and provide office space and internet access for LSPN use. Ideally, the LSPN Secretariat may be lodged with NEDA's Project Development Division, with the Head of Division acting as Secretariat Head. As NEDA may not have enough staff to provide secretariat support to LSPN, it is recommended that the LSPN secretariat be initially staffed by LSPN members on a rotation basis until such time that it has gathered enough resources to afford a full-time Executive Director, or if there is an LSPN member that is willing to assign a full-time personnel to serve as the Network's Executive Director.

b) Review of LSPN's governance arrangements and strategic plan based on market study and capacity development thrusts/priorities for LGUs. While initial work has already been done in terms of identifying the network's vision, mission, services, etc. as contained in the members' handbook, it would be useful if these organizational outputs can be reviewed and made more market-driven. Among the areas to be reviewed are as follows:

- LSPN core business. What is the perceived value-added of LSPN to LGUs and to other markets? What service/s does it provide to LGUs that existing members could not provide under the current setting? What are priority or pipeline capacity building initiatives for LGUs that national government agencies are likely to support?

- Given the LSPN's core business, what would be a more appropriate membership policy and organizational arrangements? For example, the on-going reforms on local government financial and budget systems (which impact on project development initiatives) jointly pursued by the NEDA, DBM, DOF-BLGF and the DILG have substantial capacity development requirements for joint efforts. At the national level, coordination efforts are done through the Philippine Development Forum Working Group on Decentralization and the envisioned Coordinating Committee on Decentralization. There is no such parallel structure at the regional level. This can be a potentially good opportunity for the LSPN to present itself as a local partner of these agencies when they start rolling-out their respective capacity building programs to LGUs. If LSPN will consider this opportunity, it may have to expand its current membership to include the DBM and DOF-BLGF regional offices.

49. More specifically, the Review suggests the following scope of work on LSPN strengthening:

For the remaining four months of the LGUMTP

a) Review of related literature on networking and partnership building experiences in support of effective local governance

b) Conduct of LSPN stakeholder analysis. The objective is to get stakeholders' perceptions of and expectations from the network, and how the network would benefit or disadvantage them. Stakeholders should include principals of member organizations, other service

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providers not engaged with LSPN, funding institutions, consultancy firms, provincial governments and LGUs, line agency principals, etc.

c) Conduct of market study, including the preparation of a marketing plan
d) Based on work completed in the remaining four months (items a-c), finalization of networking governance options for the LSPN
e) Development of experts' pool which may include non-Caraga based consultants

Extension phase

f) Finalization of LSPN governance arrangements and operating strategies/guidelines – e.g. membership policy, organizational structure, etc.
g) Strategic/operational planning (based on item f)
h) Operationalizing the network
   - Program development
   - Program marketing and advocacy
   - Program delivery and implementation on a pilot basis
i) Monitoring and evaluation

50. Resource requirements for the extension phase are as follows:

a) For activities that can be completed within the LGUMTP timeframe, the project can support the conduct of the aforementioned activities. It may commission non-LSPN members to lead in the implementation of the activities in tandem with LSPN members. This would also provide an opportunity for LSPN members to further hone their skills in market analysis, strategic planning, program development, etc.

b) Assuming items a-e in paragraph 49 can be completed by the end of LGUMTP, the proposed expansion phase can be implemented from six to nine months and provided with the following resources: a) one full-time LSPN coordinator, b) logistical support for office operations, and c) the pilot implementation of two to three LSPN programs. The LSPN Coordinator is not envisioned to function as the LSPN Executive Director but will instead play a support/advisory role to the LSPN Executive Director and officers in carrying out the above-mentioned organizational strengthening and start-up activities.

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PARTICIPATORY REVIEW OF THE LOCAL GOVERNMENT UNIT MANAGEMENT TRAINING PROJECT

FINAL REPORT

I. Background and Objectives

1. This report presents the findings of the Participatory Review of the *'Local Government Unit Management Training Project (LGUMTP)"*, a joint project of the National Economic and Development Authority (NEDA) – Region XIII and the New Zealand Agency for International Development (NZAID). The goal of the LGUMTP is to have efficient and effective staff of participating local governments responsive and able to meet the needs and aspirations of their constituents via the provision of participating Local Government Units (LGUs) with sound project/program development and management training by competent local learning service providers (LSPs). The Project supports the Government of the Philippines' on-going decentralization efforts, particularly in enhancing LGU capacities to identify, develop and implement programs and projects that address the general welfare of their constituent communities in a transparent and accountable way; and, to increase efficiency and effectiveness in the delivery of basic public services to residents. The Project also responds to the need for greater national-local and inter-LGU collaboration, and better coordination/harmonization in the delivery of technical assistance services to LGUs to facilitate the decentralization process.

2. The LGUMTP is an offshoot of an earlier initiative, the New Zealand-Philippines In-Country Training Program which provided support to project proposal preparation to selected LGUs in Regions 2, 8, 12 and the Autonomous Region in Muslim Mindanao. An independent review of this project recommended a more focused program and institutionalization of the training in a pilot region. In 2003, a risk assessment was undertaken by a Philippine contractor which confirmed the need for LGU capacity building in project development and management, and identified the Caraga Region as the preferred project location in view of the presence of functioning networks of institutions providing technical assistance to LGUs; and NEDA Caraga as the Project Implementing Agency owing to its mandate for project development assistance to LGUs. Following NEDA/NZAID assessment, a comprehensive design was developed and became the basis for the LGUMTP. The Project officially commenced upon the perfection of exchange of notes between the Governments of the Philippines and New Zealand on 19 November 2004. Project operation began only in the first half of 2005.

3. The Project is implemented for a period of three years, from April 2005 when it became fully operational to June 2008, covering 43 LGU beneficiaries. The Project has a total budget of approximately 31 million pesos, with NZAID contributing around 24 million pesos and the Philippine Government providing counterpart commitment valued at approximately 7 million pesos.

4. As the Project draws to a close, NZAID commissioned the services of a Local Consultant[1] to lead the participatory review of the Project to determine the extent to which project outcomes have been achieved, to guide implementation over its final stages, and to provide recommendations on how best project gains might be sustained. A copy of the Terms of Reference (TOR) for the Participatory Review is found in Annex 1.

5. The Review was carried out from January 18 to February 28, 2008. Field data gathering was held in Caraga from January 22 to February 2, and in Manila from February 3 to 7. A presentation and validation of the initial findings with the Project Steering Committee (PSC) and NZAID Manila officers was held on February 19 at the NZAID office. Other project stakeholders, i.e. the Technical Adviser, NEDA-technical staff, NZAID (Manila and Wellington), were provided copies of the draft for their comment. This

[1] The Participatory Review was led by Maria Concepcion Pabalan, an Independent Local Consultant

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report incorporates comments and suggestions of the PSC during the formal presentation as well as from the aforementioned other project stakeholders.

II. Project Description

6. The LGUMTP aims to enhance the capability of LGU functionaries in project/program development and management (PPDM). It addresses the need to build an effective and efficient local government staff that is capable of meeting the needs and aspirations of their constituencies. In support of this goal, the Project seeks ***to have LGUs provided with sustained technical assistance/training in PPDM through a competent network of learning service providers***. It is expected that at the end of the Project, the region would have a cluster of active and competent region-based training institutions providing LGUs with quality training in project and program design and management.

7. The LGUMTP has two Components with the following objectives and expected outputs:

Component 1 - Network Building Component

Objective 1 - To establish a regional network of highly skilled training providers in program and project development and management.
Output 1 - Network of learning service providers in PPDM is organized and operational
Output 2 - Regional Resource Center (RRC) is operational with sufficient basic materials to be of support to the Learning Service Providers Network (LSPN)

Key Activities:
- Inventory and assessment of the coverage and capabilities of existing networks/agencies involved in PPDM
- Engagement of those who aspire to enhance their technical assistance-delivery capabilities in the area of PPDM
- Enhancement of training capabilities of local institutions
- Establishment of the Caraga Learning Service Providers Network
- Establishment of the Regional Resource Center

Component 2 – Training Component

Objective - To strengthen the capabilities of selected LGU staffs in program and project development and management by actually working on their priority programs and projects.
Output 1 - LGU staff trained in project and program development and management
Output 2 - Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.

Key Activities:
- Development of training modules
- Packaging of project studies through conduct of project development workshops, coaching, cross visits/benchmarking and writeshops
- Presentation of packaged project proposals to financial institutions

Project Beneficiaries and Partners

8. Project beneficiaries are the 43 LGUs and their respective Project Development Teams (PDT), and the 39 LSPN member organizations and their focal point representatives.

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9. Project partner institutions are NEDA-Region XIII as the implementing agency, *[Withheld to protect the privacy of individuals]* as the Training Consultant (TC), the Project Steering Committee member institutions, LSPN member organizations, particularly the Department of Interior and Local Government (DILG) that provided initial staff support during the Project's start-up phase and, together with the Provincial Planning and Development Offices (PPDOs) of the four provincial governments, extended communication support throughout Project implementation. The list of partner institutions is presented in Annex 2.

Project Organization and Management

10. The principal actors in the project are as follows:

NEDA Caraga: The NEDA Caraga, jointly with the NZAID, is responsible for ensuring that funds are used for the purpose they were provided and Project's achievements and activities are in accordance with the country's as well as the region's development priorities. The NEDA-Caraga Regional Director (RD) is responsible for the selection of the LGUMTP Project Director, and signs all LGUMTP appointments and contracts (except for that of the Technical Adviser) in accordance with existing government procurement policy and bidding processes. The NEDA-Caraga RD chairs the Project Steering Committee.

NZAID: The NZAID, as funding agency and in close consultation with the NEDA Caraga, ensures that the funds are used for the purpose they were provided. NZAID is responsible for the supervision of the Technical Adviser, and jointly with the NEDA Caraga, chose the Project Director.

Project Steering Committee (PSC): The PSC provides overall guidance and direction to the Project. It consists of the NEDA Caraga RD as Chair, DILG Caraga Regional Director, National Commission on the Role of Filipino Women (NCRFW) Commissioner, NEDA Central Office Representative, LGU Representative, Non-Government Organization (NGO) Representative and the LGUMTP Project Director. The PSC meets once per quarter to deliberate on policy matters while ensuring that the agencies and institutions that the members represent provide needed institutional support to the project.

Technical Adviser (TA): The Technical Adviser was selected by NZAID in consultation with NEDA-Caraga Regional Director. The TA has the primary responsibility of providing advice on the technical aspects of project implementation through regular country evaluation visits. His detailed tasks include provision of technical assistance to the project support staff through specific approaches to training and technical assistance on the subject of project and program development and management; ensuring that project objectives are met in accordance with the logframe; and monitoring NZAID project inputs. The Technical Adviser is accountable to the NZAID.

Project Director (PD): The PD's primary task is to ensure that the project objectives are met. The PD is responsible for the project's day-to-day operation, coordinates its various activities, ensures that all those activities are in accordance with the project Logframe and Annual Plan and Budget, and accounts for all project resources. The Project Director is accountable to the PSC.

Training Consultant (TC): A training consulting firm was selected through a competitive bidding process, and was responsible for developing, pre-testing, implementing and evaluating the learning package following the competency-based approach to training. The Training Consultant was accountable to the Project Director. The TC engagement ended upon completion of the first run of the PPDM training.

Project Support Staff (PSS): The Project Support Staff consists of NEDA Staff, referred to as NEDA-Technical Assistance Team (NEDA-TAT) assigned to the Project on an "on-call, per activity" basis and serves as part of the resource pool for various training activities as well as for reviewing major project outputs. The Project also hired two support staff, a Technical Assistant and an

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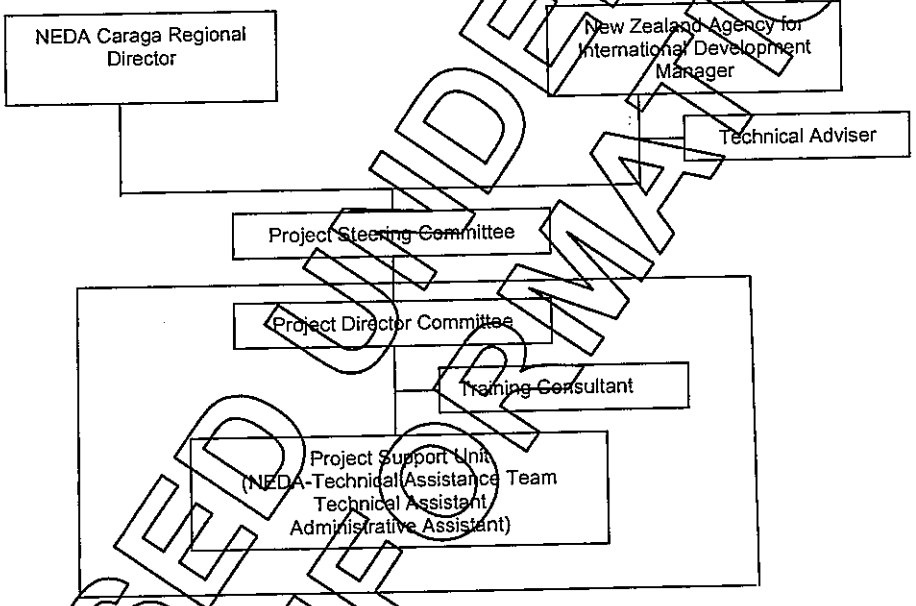
Administrative Assistant, to provide technical and administrative support, respectively to the PD. The PSS is accountable to the Project Director.

Project Implementation Unit. The Project Director and Project Support Staff, together with the TA, constitute the Project Implementation Unit (PIU) that is responsible for managing the overall implementation of LGUMTP. Figure 1 depicts the LGUMTP project management structure.

Figure 1
LGUMTP Project Organization



Project Strategies and Approach

11. A key strategy specified in the design document is the use of innovative learning approaches. This was addressed with the Technical Adviser's introduction of the competency-based approach to training (CBT) which led to substantial implications on the focus and scope of the Project. The approach required that the learning package be developed in such a way that trainees could immediately apply their knowledge and skills in the workplace and would result to an actual output, in this case a project proposal.

12. The Project adopted a consultative and participatory process as part of its implementation strategy. The PSC, being a multi-sectoral body, had representation from relevant sectors involved in LGU capacity building. Through this approach, project decisions had the support and commitment of PSC members and other project actors.

13. Sustainability mechanisms were consciously integrated in the project design and implementation strategies. Support and commitment of Local Chief Executives (LCEs) and *Sanggunian* (or Local Council) Members were solicited at the start of technical assistance not only to ensure that project outputs are completed but also to institutionalize PPDM tools within their respective LGUs. The choice of NEDA as implementing agency and the active participation of DILG in the Project, both agencies having direct mandate over LGU capacity building on PPDM, are expected to promote the sustainability of project outputs and outcomes.

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14. Gender and development was also given due consideration in project management structure, module development and delivery. In addition, risk management was integrated in project design, implementation and monitoring. A risk assessment and management matrix was developed as part of the design document and reviewed by the Technical Adviser as part of his regular Technical Visit Reports.

III. Review Design

Objectives and Scope

15. A stated in the Terms of Reference, the Review aimed to: a) determine the extent to which the LGUMTP goal, purpose and objectives have been achieved; b) assess whether the project is being implemented efficiently and effectively by the project management structure; c) assess the efficiency and effectiveness of technical advice (provided by the Technical Adviser) being provided to the project; d) determine the extent to which verifiable indicators have been met and how well foreseen "risks" in the project have been mitigated; and, f) based on above findings, make recommendations to guide implementation over its final stages and to help ensure project gains are sustained.

16. The Review covered the project period from April 2005 to December 2007. In assessing project outcomes, for Component 2, the Review was limited to the two batches of LGUs that have completed the technical assistance package. Some LGUs in the third batch, having completed the PPDM training activities but with other components still on-going, were also consulted to get feedback on the implementation of the training package. In cases where outcome indicators have been achieved even without the completion of batch three activities, the review used data for all three batches to get indications of how close the Project is in meeting its objectives.

17. Given that the two batches of LGUs have completed the technical assistance in mid 2007, improvements in LGU staff responsiveness in meeting local needs may not as yet be observable. Thus, the Review was limited to outcome level but took note of any observable impacts occurring in the participating LGUs that can be attributable to or influenced by the LGUMTP.

Study Approach and Methodology

18. The Review was conducted in a participatory and consultative manner. Key project stakeholders, particularly the PD, were involved and consulted at major stages of the Review. The Project Steering Committee and the NEDA TAT members took part in the preparation of the TOR for the Review, interviews and focus group discussions, validation of the Review findings and recommendations, and review of the final report. LGU and LSPN beneficiaries were consulted via focus group discussions (FGDs) to gather feedback on the implementation of Project activities, and more importantly, and how the Project has benefited them and their respective organizations.

Review Framework

19. The Review was conducted at the following levels:

Implementation performance (input-output). This entailed looking into project accomplishments vis-à-vis targets, identifying and explaining gaps, and offering practical ways on how implementation could be improved to close the gaps with about five months to project closure. It determined factors that facilitated or hindered implementation and attainment of outcomes, and highlighted key issues and constraints.

Project success (purpose and objective). A key concern of the assessment is at the output-outcome level which looked at the extent to which desired outcomes/objectives have been achieved and how project outputs have contributed to project outcomes. It also assessed the effectiveness of

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project design and risk mitigation measures employed by the LGUMTP, and documented other gains, intended or unintended, resulting from the project.

Project Sustainability. This looked at the sustainability mechanisms and strategies adopted by the project and their effectiveness in sustaining project benefits and outputs.

20. For all levels of Review, the study looked into the adequacy, quality, appropriateness and timeliness of project inputs, delivery mechanisms and outputs and their implications to achieving project outcomes and sustainability. Depending on data availability, the Review sought to identify innovations or "good practices" introduced in the Project.

21. In establishing project success and accomplishments, the Review was guided by the logical framework indicators and annual operational plans. This was complemented by focus group discussions with project beneficiaries to determine how the Project has made positive changes in their capabilities and job performance. An analysis of the initial and the revised project logframe was also done to document any changes in the design and determine how these changes have contributed to project objectives and deliverables. Table 1 provides a summary of the original and revised logframe indicators up to the output level. Annexes 3.1 and 3.2 show the original and revised Project Logframes, respectively.

22. The Review faced certain limitations in gauging project success and accomplishments using the logframe indicators. For Component 1 or Network Building, objective and output indicators are the same while for Component 2, purpose and objective indicators are similar. This is quite inconsistent with the cost-and-effect relationship concept of the logical framework approach, and presented difficulties in distinguishing between project success and project accomplishment. Nonetheless, the FGDs with project beneficiaries elicited information on how the Project has benefited them.

23. Mainstreaming of gender and development in LGUMTP was examined at several levels: project design, project implementation and project outcomes. At the design stage, assessment was focused on how well gender elements were integrated in the LGUMTP logframe and design document. At the implementation stage, the Review looked at how well project policies, structure, processes and interventions have promoted GAD objectives. At the outcome level, the focus was on how well LGUMTP interventions have enhanced gender awareness and sensitivity of LGU and LSPN staff and more importantly, the integration of gender elements in the design of the LGU projects assisted by LGUMTP.

24. In assessing the effectiveness of the project in managing risks, the Review referred to the risk assessment matrix. It examined whether the anticipated risks occurred, and if they did, whether the suggested risk mitigation strategies were effectively implemented by project management. It also documented other actions taken and how successful these have been in mitigating anticipated risks.

Data Gathering

25. Given the review period, the study utilized rapid appraisal techniques. These include desk review, focus group discussions and key informant interviews. The use of a combination of data gathering tools, or triangulation, facilitated cross-validation and accuracy/consistency of data/information obtained. The LGUMTP Semestral Accomplishment Reports (SAR) and TA Technical Visit reports greatly aided in determining the key issues that the Review should focus on.

26. *Document Review*. Among the key documents reviewed are as follows: Project design document, including the project logframe (original and revised); Project Agreements and Executing Instruments; PIU Guidelines and Manual; Semestral Accomplishment Reports; Technical Adviser Reports; Activity Reports; Sample LGU Project Proposals; Project outputs (Training Modules, Manuals, TA reports, etc); Training Needs Assessment; Post Training Evaluation Reports; PSC Minutes of meetings, among others.

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Table 1
Comparison of LGUMTP Logframe Purpose, Objective and Output Indicators – Original versus Revised

Hierarchy of Objectives	Original		Revised	
	Narrative Summary	Objectively Verifiable Indicators	Narrative Summary	Objectively Verifiable Indicators
Goal	To have effective and efficient staffs of participating local governments enabling them to meet the needs and aspirations of their constituents		To have effective and efficient staffs of participating local governments enabling them to meet the needs and aspirations of their constituents	
Purpose	To build the capacities of local training institutes to provide sound technical and managerial training to local government staff in Mindanao.	Department or office heads of participating institutions will issue declarations of acceptability of the outputs of their nominated trainees under the following activities: • Preparing pre-feasibility studies • Designing departmental programs of LGUs for at least one of the following: health; agriculture; gender; environment; social welfare and development; infrastructure; local finance and resource mobilization • Designing monitoring systems for LGU projects • Resource mobilization and local finance • Design of training module	*To have participating local governments provided with sound project/program development and management (PPDM) training by competent local learning service providers (LSPs)*	Heads of participating local governments will issue declarations of acceptability of the outputs of their nominated trainees under the following activities: • Preparing pre-feasibility studies • Designing departmental programs of LGUs for at least one of the following: health; agriculture; gender; environment; social welfare and development; infrastructure; local finance and resource mobilization • Designing monitoring systems for LGU projects • Resource mobilization and local finance *Heads of participating LSPs will issue declaration of acceptability of the outputs of their nominated trainees under the following activities:* • *Conduct of PPDM training* • *Design of training module*
Component 1: Network Development				
Objective 1	Establish a network of highly skilled training providers in project development and management.	Network is represented before the RDC. Network has at least negotiated ten contracts in behalf of its members. The network has regular meetings, officers, rules and regulations, constitution and by-laws. At least 25% of Network members should be engaged in activities devoted to addressing gender concerns.	Establish a network of highly skilled training providers in project development and management.	Network is represented before the RDC. Network has at least negotiated ten contracts in behalf of its members. The network has regular meetings, officers, rules and regulations, constitution and by-laws. At least 25% of Network members should be engaged in activities devoted to addressing gender concerns.
Output 1	Network of training providers in project development is organized and operational.		Network of training providers in project development is organized and operational.	

Note: Items in italics represent the revised indicators

Continuation of Table 2...

Hierarchy of Objectives	Original		Revised	
	Narrative Summary	Objectively Verifiable Indicators	Narrative Summary	Objectively Verifiable Indicators
Output 2	Regional Resource Center is operational with sufficient basic materials to be of support to the LSP.	The Regional Resource Center is in place. Office space is available. A library containing the FS templates, manuals, training modules, significant number of benchmark cases, data and information are available for the use of network members. The library is managed properly. Materials on gender issues will be available in the Resource Center. At least 50% of network members use the center at least twice a year. At least 50% of network members declare that the center has helped them in their work.	Regional Resource Center is operational with sufficient basic materials to be of support to the LSP.	The Regional Resource Center is in place. Office space is available. A library containing the FS templates, manuals, training modules, significant number of benchmark cases, data and information are available for the use of network members. The library is managed properly. Materials on gender issues will be available in the Resource Center. At least 50% of network members use the center at least twice a year. At least 50% of network members declare that the center has helped them in their work.
Component 2 - LGU Training Component				
Objective 2	To strengthen the capabilities of LGU staff in project and program development, design and management	The Sanggunians of the assisted LGUs shall issue declarations of acceptance of LSP-assisted outputs under the following activities: • Preparing pre-feasibility studies • Designing departmental programs of LGUs for at least one of the following: health; agriculture; gender; environment; social welfare and development; infrastructure; local finance and resource mobilization • Designing and using monitoring systems for LGU projects • Resource mobilization and local finance	To strengthen the capabilities of LGU staff in project and program development, design and management	The Executives and Sanggunians of the assisted LGUs shall issue declarations of acceptance of ***LGUMTP-assisted*** outputs under the following activities: • Preparing pre-feasibility studies • Designing departmental programs of LGUs for at least one of the following: health; agriculture; gender; environment; social welfare and development; infrastructure; local finance and resource mobilization • Designing and using monitoring systems for LGU projects • Resource mobilization and local finance

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Continuation of Table 2...

Hierarchy of Objectives	Original		Revised	
	Narrative Summary	Objectively Verifiable Indicators	Narrative Summary	Objectively Verifiable Indicators
Output 1	LGU staff trained in project and program development	Project studies and program plans and budgets are completed by the LGU staff. Project monitoring plan is available. At least 40 LGUs covered by the training program and 180 LGU staff trained in project development. At least 25% of trainees shall be female staff members of LGUs.	LGU staff trained in project and program development	Project studies and program plans and budgets are completed by the LGU staff. Project monitoring plan is available. At least 40 LGUs covered by the training program and 180 LGU staff trained in project development. At least 25% of trainees shall be female staff members of LGUs.
Output 2	Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.	At least five (5) projects have been submitted to prospective financiers. All programs are financed through the 20% development fund, either partly or entirely. Projects have been reviewed by a team of NEDA Caraga specialists and cleared for technical acceptability.	Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.	At least five (5) projects have been submitted to prospective financiers. All programs are financed through the 20% development fund, either partly or entirely. Projects have been reviewed by ***LGUMTP study review team and cleared for gender-responsiveness*** and technical acceptability.

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27. *Sampling Design.* Respondents for the FGD and the interviews were:

- LSPN members - LSPN council members, LSPN focal points and selected participants to the training and coaching/mentoring activities, Heads of LSPN organizations
- LGUs - LGU Project Development Teams
- Project Management - PSC members, PD, NEDA-TAT members, Technical Assistant, Administrative Officer, Training Consultant (ASG) and the Technical Adviser (via e-mail)
- Others: DILG Local Governance Resource Center Coordinator and staff and Local Resource Partnership (LRP) Coordinator

The list of persons interviewed and FGD participants is shown in Annex 4.

28. Consistent with the participatory review approach, the data gathering design and instruments were developed, in consultation with the PD. The interview and FGD guides are found in Annex 5.

29. Considering the limited timeframe for the Review, a representative sample of the 43 LGUs was selected based on a set of criteria drawn up in consultation with the PD. The criteria included LGU income class, type of project proposals, the training batch and status of proposals submitted. About 50% or 21 of the participating LGUs were eventually selected, as depicted in Table 2 but only 17 made it to the FGDs.

Table 2
Profile of Sample Local Government Units

Province	Municipality	Batch	Income Class	Type of Project
Surigao del Norte	Libjo	1	5	Level 3 Water Supply System
	San Jose	1	5	Sanitary Landfill and MRF
	Bacuag	1	5	Rice Farming Technology
	Mainit	1 & 3	4	Water System Rehabilitation
Agusan del Norte	RTR	1	5	Level 3 Water Supply
	Buenavista (no show)	2	2	Sanitary Landfill
	Nasipit	2	3	Public Market
	Cabadbaran City	3	Component City	Crop Production
Agusan del Sur	Sibagat	1	3	Abaca Industry Support Project
	Esperanza	1	1	Livelihood Project for Fisherfolks
	Bayugan	1	1	Establishment of Grain Center
	San Luis (no show)	2	3	Rattan Production
	Veruela	2	3	Recreational Park & Riverbank Prot'n
Surigao del Sur	Tagbina (no show)	1	4	Convention and Training Center
	Carrascal	1	4	Level 3 Water Supply
	Cortes (no show)	2	5	Banana Production – Livelihood
	Tandag City	2	Component City	Abaca Fiber Production
	Lanuza	3	4	Dive Camp and Convention Center
	Cagwait	3	4	Training Center
	Madrid	3	4	Technical-Vocational Center
	Surigao del Sur	3	1	Provincial Econ. Enterprise Center
Total	21 invited 17 actually attended	Batch 1 – 10 Batch 2 – 6 Batch 3 – 5	*Municipalities* 1st class - 2 2nd class - 1 3rd class - 4 4th class – 6 5th class – 5 *Cities – 2* *Province - 1*	Water Supply - 4 Environment - 3 Livelihood - 2 Agriculture - 6 Training Center - 4 Local Econ. Enterprise - 2

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IV. Assessment of Project Implementation

Changes in Project Design

30. Before any assessment of project outcomes and accomplishments was conducted, a review of the changes made in the project design and the justification for such changes was necessary to set the proper frame of reference.

31. The project purpose was re-stated to bring into focus the dual objectives of the Project, i.e. to build capacities of LGUs and local service providers. Thus from the original statement of *"building the capacities of local training institutions to provide sound technical and management training to LGU staff in Mindanao,"* the project purpose now reads as *"to have participating LGUs provided with sound project/program development and management training by competent local training service providers."* The objectively verifiable indicators (OVIs) were modified to reflect this dual purpose.

32. A major project assumption was that existing training institutions in the region have adequate PPDM capacity, have gained good exposure working with LGUs, and are organized into several agglomerations through the Caraga Region Project Development Assistance Center (CRPDAC), a NEDA-based inter-governmental facility providing technical assistance to LGUs on project development, and the Local Resource Partnership (LRP), a network of NGOs and academic institutions supported by the Local Government Support Program (LGSP) of the Canadian International Development Agency (CIDA). With this assumption, Component 1 was initially designed in such a way that the network of LSPs could be easily formed and capacity building on PPDM would take place through a learning-by-doing approach. This meant the LSPs taking the lead in developing and delivering the training module, with technical support from the Training Consultant, the Training Adviser, and the PIU. However, at project commencement, two of the key assumptions made were not or no longer valid: the CRPDAC and LRP became defunct, and LSPs lacked the capacity and preparedness to lead PPDM development as evidenced by the results of the training needs assessment (TNA). The TNA indicated an average rating of 3.0 (or slightly above basic competency level) for project identification, project analysis and design, and a non-passing mark (per ASG assessment) of less than 3.0 on market analysis and social costs and welfare implications analysis[2]. Given this situation, the project made the necessary modifications in Component 2 activities by having the Training Consultant initially take the lead in module development and delivery with the participation of the LSP and the NEDA-TAT, and the PIU later taking over the implementation of LGU training under the same partnership arrangement. The redesigned Component included activities mostly pertaining to organizational and capability development for LSPN. These changes were appropriately reflected in the revised logframe activities; however, there seem to have been no corresponding changes made at the objective and purpose levels. Component 1 activities were no longer fully aligned with the objectives and success indicators. For instance, the OVI on the network being able to negotiate contracts with LGUs during the project timeframe is not likely to be achieved given the resulting shift in Component 1 activities which were mainly geared towards setting up the Network and strengthening its PPDM capacities.

33. For Component 2, the project design initially included both project and program development and management, and five key areas for capacity building: feasibility study preparation, program designing, design and use of project monitoring systems, and resource mobilization and local finance. With the adoption of competency-based approach and the results of TNA, it was decided to focus more on the project level and cover three competency areas -- strategic management thinking, project identification and project feasibility study preparation -- where participants (both the LGU and LSP) rated themselves lowest. The five capability building areas specified in the original document were incorporated into the PPDM module and became essential components/elements of the LGU outputs. Program designing was shifted to project designing using the logframe analysis, gender and development was integrated in the PPDM module, project monitoring was made part of the project proposal, and resource mobilization was

[2] Based on a five-point rating scale as follows: 1 – not yet confident; 2 – basic level/fundamental; 3 – intermediate level; 4 – advanced level; and 5 – highly advanced level.

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incorporated as a separate session in the training module. All these point to the flexible approach adopted by the Project to respond to changing project circumstances.

34. While the PSC and the TA reviewed and revised the Project Logframe (the latest revision being as of April 2006) to capture the changes introduced in project focus, scope and strategies, they seemed to have missed some of the inconsistencies in the logframe elements. There appears to have been no further review made on the logframe thereafter. As noted by the TA, the changes in the project strategies would have meant a total rewrite of the logframe which was not advisable at the time the revision was done.

Physical Accomplishments

35. As of review date, the Project has accomplished nearly all of the desired outputs and activities set out in the project logframe. More impressively, the Project surpassed its targets in the Training Component which constitutes the bulk of project activities and resources. This section presents a detailed assessment of the accomplishments of the Project, including the factors that have contributed to and hindered the implementation of various activities.

Component 1 – Network Development

36. For this Component, except for one indicator, the Project has completed most of the expected outputs specified in the Logframe and in the WorkPlan. It has organized the LSPN, and set up and operationalized the RRC.
Table **3** indicates the extent of project accomplishments based on the revised logframe[3] OVIs.

Table 3
Component 1 Accomplishments vis-à-vis the Logframe Indicators

Expected Outputs	Targets/Objectively Verifiable Indicators	Actual Accomplishments
Output 1 – Network of learning service providers in PDM is organized and operational	Network is represented before the Regional Development Council (RDC) and the RDC has issued a resolution instituting its creation and membership.	RDC is aware of LSPN and expressed support for it; however, LGUMTP/LSPN efforts to get RDC resolution recognizing the network and granting it representation status is put on hold pending appointment of RDC Chair.
	Network has at least negotiated ten contracts in behalf of its members by end of the LGUMTP project.	This is unlikely to be achieved within the project timeframe due to changes made during project implementation where network development activities were focused towards establishing network governance arrangements and capability building.
	The network has regular meetings, officers, rules and regulations, constitution and by-laws.	As of project review, the network has formulated its work plan, elected its set of officers, drafted member's manual of operation, and constitution and by-laws.
	At least 25% of network members are engaged in activities devoted to addressing gender and development (GAD) concerns.	At least 13 (out of 39) or 30% of LSPN member institutions are involved in gender related advocacy work. Most of the GO members have been involved in efforts to mainstream GAD in their policies, programs and projects.
Output 2: Regional Resource Center (RRC) is operational with sufficient basic materials to be of support to the LSP	RRC is in place. Office space is available. A library containing FS templates, manuals, training modules, significant number of benchmark cases, data and information is available for use by network members. The library is managed properly.	The RRC has been established in the same office as the PIU (NEDA Office). It has maintained a systematic compilation of PPDM materials (training manuals and books both in hard and soft copies) that can be used by network members. Three LSPN members have volunteered to assign their staff in the RRC on a rotation basis.
	Materials on gender and development will be available in the RRC.	RRC has existing GAD materials in its collection.
	At least 50% of network members use the center at least twice a year.	The RRC being in the same office as the PIU was frequently visited by LSPN members for feedbacking and some coaching sessions with LGUs. In a sense, the center has served as the "hub" for the network. RRC materials were loaned to LSPN members using a systematic recording system.
	At least 50% of network members declare that the center has helped them in their work.	The FGD with LSPN members indicates the usefulness of the RRC materials in their work and the physical space facilitative of LSPN activities.

[3] PSC made revisions to the project logframe; the final version is as of April 2006.

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Output 1: An organized and operational network of learning service providers

37. As earlier noted, **output indicators are the same as the objective level indicators** for this Component, both in the original and the revised logframe versions. Using the logframe OVIs, the Project has met two of the OVIs: a) the network has regular meetings, elected a set of officers, drafted rules and regulations, constitution and by-laws; and, b) that at least 25% of Network members are involved in GAD-related activities. The OVI on getting RDC resolution is being worked on and is likely to be achieved once RDC officers are elected; while the OVI on LGU contracts being made by the Network on behalf of its members is unlikely to be achieved within the project timeframe due to the changes in the set of project interventions and priorities as presented in the earlier section.

38. However, if the annual work and operational plan will be used, the Project has met most of the Component deliverables. The LSPN has been organized through a Memorandum of Understanding (MOU) signed by its 39 member institutions in April 2006. Table 4 shows the breakdown of LSPN membership. Key LSPN accomplishments to date include: (a) a set of elected officers; (b) a two-year strategic plan (2007-2008) adopted in the 5th bi-monthly meeting; (c) draft manual of operations; (d) participation in capability building activities; (e) resource sharing to establish and operate the RRC; and, (f) an LSPN website. At present, LSPN members continue to actively meet (bi-monthly) to firm up organizational issues and conduct networking and advocacy campaigns to partners and potential clients. In carrying out these activities, the Network has been provided secretariat support by the LGUMTP, and advisory assistance through the Technical Advisory Committee with the PD as chair and lead convenor.

Table 4
Profile of LSPN Members, by type of Organization

Type of Organization	Number
Regional Line Agencies	12
Provincial/City Government	7
Non-Government Organizations (NGOs)	17
Academic Institutions	3
Total	39

Source: LSPN A Primer and Directory

39. As to whether the Network is operational, the LSPN is not likely to start operating as a "network" within the Project timeframe as it is still awaiting registration with the Securities and Exchange Commission (SEC) and reviewing and finalizing organizational arrangements that need consensus from members.

40. Key activities for Output 1 have been achieved with slight delays mainly with regards LSPN organization. The key activities that have been completed are as follows:

- LSPN Baseline Capability Profile (combined with TNA)
- LSPN Conference and two General Assemblies
- LSPN Organizational Work – Memorandum of Understanding (MOU) signed by member institutions, Draft Constitution and By-Laws, Project Organization, Draft Manual of Operation, Strategic Plan (2007-2008)
- Capability Building – formal training (Training of Trainers or TOT) and 'learning-by-doing' (TNA, Pre-Test of PPDM, facilitating small group workshops in the PPDM Training, coaching and mentoring, cross visits, writeshops and the Investment Forum/Mission)
- Networking Mission to identify potential partners at the national level
- Resource Mobilization – via the LSPN caravans

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41. On LSPN organizational work, the 2nd General Assembly of the LSPN held on May 2-3 2007 was a key activity as it allowed members to assess progress/accomplishments and define strategic directions for the Network. The activity identified six strategic issues and corresponding activities needing priority action. The activity outputs formed the basis for the LSPN Strategic Plan for 2007-2008 shown in Table 5.

Table 5
LSPN Strategic Work Plan (2007-2008)

Major Strategies	Timeframe	Status
Strengthening of Organizations		
1. Obtain legal personality		
• Seek issuance of RD resolution recognizing LSPN as a legitimate organization in the region	2nd Semester 2007	On-hold pending appointment of new RDC Chair
2. Establish Network Office		
• Formation of Network Secretariat	2nd Sem. 2007- 1st Qtr. 2008	Being reviewed
• Selecting Host Institution	2nd Sem. 2007- 1st Qtr. 2008	Discussions on-going
3. Finalize Manual of Operation		
• Creation of AdHoc Committee	3rd Qtr 2007	Draft Manual of Operation prepared
4. Establish website		
• Capacity development of members	3rd Qtr. 2007- 1st Qtr. 2008	LSPN website created
5. Resource Generation		
• Link with other networks, Official Development Assistance (ODA)/ National Government Agencies (NGAs)/LGU sponsors	3rd Qtr. 2007- 2nd Qtr. 2008	Networking mission conducted and LSPN caravans on-going
Capacity Development of Members		
6. Capacity Development for members		
• Training Needs Assessment	2nd Sem. 2007	Began in Nov. 2007
• Profiling and LSP clustering	2nd Sem. 2007	Began in Nov. 2007
• Development of Training packages/design for members	1st Sem. 2008	
• Conduct of training	2nd Qtr - 3rd Qtr 2008	
• Use of website for capacity development	2nd Qtr – 4th Qtr 2008	
Service Delivery		
7. Survey of Client Need		
• Client and LSP cluster matching	3rd Qtr 2007- 3rd Qtr. 2008	

42. The networking mission was also a significant activity for the LSPN as it enabled members to not only link up with national LGU training organizations but also to gain useful insights on what constitutes viable and successful partnerships/networking arrangements. These insights were considered in LSPN organizational discussions and in its strategic plan. Moreover, the networking activity has also served as a teambuilding opportunity for the group that developed a strong bond among LSPN members.

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43. As of review time, LSPN activities have focused on finalizing organizational issues identified in the Strategic Plan, e.g. review of membership and updating of member profile, as well as resource mobilization and advocacy efforts. Firming up its governance arrangements is the Network's paramount concern and should be the focus of LSPN discussions while the project is still operational. The resource mobilization campaign could gain more mileage if it can be presented to prospective sponsors that the Network is built on solid grounds, i.e. with clearly defined institutional arrangements, unified sense of purpose, a business plan detailing its mission, program offerings, sustainability strategies, performance measurement and monitoring mechanisms, among others.

44. On hindsight, it would have facilitated LSPN organizational activities if the strategic plan was prepared much earlier or immediately after the MOU signing. This would have given the PIU and network members more time to address issues vital to network operations and sustainability.

45. In terms of capacity building, 42 LSPN members were trained on training methodologies through the two batches of Trainer's Training (TOT), and 15 members attended the Project Development Workshops (PDW 1 and 2) for at least two batches as coach/facilitator. This does not include the post-training coaching assistance that enabled members to gain actual exposure to LGU proposal development.

46. It was also observed that participation of academic institutions and the NGOs in the LGU Training Phase for the second and third batches was quite limited, although some continued to participate in the coaching and mentoring phase. This could be due to their inability to meet the expertise demanded by the training as earlier pointed out.

Output 2: An organized and operational Regional Resource Center (RRC)

47. The Project, with staff complement from LSPN members, was able to successfully set up and manage the RRC. Key accomplishments are as follows:

- A data base of RRC resources has been established. RRC materials consist of books, reference materials, project outputs/knowledge products and newsletters related to PPDM. As of project review, RRC collection consists of 87 books, 42 bound reference materials, and LGUMTP knowledge products, e.g. PPDM Training Manuals, LGU sample proposals, five case studies, among others.
- Benchmarking activities have been completed. Nine LGU cases have been documented using case study formats that can be used for training. Two of the cases are on women's initiatives.
- Efforts to establish linkages with other regional and national networks as well as with other knowledge centers have been initiated. While no formal agreements have been entered into as yet, LSPN has explored possible linkage with the following organizations: LOGOTRI, an alliance of Local Government Training Institutions in Asia and the Pacific based at the Local Government Academy, Mayors Development Center, Marikina Center of Excellence, Korea-Philippines Information Technology Center, University of the Philippines-National College of Public Administration and Governance, UP Los Banos - Institute for Development Management and Governance and the College of Community Affairs.

48. A key activity of the RRC that took up much of its budget is the writing of benchmarks studies (about 40% of total budget for Component 2). As of review period, nine LGU cases have been completed, with five having been printed and four more are up for printing. As defined in the project document, the written cases would form part of the Center's resources and used as the learning case for the LGU training on PPDM. However, due to problems in contracting qualified LSPN case writers, PSC decided to defer the activity and incorporated in the contract of the ASG the preparation of a learning case for the PPDM training. It would have been ideal if LSPN members had the time and the opportunity to be involved in case development and used the cases in the training phase. This would have equipped LSPN members with a better handle of case analysis for several types of local development projects and more tools in running PPDM training in the future. Nonetheless, the benchmark publications provide a good reference for LSPN members on successful LGU experiences in PPDM.

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Facilitating Factors

49. *Sustained interest, support and participation of LSPN member principals and focal points.* With the lean PIU complement, the Project would have taken longer to produce all deliverables within the set timeframe without the cooperation of LSPN members. Huge support came in the form of LSPN members allowing their staff, particularly the focal points, to participate in the various project activities and detailing staff in the PIU to help set up and manage the Resource Center and assist in LGU training-related activities.

50. *A strong secretariat support to LSPN.* The strong secretariat support provided by the LGUMTP PIU, particularly the Project Director who also chaired the Network's Technical Advisory Committee, has helped sustain the interest, commitment and participation in network activities of LSPN members. Forming a network of institutions with diverse interests and organizational rigidities involves significant consensus-building work. A strong focal point, not affiliated with any of the Network members, was thus necessary to provide an objective view and steer the group into reaching agreements on key organizational concerns.

Hindering Factors

51. *Failure of bidding for the Training Consultant.* The bidding for the training consultant/training consulting firm yielded nine firms signifying expressions of interest to bid; of which only five submitted their eligibility documents; and three were eventually found eligible. Of the three eligible firms, one withdrew its intent. Upon evaluation of the submitted bids, the Project Technical Review Panel (NEDA Caraga Bids and Awards Committee [NBAC], together with the LGUMTP PD), none of the technical bids reached the minimum technical rating. The NBAC declared a failure of bidding and recommended for negotiated bidding for part of or the whole of the Training Consulting services. Direct negotiations were eventually conducted with a preferred training institution, *[Withheld to protect the privacy of individuals]*. The failure of bidding altogether caused a slippage of around six months.

52. *Initial resistance of some institutions to join the network.* The assumption that there existed functioning networks of local training institutions servicing LGU technical assistance needs was no longer valid when the Project commenced operation. The two major networks, LRP and CRPDAC, became inactive upon the closure of the projects that supported them (CIDA-LGSP for LRP and the United States Agency for International Development [USAID] for CRPDAC). This led some institutions to have strong reservations in joining the LSPN thus requiring more efforts and time on the part of the PIU to entice institutions to participate in LSPN activities. Aware of these "issues" left by previous attempts at clustering, the PIU held dialogues with individuals involved in such clusters, particularly CRPDAC. The PD made persistent efforts to talk to LSP principals and concerned officials to present and explain the project, on top of the invitation letters sent out. While the process took some time, the efforts paid off with regional and local organizations eventually agreeing to join the Network and giving their support and commitment to network activities.

53. *Present network membership, while all-encompassing, led to prolonged consensus and trust building process.* The Network as originally envisioned in the design document was to consist of training institutions working in partnership with government. The PSC expanded the concept to cover all technical assistance providers to LGUs, including government agencies, NGOs and academic institutions. This decision was made in the absence of an active network at that time and with the thinking that taking off from the CRPDAC would be more expedient for the Project. The current membership, while all-encompassing, seemed to have posed a constraint in defining the network's organizational/operational arrangements mainly due to the conflicting nature and interests of member organizations. For instance, reconciling the service-orientation mandates of member government organizations with a fee-based system is still being threshed out. While members are strongly convinced of the value of the network and have demonstrated strong commitment for it, institutional limitations seem to have impeded the network from establishing its legal identity early enough.

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54. It would have been helpful if an indicative framework on network governance based on experiences of similar networks was either incorporated in the project document to provide project implementers a working concept/framework for the LSPN, or identified as one of the initial activities of the Component. The Project document cited that the necessary ingredients for a coordinated delivery of technical assistance to LGUs in the region were in place but did not offer useful insights on what would make a successful network or elaborate on successful networking models. A carefully studied operational concept of the Network would have allowed the project to have a more focused approach to identifying and selecting network members, i.e. keeping the number to a manageable level and eventually expanding as the need for its services grows.

55. In mid July 2007, the project commissioned *[Withheld to protect the privacy of individuals]* of UPLB to prepare a paper on LRP experiences and propose a model/framework for the LSPN. The LRP paper provided very useful inputs and insights that could guide further discussions on LSPN governance issues, e.g. institutional framework and roles, terms of engagement and code of conduct of members, among others, which issues, as *[Withheld to protect the privacy of individuals]* further noted, need to be addressed even prior to SEC registration. Prior to this paper, the LSPN also went through a strategic planning exercise that surfaced the urgency of addressing the same organizational issues. In addition, the LSPN is in the process of studying other networking models in the region with similar composition. With these efforts, there is expectation that the LSPN would be able to finalize its governance and organizational arrangements prior to project ending.

56. *Weak capacity of network members on project development.* The project document noted the existence of a "network of NGOs with long experience in providing technical assistance to LGUs, and "that government agencies, including certain LGUs, possessed specialized skills and relevant experience needed for intensive project and program development and management work." An area identified as needing capability upgrading is in training delivery skills, training module design and facilitation, among others. The TNA, on the other hand, revealed that LSPN members have low project development competencies, with average ratings just within the passing mark and the lowest ratings in project design and analysis. These ratings put LSPN project development competencies to be only slightly higher than the LGUs. The performance of LSPN members during the first batch of the PDW further confirmed this weakness as observed by the Training Team, and by the trainees themselves during the post-evaluation and the FGDs conducted by the reviewer. In some cases, LGU participants shared the impression that they are more capable than their coaches. As the FGD results noted, LGUs have very high expectations from LSPN members in terms of expertise. While some LGUs indicate a need for facilitating services from LSPN, a common need is for subject matter/sector/industry specialists with vast and practical exposure and experience.

Table 6
Actual Competency Levels of the LSPN and LGUs based on TNA Study

Area	LSPN	LGU
Strategic Management Thinking/Orientation	3.4	2.9
Project Identification	3.2	3.0
Project Design and Analysis	3.1	2.8
Project Implementation and Management	3.4	3.2
Project Monitoring	3.2	3.0
Project Evaluation	3.1	3.0
Governance and Other Skills	3.3	3.0

Source: Ateneo School of Government, Training Needs Analysis

57. It was further gathered from the interview with the ASG Team Leader that as a result of the TNA, the team expressed concerns on the capability of LSPN member representatives to deliver the PPDM module and the need to ensure proper selection of LSPN members. While this was partly responded to

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by the PIU in the succeeding batches with the fielding of "more capable" coaches, some LGUs still held the perception that there were coaches who were only as good as the LGU staff and had little value-added. There is a common perception among LGUs that their basic knowledge of project preparation is good and would only avail of LSPN services in particular areas of FS and in fund sourcing. Seemingly, while the concept of the LSPN as a technical assistance facility for LGUs is acceptable, its technical competence needs to be strengthened. So far, much of the Network's technical experts come from regional line or sectoral agencies. The LSPN may have to review the present roster of experts that are likely to be needed by the LGUs. If the LSPN's main purpose is to enhance the efficiency by which LGUs are able to access technical expertise, it may wish to reconsider including in its roster of resource persons experts outside of Caraga. Currently the LSPN is working on linkages with other LGU service providers in the country, which linkages may include sharing of experts or forming consortium in bidding for big projects, etc.

58. *Participation in LGU capacity building activities seem to have consumed focal points' time for organizational work.* An estimate of the LSPN focal point involvement in LGUMTP activities seem to suggest that more time has been spent in Component 2 more than in Component 1. The demands of Component 2 activities, not to mention the regular workload in the office, could have given LSPN focal point members less time for organizational work and could have partly contributed to the slow progress in finalizing LSPN governance arrangements. Nonetheless, this was compensated by the many benefits derived from LGU capacity building work, which include working together in extending assistance to LGUs through the co-facilitation or team teaching arrangements for certain PDW modules (for the third batch), sharing of expertise among members, and opportunities to develop teamwork at least among the core group (or focal points who participated in at least two batches of the PDW).

Table 7
Estimate of Average Person Days Involvement of LSPN Focal Points in LGUMTP Activities
(No. of days spent per Focal Point Member)

Activity	Year 2005	2006	2007	Total
LSPN Organizational Activities *(includes consultative workshops, general assembly, interim meetings, special meetings, bi-monthly meetings)*	2 meetings*	14	7	21 *(25%)*
LSPN Resource Mobilization/Networking *(includes LSPN caravans and networking mission)*			13	13 *(15%)*
LGU Training/LSPN Capability Building *(includes PDW 1 and 2, TOT training, coaching days total of 12 [one LGU per coach, 4 visits per LGU, 3 batches per coach], and assessment workshops/meetings)*	Participation in TNA	31	19	50 *(60%)*
Total		45	39	84 *(100%)*

*Organizational activities during this period did not yet involve the focal points; LSPN focal points' participation in LGUMTP activities commenced in 2006.
Sources: LSPN: A Primer and Directory
LGUMTP Summary of Network Building Activities 2006-2007

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Component 2: LGU Capability Building

59. This Component was able to catch up with the initial year slippages due to delays in contracting of the training consultant and progressed steadily and beyond expectations, having accomplished more than 100% of its physical targets. It has assisted 43 LGUs (out of the target of 40), completed feasibility studies of 26 out of the 29 trained LGUs for batches one and two, presented all completed project proposals before funding institutions (vis-à-vis target of five proposals), and trained 160 (out of the target of 180) LGU staff in PPDM, as well as in other competency areas related to project development. These are in technical writing, presentation techniques and computer literacy.

Output 1: LGU project staff trained in Project and Program Development and Management

60. As indicated in Table 8, the Project has more than adequately met the set targets. Most of the activities planned for have been completed. The third batch of LGUs have completed PDW 1 and 2 and are now writing their proposals in preparation for the Investment Mission.

Table 8
Component 2 Accomplishments vis-à-vis Logframe Targets

Expected Outputs	Targets/ Objectively Verifiable Indicators	Actual Accomplishments
Output 1 LGU staff trained in project and program development and management	Project studies are completed by the LGU staff.	For batches 1 and 2, 26 of the 29 LGUs that have completed the TA package finished their project studies. As of review time, batch 3 has yet to do the writeshop to finalize the LGU proposals.
	Project monitoring plan is available	This is part of the outputs prepared by the LGUs.
	At least 40 LGUs covered by the training program and 180 LGU staff trained in project development and management. At least 25% of trainees are female staff members of the LGU.	For all three batches, the project covered 43 LGUs, trained a total of 160 LGU staff and 42 LSPN representatives (Training of Trainers). Almost forty-four percent (43.75%) of the trainees are female.
Output 2 Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.	At least five projects have been submitted to prospective financiers.	For batches 1 and 2, the project has presented 26 LGU proposals before funding institutions; of which 2 have been financed and 12 secured financing commitments valued at approximately P178M.
	All programs are financed through the 20% development fund, either partly or entirely. Projects have been reviewed by LGUMTP study review team and cleared for gender-responsiveness and technical acceptability.	It was made part of the requirements for participating LGUs to get Sanggunian Bayan (SB) resolution committing counterpart funding for the chosen priority project. All projects were reviewed by the LGUMTP review panel for technical soundness and gender responsiveness. An engendered project logframe and sex-disaggregation of project data were done by the participants.

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Expected Outputs	Targets/ Objectively Verifiable Indicators	Actual Accomplishments

61. Among the key activities implemented are the following:

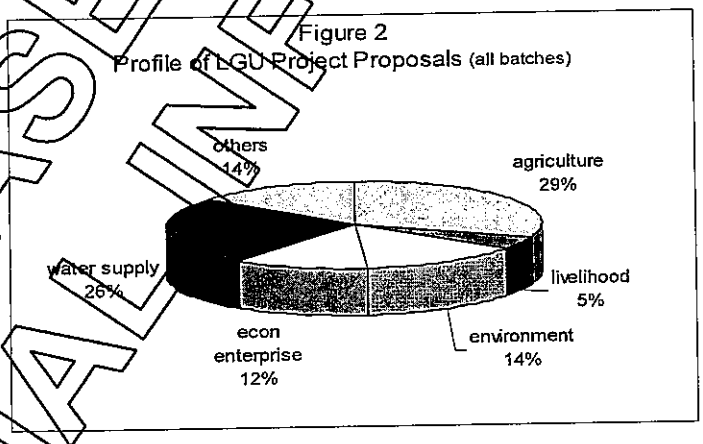
- Conduct of the TNA which helped set the proper direction and focus of the training modules
- Formulation of criteria for selection of LGU participants
- Validation of LGU projects that will be assisted by LGUMTP
- Development of training modules following the competency-based approach
- Conduct of formal training or the Project Development Workshops
- Provision of follow-through assistance through coaching/mentoring
- Cross visits to benchmark LGUs

Output 2: Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.

62. The project more than exceeded its targets for this output. The logframe OVI only called for at least five proposals presented to funding agencies. With vigorous and close monitoring of the PIU of LGU progress and outputs, 26 of the 29 LGUs for Batches one and two completed their project studies, translated them into financing proposals, and presented the proposals before prospective financing institutions. A concrete gain from the exercise is the funding commitments generated thru the Investment Mission/Forum held, with two LGU projects getting funding support (as of review time, the two projects are on-going) and 12 LGU proposals receiving funding commitment.

63. It is interesting to note that most of the LGU projects focus on priority needs in the region, reflecting good project identification on the part of the LGUs and screening/review on the part of the LGUMTP. Figure 2 depicts the distribution of LGU project proposals in all three batches by type of project.

Figure 2
Profile of LGU Project Proposals (all batches)



64. For Batches one and two that have completed the investment mission, LGU project proposals that yielded grant funding interest/commitment are mostly on water and agriculture projects, which align well with the regional development priorities and program thrusts of funding institutions. Projects related to environment and local economic enterprises did not appear as "attractive" for grant funding. This could be partly because these types of projects are not in the priorities of the funding agencies. Likewise, the national LGU financing framework has been discouraging grant assistance for these types of projects and has categorized them as better financed either through loans or private-public partnerships arrangements.

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65. Key activities supporting Output 2 are the following:

- Conduct of writeshops and assistance in preparing project briefs and presentation materials
- Presentation of project brief to various local audiences – Local development council, Provincial Government, NEDA and LGUMTP staff
- Investor's Forum/Mission where projects were presented to prospective funding institutions
- Computer literacy training and technical writing

66. This set of major activities constitutes the LGU technical assistance package that served as the guiding framework for project stakeholders in the implementation of the technical assistance activities. A description of the technical assistance package is presented in Figure 3.

67. Overall feedback on the technical assistance package has been very positive. Participants find the technical assistance comprehensive, well-designed and effective in enhancing the project development capacities of LGU staff and the LSPV participants.

68. On the Training Component, results of the post-training evaluation indicate that participants find the course relevant to their current and future work and the resource persons competent and effective in transferring knowledge. They also find the training manuals very helpful especially during the coaching phase as the manuals are detailed, and presented in an easy-to-follow format. Most participants reported using the manuals as references/guides in their regular proposal preparation work. There were concerns though on the design of the activity (time allocation and pacing of topics) being too tight considering the absorptive capacity and uneven project development background and skills of participants. A quick look at the PPDM training design and schedule, shown in Annexes 6.1-6.4, reveals a heavy program schedule with some sessions lasting until eight in the evening.

69. The Coaching Component was found useful in firming up the pre-feasibility studies particularly with regards technical design, financial and economic analysis. It was also helpful in refocusing the proposal and in making the project assumptions more realistic.

70. The tremendous amount of effort spent by the PIU in identifying benchmark LGUs for the cross-visits paid off very well. Participants considered the cross-visits to benchmark LGUs very insightful and one of the program's highlights. From the insights and experiences shared to them by the host LGUs, participants were able to enhance the design of their projects, come up with more practical and realistic assumptions, understand potential risks, and develop more appropriate implementation strategies.

71. The Writeshop was a good addition to the learning package as it not only facilitated the completion of the final output but also ensured that final proposals are of good quality, in both substance and form, prior to being submitted and presented to the target audience. The added session also enhanced the technical writing and presentation skills of LGU participants.

72. The Investors' Forum/Investment Mission generated much enthusiasm from the LGUs, particularly the Local Chief Executives. The activity gave LGU staff a unique experience and enabled them to gain confidence in presenting before such group of people. The forum yielded very positive results through good feedback on the quality of the proposals and more importantly, in getting investors' interest in funding some of the projects presented.

Facilitating Factors

73. *Strong commitment of Local Chief Executives (LCEs) and Sanggunian members to the Project.* The strategy to secure LCE and Sanggunian Bayan (SB) members' commitment to the project worked very well. Commitments made were in the form of staff time, funds for travel and other out-of-pocket expenses such as in data gathering and meetings, and financial support for the implementation of the priority project assisted by LGUMTP. This gave the LGU Project Development Teams greater leverage in sustaining their participation in the various activities of the six-month long technical assistance and in

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completing the final output of a well-packaged pre-feasibility study and proposal for the LGU's priority project.

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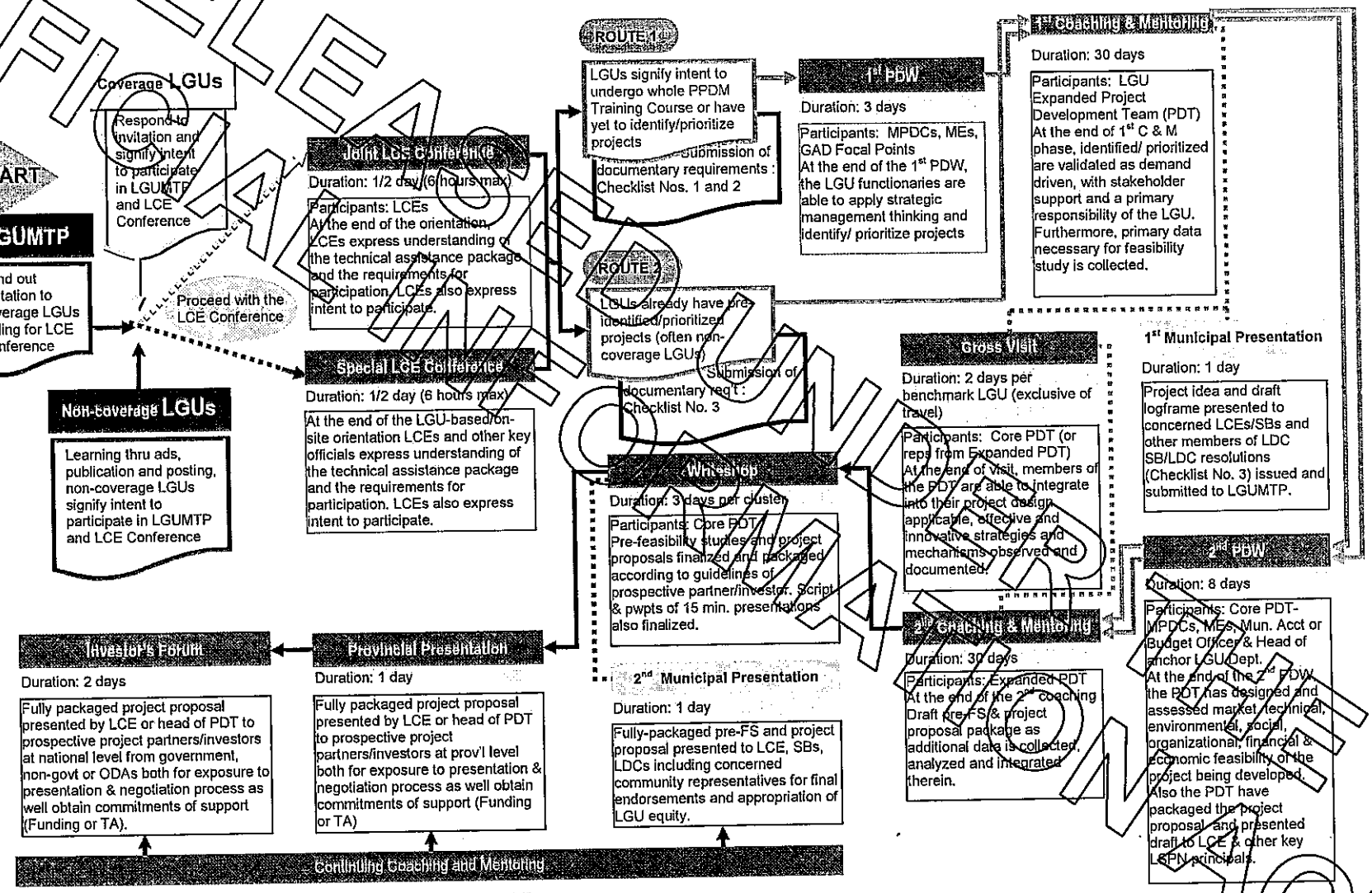
Figure 3
LGUMTP PPDM Technical Assistance (TA) Delivery Protocol



74. *High absorptive capacity for project development work.* LGU absorptive capacity for the technical assistance package is a function of the level of staff competency on project development, participants' skills and interest in proposal preparation, age of participants (as the training was rather physically and mentally challenging), availability of necessary project data or prior studies on the project being prepared, and knowledge of and access to computers. LGUs that responded positively to these criteria and have been recipients of capability building interventions from other donors were able to produce better quality proposals and complete them ahead of the others.

75. *Adoption of the Competency-Based Approach to Training.* The adoption of competency-based approach sharpened the focus of the TNA and module development, and yielded better learning outcomes for the participants and useful output for the LGUs. The output-orientation of the technical assistance was a key factor that "lured" LCEs to participate and compete with other LGUs to qualify and commit financial support. The expectation of producing a project proposal that would be presented to funding institution also served as the driving force for LGU participants to complete the program and produce quality output.

76. *Effective screening process for LGU priority projects.* Most of the LGU projects assisted by the LGUMTP were on water supply and agriculture-related projects, reflecting the priorities of the region. This could have partly been one of the factors for the positive response generated by the LGU proposals from funding agencies. While the PIU gave the Local Chief Executives and the Sanggunian the final decision on what projects to enroll for LGUMTP assistance, the PIU issued guidelines and formulated a review process for all LGU proposed projects to ensure their soundness and consistency with regional development thrusts and objectives. Moreover, the excellent staff work provided by the PIU in matching LGU proposals with the thrusts of funding agencies contributed to the positive outcome of the Investment Mission.

77. *Continuous-improvement orientation adopted in the Project.* The PPDM learning package was continuously enhanced through feedback generated from participants, the evaluation results, discussions with the training team, the Technical Adviser and even the PSC. This allowed the training team to polish the design, assess appropriateness of resource persons deployed, revise the manuals to make them more user-friendly and introduce other changes that brought about more effective learning outcomes and experiences for the participants of the succeeding batches. The result was a well-designed, well-executed PPDM Learning Package.

Hindering Factors

78. Delays in the implementation of the Training Component were caused by a number of factors, foremost of which are in the contracting of the Training Consultant due to failure of bidding; and the local elections in 2007 which necessitated the deferment of the third batch of the PDW. The following paragraph presents other challenges in Training Component implementation.

79. *Too compressed training duration.* Despite adjustments in the delivery of the PDW, some LGU participants in batch 3 felt that Part II or the FS Module was still too compressed and had a difficult time catching up with the sessions. They suggested better pacing of the sessions to allow for longer time to absorb the lecture inputs and the workshop discussions/exercises, particularly for the more difficult topics, such as financial analysis. This is expected to be taken up when the PIU conducts a final assessment of Batch 3 technical assistance package.

80. *Needed project data not readily available.* The lack of locally available data posed a big constraint to completion of LGU proposals. Some projects needed primary data gathering. Some LGUs were able to provide funding support while others failed thus affecting the completion or the quality of the proposal. To address this concern, the PIU provided modest support for data gathering for LGUs who could ill afford the cost of gathering critical information for the projects they were working on.

81. *Lack of LGU technical personnel.* To ensure the appropriateness of LGU participants in the different training activities, the PIU prescribed the ideal composition of participants in the various

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technical assistance activities – PDW 1, PDW2, cross visits, coaching. In most cases, this was adhered to by the LGUs. Any replacements made had to be justified by the LGUs to the LGUMTP management. Despite these guidelines, some LGUs continued to send alternates or personnel of their choice. A key reason given is the lack of staff in technical departments, e.g. PPDO, Engineering Office, Natural Resource Management Office. As a result, LGU teams consisting of members that did not possess many of these qualifications had a difficult time completing their outputs. Moreover, the repository of PPDM knowledge and competence in the LGUs is endangered of being lost when these personnel get re-assigned somewhere else.

82. *Change in local leadership and priority projects.* While this was anticipated by the project for the third batch of PDW, a couple of LGUs in the earlier batches were affected by the outcome of the elections. Those that did not complete the proposals had a new set of local leaders who were not supportive of the projects being developed as they had other project priorities.

83. *Limited access to information and communication technology (ICT) facilities.* This posed a constraint to closer monitoring and feedback generation for more remote LGUs, and to the on-line coaching design of the ASG for Batch 1 and even for later batches. As many of the participating LGUs did not have internet connection, on-line coaching was not feasible. On the communications part, the Project sought the assistance of the DILG and the provincial governments in reaching LGUs with limited access to ICT facilities.

Integration of Gender and Development (GAD)

84. As mentioned, one of the distinguishing features of the LGUMTP is the integration of gender and development (GAD) in critical stages/elements of the Project, i.e. in the design stage, project management, and project activities. Table 9 provides a summary of the GAD mainstreaming accomplishments of the Project.

85. The Project has adequately met the GAD targets set out in the project logframe. This was greatly facilitated by a project management leadership that has strong GAD orientation. The PSC itself has strong GAD champions/advocates through the NEDA RD, LGUMTP PD and the NCRFW Commissioner who actively participated in GAD module development and delivery.

86. The Project introduced other strategies to ensure that gender advocacy is sustained at the LGU level. Thus, beginning Batch two of the PDW, the LGU GAD Focal Point was included in the LGU team for PDW 1. While the GAD focal point was no longer involved in PDW 2, it was expected that the Focal Point would be part of the expanded LGU team during the coaching phase. This way, the focal point could contribute to the project discussions at the local level.

87. The review of LGU proposals for gender responsiveness was mainly anchored by the coaches, who themselves had to be acquainted on gender issues in the projects they were assisting. The FGD with LSPN coaches revealed significant learning on gender integration in project development.

88. A final measure of project success in engendering the project design can be gleaned from the completed project proposals and how well gender was incorporated in the analysis and design of the proposed projects. A cursory review of two project proposals (Level III Water Supply Project of the Municipality of Carrascal and the Abaca Processing Livelihood Support Project of the Municipality of Sibagat) made by this author indicates weaknesses in gender analysis, targeting and gender-responsive project design. These projects were reported to have conducted gender analysis and produced engendered logframes; however the two proposals in their current form appear to have weakly captured gender considerations. For example, gender analysis in these types of projects are quite well documented and therefore could very well be presented in the situational analysis, in defining project beneficiaries and in discussing how the project would address the practical and strategic needs of women. These did not seem adequately presented in the proposal write-up.

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Table 9
Summary of LGUMTP GAD Mainstreaming Efforts

GAD Entry Points	Planned	Actual
Project Design	Engendered project design • Sex-disaggregation of project beneficiaries, at least 25% of LGU and LSP trainees are women • Requirement that at least 25% of LSPs are active in GAD concerns • Gender responsive module design • At least two of the benchmark cases are on women's projects/ initiatives • Materials on gender are available in the RRC.	• For LGUs participants, 43.75% of participants are female; for LSPN, 55% are female • 13 of the 39 LSPN members are involved in GAD concerns. • GAD Module was incorporated in the course design • Two benchmark cases are on women's projects • Assigned coaches ensured that LGU proposals considered gender dimensions.
Project Implementation	Not specified in the Project Document	• Inclusion of NCRFW Representative in the Project Steering Committee • Participants to the PDW 1 for Batches 2 and 3 included the LGU GAD Focal Point Designate to assist in gender analysis of the priority project.
Project Outcome	• LGU proposals are reviewed for gender responsiveness. • Gender-responsive LGU project proposals	• Engendered LGU project logframe for some LGUs • Increased gender awareness of LGU and LSPN members

Financial Performance

89. The Review did not focus much on financial performance as this was adequately covered in the SAR and in the TA reports, and was not part of the TOR for the Participatory Review. Nonetheless, a short discussion is presented herein.

90. As of June 30, 2007, the Project has disbursed P15,839,745 or 67% of total project budget of approximately P24 million. A breakdown of the LGUMTP approved budget is shown in Table 10.

91. A huge chunk of the budget went to the Training Component (58.45%) and Project Management (23.5% + 7.8% or a total of 31.3%). A closer examination of the activities however would indicate that part of the Training Component budget was utilized by the participation of LSPN members in capability building activities. In addition, part of project management time (particularly of the PD and support staff) was devoted to network building activities, the PIU being the LSPN secretariat. This should make project resources actually going to network building bigger than the P2 million allocation.

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Table 10
Approved LGUMTP Project Budget, in Philippine Peso (as of May 2005)

Expense Item	Total	Percentage
Project Management	5,561,320	23.50
Office Management	1,838,180	7.77
Network Building Component	2,047,500	8.65
Training Component	13,829,500	58.45
Capital Outlay	384,000	1.62
Total	23,660,500	100.00

Source: LGUMTP Summary of Allocations: All Years, Approved May 2005

92. Travel and transportation cost was quite high, totaling around P2.05M or 8.7% of total project cost. This was mainly incurred for the coaching and PIU monitoring of LGUs.

93. The share of project management cost to total project budget may seem high at 31.2% relative to industry standard of 25%. However, the nature of the project entails higher travel and transportation costs and may well be an area that LSPN will have to closely look into if it is to "replicate" the PPDM package in other LGUs in the region.

94. Indicative average cost of the learning package per LGU is P471,507[4] for all three batches, excluding the LGU counterpart funds.

Project Management

95. From all indications, it can be said that the Project has been well-managed. Interviews with the PSC members, the TA and other stakeholders confirm this observation. With a lean staff of three, the PD and her team were able to implement the project activities within the project budget and set time-frame. Despite slippages in the initial year, the Project was able to catch up and get back on track through the efficient efforts of the PIU. Among the major accomplishments of the PIU are the following:

- Development and installation of project management systems and procedures in the first semester of the project
- Design of a selection process for LGU and LSPN participants; and actual selection of participants
- Design of technical assistance delivery protocols for guidance of key implementers
- Design of a monitoring system for the project and major activities
- Preparing annual and semestral reports submitted to the PSC, NZAID and NEDA-RD, monthly reports, activity reports, among others
- Preparing Annual Work and Financial Plan
- Provision of technical inputs to project activities
- Provision of secretariat support to the LSPN
- Risk management

[4] Derived by adding total cost of training Component (P13,829,500) and Component percentage of project and office management costs (87.104% of P7,399,546) and dividing the sum by 43 or the total number of LGUs.

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96. The smooth implementation of the Project was made possible through the strong leadership of the PD whose commitment and dedication to the project successfully led her team and other project partners in completing the project activities/tasks on time and producing quality outputs. The PD has been able to steer the project effectively through her good understanding of the technical requirements of the Project, high work standards, and good partnering and relationship management skills. Keenly aware of the realities in LGUs, the PD has kept a close tab of LGU progress to keep the LGU team momentum going. The PD has also provided technical inputs to the various project activities, well over and above her Terms of Reference. Indeed, the choice of the Project Director, which is a crucial project position worked extremely well for the LGUMTP.

97. The Project also had the benefit of a highly functional PSC. Through its members' active involvement, the PSC was able to provide effective and timely guidance and overall direction to LGUMTP activities. PSC members gave their all-out support to the project -- coming to PSC meetings regularly, serving as Resource Persons and Panelists in the PDWs, sharing information, resources and ideas relevant to the project, and making themselves available for urgent project concerns. In particular, the NEDA RD, having participated in the design and risk assessment phase of the Project, had a good grasp of the Project and demonstrated sustained interest, commitment and support to the various project activities. As noted by the TA, the respect and leadership within the Region that the NEDA Director enjoys has also been a key factor in getting the full cooperation and support of various project actors.

98. PSC members interviewed further intimated that their work was greatly facilitated by excellent secretariat support from the PIU, particularly the PD. The PIU staff were found very efficient in giving updates, and always did completed staff work to ensure a well-informed decision-making process for the PSC.

99. Project policies, systems and procedures have been effectively put in place. Project management systems and procedures are well-documented, closely adhered to by the project, and facilitative of activity implementation. The various TA visit reports noted the efficiency of office management and proper disbursement of funds. The Commission on Audit (COA) audit reports have indicated proper disbursements and utilization of project funds and did not result in any disallowances for the Project.

100. It is common knowledge that when training participants return to their offices after the training, their attention tends to veer away from training assignments to regular work in the office. To mitigate this risk, the Project instituted mechanisms to ensure that the LGU participants would keep and continue to work on their project commitments. Monitoring report, using standard monitoring formats prepared by the PIU, on LGU progress was made by the coaches and submitted to the PIU. This was supported by regular feedback between the PIU and the coaches. Phone calls and communications sent by the PIU to the LGU functionaries, either directly or using the facilities of the DILG, were also resorted to in order to enhance the project's visibility to the LGUs.

101. To ensure quality outputs, the PIU developed standardized project proposal templates that were shared to the participants. Moreover, a joint NEDA-TAT and PIU technical panel was formed to review LGU proposals to check on and improve the thoroughness of the outputs before presenting the same to prospective donors.

102. All of these were carried out by the Project with a very lean staffing pattern of three full-time personnel, i.e. the PD, the Technical Assistant and the Administrative Assistant. Technical support from the NEDA-TAT on an "on-call, per activity" basis and advisory assistance from the Technical Adviser provided to the project did not seem adequate given the Project activities. The Training Consultant, apart from providing training management input, was also originally envisioned to maintain a ready pool of resource persons for the LGU training. This staffing pattern was designed with the assumption that the LSPN would take the lead in developing and running the LGU training module, with assistance from the Training Consultant. The PSC decision for the PIU to take over the LGU Training Component implementation from the LSPN and the TC led to considerable pressure on the workload of the Project Team, particularly the PD. The project structure was simply no longer sufficient to meet project implementation requirements. Efforts to address this gap were made with the hiring of a Training Assistant later in the

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project but this was not sustained. A training specialist could have been hired after the ASG engagement to anchor the Training Component. This corroborates the TA's view that "the project, although 'small' became very busy and could have benefited from having a 'technical' Deputy Project Director as well as a funded training coordinator. The LGUMTP having two main thrusts, i.e. Training and Network Building, could have been better served with a professional Deputy Project Director to assist the PD in the two technical areas." Despite these constraints, the PIU was able to meet all project deliverables through the dedication and hardwork of an overloaded project personnel. The succeeding paragraphs describe in detail the contributions of and constraints faced by members of the project management team.

103. The NEDA-TAT, being the technical arm of the PIU, was a beneficial mechanism to the Project. The NEDA-TAT served in the same way as the LSPN, as a pool of resource persons and coaches for the training activities and at times, taking part in reviewing major project outputs. However, as the FGD revealed, workload issues precluded TAT staff from participating fully in some project activities. This also stems from the fact that NEDA Caraga has only 65% staff complement. From the viewpoint of project sustainability, it would have been ideal if NEDA-TAT members were also involved in the overall implementation of the Project, particularly with regards LSPN activities which looks up to NEDA as the institutional anchor and key partner.

104. The rest of the project support staff – the Technical Assistant and Administrative Assistant – ably performed their duties, oftentimes working extra hours to meet deadlines and project needs.

105. *[Withheld to protect the privacy of individuals]* was contracted as the Training Consultant to conduct the TNA, develop and pre-test the learning package, and deliver and assess the first round of the technical assistance. The ASG worked very closely with the TA in developing the competency-based PPDM Training and was lauded by the TA for being open and flexible to adopting the training approach.

106. The Training Associate Position was also changed to Technical Assistant. At the peak of LGU training, the Project hired a Training Assistant as existing staff complement could no longer handle the requirements of simultaneous activities.

Facilitating Factors

107. *NEDA as the implementing agency is well-placed to lend the necessary technical direction, institutional support and technical credibility to LGUMTP.* The choice of NEDA as the implementing agency for the LGMTP was very strategic. Having the coordinative role for economic planning and investment programming in the region, NEDA is well positioned to engage the support of government agencies in any development undertaking. NEDA's credibility as having expertise in planning and project development remains strong in the view of LGUs. This notion was proven by the results of the PDW and coaching sessions which showed that project development expertise of NEDA staff is more advanced than other LSPN members. Having the LSPN as an adjunct body to NEDA presents an opportunity to expand NEDA's capacity to reach out to more LGUs for project development assistance and/or gain greater field or local presence, especially in light of NEDA's currently inadequate staff complement.

108. *Timely release of project funds and flexibility in setting up project systems and procedures.* The flexibility given by NZAID to the project in setting up its own systems and procedures, and the NEDA-Region III assistance in ensuring that project office procedures are consistent with Philippine government principles and standards, gave way to more efficient and timely implementation of project activities. Per interview with the PD, the timely release and adequacy of project funds have indeed facilitated project implementation.

Hindering Factors

109. *Limited availability of NEDA-TAT in critical project activities.* It is a reality that regular office workload takes precedence over project assignments. This was the case for the NEDA-TAT, whose existing NEDA workload and the fact that NEDA Caraga is understaffed, constrained them from fully

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participating in the project. It would have been ideal if at least one NEDA senior staff, e.g. from the Project Development Division, was assigned as component manager, e.g. Network Development Component, and got himself/herself immersed in component implementation so that when the project phases-out, NEDA would have been better poised to continue the progress already made in the Component.

110. *Inadequate project management staff.* As mentioned, the original project management structure was based on the initial design of having a Training Consultant to anchor the Training Component and providing technical support to the LSPN in running the PPDM training. As it turned out, the PIU took the lead in Component 2 (except for Batch 1) without any additional full-time technical personnel (except for a Training Assistant who was hired during the peak of training activities) that would fill the gap left by ASG to assist the existing structure. This led to an understaffed and overworked PIU, whose members, especially the Project Director, fortunately had to work long hours to keep the Project on track.

Technical Adviser

111. While considered part of the PIU, the assessment of Technical Adviser accomplishments was made separate with the TA considered a special resource to the Project. Based on the TOR, the TA is expected to perform three roles: a) as project management adviser to PIU; b) as training adviser, providing cutting-edge and appropriate training methodologies and approaches; and, c) as project monitor and reviewer. The TA was to carry out these objectives through visits to the project for a total of six visits, each visit to have 15 days duration. Total TA involvement is 174 days.

112. In assessing the TA accomplishments, the Review made reference to the TA's TOR, drafted by NZAID, and the Work Plan, later drawn up jointly with the PD and concurred by the PSC. A summary of the TA's Terms of Reference and key accomplishments is shown in Annex 7.

113. Per agreement with the PD during the TA's fourth visit, TA advice was sought on key documents and designs to be forwarded to the TA by the PD prior to the scheduled visit. Communication hinged on "when required basis" as this provided more defined agreements as to what documents/designs would need TA advice. This working arrangement was found more efficient by both parties and provided more direction to the TA's visits.

114. So far the TA has completed six visits and has the following major accomplishments:

- Introduction of the Competency-Standards Based (CSB) Approach to Training Design Development
- Review of project progress or implementation and its adherence to logframe indicators
- Review of project financial performance
- Preparation of Terms of Reference for specific activities
- Advisory inputs on project management concerns
- Options paper prepared for accreditation/recognition of the PPDM with Philippine education and training authorities and international project management institutes
- Draft paper prepared for Module 6 of the PPDM to be pre-tested by him during the March 8 visit to the Project

115. Assessment of the adequacy, appropriateness and effectiveness of the TA inputs was based on interviews conducted with the PSC chair and members, the PD and the Training Consultant who worked closely with the TA, and review of accomplishments vis-à-vis the TOR elements and work plan (as agreed upon with the PD) reported in the various TA reports.

116. From the TA reports, it would appear that much of the efforts of the TA were spent on his monitoring role. In a few instances, he was able to provide management alerts to PD. An example is when he recommended in his earlier visit to spread the conduct of the training modules into several parts for better absorption and to allow the Training Consultant to deliver the first module to generate feedback

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and insights that could then input to the development of succeeding modules. This recommendation did not seem to have been taken by the Training Consultant but would have been a valuable input as later seen from the post-training evaluation of Batch 1 participants, which evaluation prompted the splitting of the PDW in two parts – Part 1 (or PDW1) to cover modules on project identification and strategic thinking and Part 2 (or PDW2) for the pre-feasibility study and proposal writing. The FGDs with the succeeding batches of trainees also indicated a rather compressed training design and the suggestion to further split PDW 2 for better learning absorption.

117. The TA's input on the introduction and adoption of competency-based training approach has been his biggest contribution to the Project. The TA worked very closely with the Training Consultant to ensure that modules are consisted with the competency-based approach, and conducted orientation to the PSC, NEDA-TAT and the PD to facilitate their understanding of the approach.

118. As a follow-through to the CBT-based PPDM module, the TA was tasked to explore accreditation of the module by international accreditation bodies, and commence the application for accreditation. However, from the TA's view, due to the nascent stage of the LSPN during Project life and the emphasis on the Training Component, an Options Paper was instead prepared reviewing the options for accreditation and recognition of the PPDM with Philippine education and training authorities and international project management institutes. From his view, more discussions would be needed at the level of LSPN prior to applying for/getting actual accreditation from local and international authorities.

119. Another area where TA contribution was sought was in linking the LSPN with New Zealand or other third country organizations that have similar network undertakings, as another way of bringing in international good practices into the Project. This remains to be undertaken at this stage of the Project.

120. PSC members acknowledged deeply the contributions of the TA; however, there is also a general feeling that more TA input would have been valuable in assisting the following tasks: a) review of the soundness and consistency of changes in project design; b) effectiveness of training methods and modules; c) adequacy and appropriateness of project support to the organization and capacity building of local service providers; and d) overall effectiveness of the design and delivery of training to LGUs especially now that it has gone through three revisions.

121. Key issues that confronted his work are in the following: a) introduction of the competency standards based approach to learning and development to the project implementers who did not have adequate exposure to the concept and needed further training on its application; b) research into international associations of project managers, and c) preparation and testing of Module 6 on project monitoring and evaluation.

122. There was also a perceived lack of clear reporting and communication framework between the TA, PD and NZAID in the initial period. While the TA TOR was clearly discussed with the NEDA-RD, the PD and the NEDA-TAT, working arrangements were not clearly established. This issue was addressed in the third visit of the TA when PD and TA agreed to formulate a work plan for each scheduled visit and communication hinged on a "when as required" basis. Monitoring of the adequacy of TA input was a joint responsibility between the PD, PSC and NZAID; however, this did not appear to be adequately clarified among concerned parties.

On Management of Risks

123. Many of the risks and constraints identified in the project document can be summarized as follows:

For both Components:

- The lack of willingness on the part of LSPN and the LGU to participate in the project
- Inappropriateness of selected LSPN participants
- Inappropriateness of selected LGU training participants

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For LSPN

- Poor selection of LSPN member institutions
- Unwillingness of LSPN to adopt the training module and delivery approach
- Disagreements over organizational structure, principles, leadership, etc.
- Lack of resources to support participation in capability building activities, data base development and management, newsletter and other publications, networking
- Lack of available benchmark cases in the region

For LGUs

- Change of priorities in the LGU may affect choice of project for development
- Unsustained interest of LCE and LGU Project Development Team in completing the technical assistance
- Turn-over of trained LGU staff
- Limited computer skills of participants
- Inaccessibility of some LGUs
- Lecturers not meeting participants' expectations and ineffective in imparting knowledge

124. As it turned out, most of these risks did occur; however, with appropriate risk management strategies adopted by the Project, most of these risks and their impact on learning and project outcomes were effectively mitigated. Some of these strategies were discussed in earlier parts of this section.

125. The general strategy of securing the support and commitment of LSPN principals and LGU executives and legislative officials as one of the initial activities of the project proved effective in addressing most of the project risks.

126. On LSPN, the PD, with the assistance of PSC members, conducted individual presentation of the Project and the LSPN concept to identified agencies and organizations in the region. This strategy proved effective in convincing those institutions that have had "unpleasant" experience in similar networks in the past to join the LSPN. The issue on LSPN's lack of resources to undertake the various project activities was addressed with the Project providing secretariat support and funding assistance for capability building and RRC related activities. The Network has been almost completely dependent on LGUMTP support for most of its organizational and capacity building activities. The lack of available benchmark cases within the Region was addressed by selecting LGU cases outside the region that approximate the situation in Caraga LGUs. This was facilitated by the PIU.

127. On LGU Training, the high visibility of the PIU in the LGUs through coaching and close monitoring worked well in maintaining LGU Project Development Teams' momentum to complete their proposals. Monitoring reports tracking the progress of LGU proposal preparation work were prepared and feedback provided to the PIU, particularly concerns requiring immediate action. Through constant activity assessment and feedback, the PIU was able to continuously improve the training design and delivery strategies to make it more relevant and attuned to learning behavior and capacity of participants. Evaluation of resource persons' effectiveness in handling sessions and coaching was also done and appropriate adjustments made for any mismatch in skills needed and supplied. Lastly, the PIU and the PSC were able to minimize any adverse impact the 2007 local elections would have had on project implementation through the conduct of scenario building exercise, with DILG providing a comprehensive assessment of likely post-election scenarios.

128. In sum, it can be concluded that the Project has been able to pro-actively manage most of the project risks through the efforts of the PD and her team, with the guidance of the PSC. A summary of the risks, risk management strategies and project management actions is shown in Annex 8.

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V. Assessment of Project Outcomes, Gains and Benefits

Project Purpose

129. With the development and successful implementation of the competency-based PPDM training module, the Project has been successful in achieving its purpose of providing LGUs with sound project development training. On whether the PPDM training has been provided by competent LSPs, the project design changes brought about by the faulty assumption made on the PPDM competency of LSPs did not allow for LSPs to take the lead in running the PPDM; rather, the focus was to enhance their competencies through a learning-by-doing approach. With the third batch of the PDW handled completely by selected LSPs, and given the positive feedback on the training, there are indications that LSP competencies have improved substantially. The Project has produced a core team of PPDM trainers and coaches that can confidently provide project development assistance to LGUs, but the team would need more practical exposure on actual project preparation work and training delivery to further enhance their competencies and confidence.

130. On the purpose level OVIs, the Project decision to focus on three competency areas; project design, pre-feasibility study and project proposal preparation, rendered some elements of the OVIs inapplicable, i.e. designing monitoring systems for LGU projects and resource mobilization and local finance. While these topics were covered in the training, the treatment is not as intensive if they were treated as distinct competency areas/units.

131. Using the revised project logframe as basis, the Project has adequately met the purpose level OVIs. Local Chief Executives and the SBs of participating local governments have issued resolutions signifying acceptance of their respective LGU teams' outputs. Acceptance was sought in various occasions during project implementation and made particularly evident during the various proposal presentations to different bodies.

Table 11
Project Purpose Objectively Verifiable Indicators

Project Purpose:
To have participating local governments provided with sound project/program development and management (PPDM) training by competent local learning service providers (LSPs)

OVI:
1) Heads of participating local governments will issue declarations of acceptability of the outputs of their nominated trainees under the following activities:
   a) Preparing Pre-feasibility level studies;
   b) Designing LGU projects/programs for at least one of the following, (a) health, (b) agriculture, (c) gender and development, (d) environment, (e) social welfare and development, (f) infrastructure, (g) local finance & resource mobilization, (g) tourism, (h) enterprise development, (i) fisheries
   c) Designing monitoring systems for LGU projects
   d) Resource mobilization and local finance

2) Heads of participating LSPs will issue declaration of acceptability of the outputs of their nominated trainees under the following activities:
   a) Conduct of PPDM training
   b) Design of PPDM training modules.

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132. The revised logframe has added OVIs for Network Development Component; however, the OVIs are not clear whether the outputs were accomplished independently by members. For the most part, the LSPN members assumed a "support/observer" role in module designing and delivery. It was only in the third batch of the PDW that LSPN members handled the complete delivery of the module. Hence, LSPN outputs in terms of design of training modules and conduct of PPDM training will have to be qualified as not exclusive outputs of LSPN members.

133. LSPN outputs, as earlier explained in the preceding paragraphs, have been implicitly accepted by the LSPN principals. Acceptance was obtained through feedback, LSPN meetings, and LSPN principals' participation in the various project activities.

Component Objectives

Component 1 - Network Development

134. One of the distinct elements of the LGUMTP is the capacity building Component for local service providers. Foreign-assisted technical assistance package for LGUs in the past established similar networks for two major reasons: to facilitate project implementation and to ensure sustainability of project gains. Capacity building for local service providers was not consciously targeted as a separate objective but as a natural consequence of their participation from capacity building activities for LGUs. The LGUMTP, recognizing the value of an active and formal network of training providers for PPDM as a mechanism that would facilitate sustained access of LGUs to quality technical assistance, made the establishment of a formal and operational network a key project objective and provided some resources for this purpose. The Project focus on building a formal network to support LGU capacity building needs is a response to a strongly felt need for a coordinated delivery of technical assistance to LGUs at the regional and national levels as expressed in the Medium-Term Philippine Development Plan, the Philippine Development Forum and other on-going discourses on decentralization. At the regional level, both NEDA and DILG have identified the establishment of such a network as a positive support to decentralization efforts, as it helps build national-local (vertical) and inter-LGU (horizontal) collaboration.

135. As earlier presented, the Project has organized the LSPN and built its PPDM capacity . It was successful in restoring LSPs interest for another collaborative action and in sustaining their commitment to LGUMTP work as evidenced by the active participation of their focal points and provision of resources to LSPN activities. Its RDC recognition is expected once SEC registration is secured and formal agreements on how to conduct its business are expected to follow suit. In terms of skills upgrading, the Project has produced a core team of PPDM trainers, mostly technical staff from the government sector (five NEDA staff, five provincial government staff, two line agency staff, and one from NGO) and well-trained and experienced coaches/facilitators. It has a resource center containing the LGUMTP knowledge products and other materials that LSPN members can readily use for future project development assistance work. The LSPN has built linkages with other similar networks or institutions outside CARAGA whose resources the LSPN can tap into and bring to CARAGA. More importantly, local awareness of and interest for the LSPN has been raised. The Project has not only enhanced members' capabilities but has also built the organizational capacity of LSPN to deliver sound PPDM training to LGUs. However, it needs to firm up certain organizational kinks and enabling mechanisms for it operate smoothly and effectively.

136. Establishing the Project's attainment of the OVIs for this objective would have the same explanation as in Component 1, Output 1 as the indicators at the objective and output levels are the same. Status of achievement of these OVIs has been discussed in the physical accomplishments section of this report (paragraphs 37-41).

137. Other Project gains were gathered from results of the different evaluation instruments, the FGD and the various project reports. These are presented in the succeeding paragraphs.

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138. *Noted improvements in project development capability of LSPN members, particularly of member government institutions.* One of the most glaring benefits of the Project is in the enhanced PPDM capabilities of LSPN members. In the absence of a post-competency assessment for LSPN participants, capacity improvements were gauged from feedback during the FGDs and the progression in their participation in the PDWs. Evaluation of competency improvements of LSPN coaches was reported to be done as part of the overall assessment of the technical assistance package per batch. However, there seem to be no post-competency assessment adopting the same forms used in the pre-competency assessment from the TNA has been done as yet. This may still be conducted by the PIU as part of its culminating activities. Nonetheless, the FGDs were helpful in surfacing areas where participants expressed enhanced skills. These are in the following: application of project development analytical tools and aids (e.g. logframe, use of computers in doing profitability analysis), presentation techniques and economic analysis. Other gains include: (a) established networks and partnerships among member agency representatives; (b) enhanced self-confidence; (c) more intimate knowledge of LGU operation, a benefit more pronounced at the level of regional line agencies (especially those without provincial offices) and the NGOs.

139. In terms of the ability to handle PPDM training sessions, only a few of the trained LSPN trainers were able to deliver selected modules. For Batch 2, four LSPN coaches handled sessions in PDW 1. This number increased for Batch 3 with 11 LSPN coaches, mostly coming from regional government agencies, serving as resource persons for both PDW 1 and 2. Table 12 indicates the names of LSPN members who served as resource persons in Batches two and three and the corresponding sessions handled.

Table 12
List of LSPN Trainers for the Project Development Workshop, Batches 2 and 3

LSPN Member	Batch 2		Batch 3	
	PDW 1	PDW2*	PDW1	PDW2**
[Withheld to protect the privacy of individuals]	Logical Framework Preparation		Environmental Scanning Logframe Analysis	
	Logical Framework Preparation		Environmental Scanning Logframe Analysis	
			Project Prioritization	
			Project Prioritization	
	Environmental Scanning Translating VMG into Projects and Identify Community Needs Participatory Problem Analysis		Project Development Cycle	Economic Analysis Project Planning, Monitoring and Evaluation
	Integrating Gender in Own Project		Gender Analysis	
			Participatory Problem Analysis Stakeholder Analysis	
			Participatory Problem Analysis Stakeholder Analysis	Financial Analysis
			Gender Analysis	
				Technical Analysis Environmental Risk Analysis Social Cost and Welfare Implications

*Modules were delivered by ASG Resource Persons, NEDA RD, and other invited Resource Persons
**Module on Market Analysis handled by invited Resource Person from DTI Region X

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140. LSPN involvement as resource persons in the LGU training activities is a function of competency levels which, as shared by the NEDA Caraga RD and ASG Team Leader, is higher for government agencies than for member NGOs and academic institutions. Judging from the participants' post-training evaluation for the third batch, where participants gave satisfactory rating for most of the local resource persons, **there is good indication that the Project was able to develop a core of trainers that can effectively deliver PPDM training to LGUs.** Project identification, prioritization and design (using loframe analysis) seem to be a common strength for most trainers, particularly for the provincial staff. On the other hand, NEDA is still considered the main resource for FS preparation.

141. It should be noted that the pool of Resource Persons for the PDW also included some PSC members, namely: the NEDA RD, LGUMTP Project Director, NCRFW Commissioner and the NZAID Program Officer.

142. *LSPN as a convergence mechanism for technical assistance to LGUs.* The LSPN provided an effective venue for government agencies to: a) promote, advocate and ensure LGU program alignment with regional and national goals and objectives, b) share information, resources and expertise, c) elicit support for their respective programs from other agencies, and d) monitor their respective agency's programs and concerns. It has enhanced vertical relationship (RLAs and NGOs with LGUs and vice-versa) and horizontal linkages among government organizations (GOs), NGOs and academe. With proper management and sustained members' support, the LSPN presents numerous potential as a mechanism for coordinated delivery of assistance to LGUs as well as in knowledge sharing among development actors in the region.

143. For NEDA Caraga, the learning package, e.g. PPDM manuals, benchmark cases, evaluation instruments, etc. and other outputs/tools developed by the Project, have been useful in carrying out its regional planning and investment programming mandate. NEDA-Caraga RD mentioned having used the Project's baseline data on ranking of LGUs in its selection and prioritization of project sites for other donor-assisted projects. The LGUMTP has also facilitated the preparation of a ready list of bankable projects that NEDA can present to any funding institution coming to the region for investment information, having enhanced quality at entry of LGU proposals received by the RDC. NEDA has also utilized the LGU baseline data produced by the Project in coming out with a mapping of Official Development Assistance (ODA) presence in Caraga LGUs. Moreover, NEDA has used the LGUMTP guidelines in assessing projects or developing proposals for its on-going ODA-assisted project (KR2).

144. *Renewed interest of CARAGA-based institutions in joint-up efforts.* Although it took a while before the Project was able to "sell" again the idea of the network to the same institutions that have had failed experiences on similar arrangements in the past, the Project has successfully renewed the interest of CARAGA-based GOs, NGOs and academic institutions in collaborating with each other via the LSPN. Maintaining the membership and encouraging active member participation in Network activities are the biggest challenges to the Network's sustainability.

145. *Teamwork and camaraderie developed among LSPN members.* The team approach adopted in the small group workshops and coaching, the regular bi-monthly meetings, and other LGUMTP activities have helped LSPs develop a sense of unity and "think LSPN," as well as foster closer working relationship among LSPN members.

146. *Networking activities gave a boost to Caraga as a viable area for development assistance.* The linkage built by/interest generated by the Project through its search for financiers for the assisted LGU projects has given a boost to Caraga as a viable area for development assistance.

Component 2 - LGU Training

147. This Component constitutes the bulk of the Project's time and resources, and proved worthy of project investments with the huge success attained both in terms of building LGU staff capabilities and in

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preparing LGU proposals on highly relevant projects. As discussed in earlier sections of this report, the Component exceeded targets and performed beyond expectations.

148. LGU participants demonstrated improved competencies in the pre-and post competency assessment and expressed more confidence in undertaking proposal development. Another proof of enhanced competency is the positive feedback received during the various presentations where panelists found the proposals substantive and of relatively good quality.

149. *Improvements in Pre- and Post-Competency Assessment.* Using the pre- and post-competency assessment results for the first batch, there are indications of significant improvements in the competencies of the participants upon completion of the technical assistance. Overall PPDM competency now stands at 4 or more than average from a range of 2.8-3 prior to the training. While the competency assessment is a self-assessment exercise and trainees may tend to give themselves a higher rating, the ratings can also mean a higher level of confidence that LSPs now possess in undertaking PPDM training which is a very positive sign.

150. *Funding commitments generated.* A good measure of the quality of the proposals developed by the participants is its ability to secure funding commitment from external sources. For most LGUs, this is the most important outcome generated from the Project. For the 26 projects that have been completed and presented to funding institutions, two projects have received funding support totaling to approximately P9.7M, while 12 projects received funding commitments for an estimated total of P178.59M of which P159.5M is for water projects through the Korean International Cooperation Agency (KOICA). The individual LGU water projects have been packaged into a regional proposal under the broader rural development program of KOICA.

151. The total funds generated is approximately P188.29M (P9.7M actual + P178.59M commitment) or 40% of the total project cost of P470 million for the 26 projects. Dividing the total funds generated by the total cost of the project (P23M) would give an indicative "return on investment (ROI)" of 8.1 which means that every P1 spent on LGUMTP yielded a P8.1 funding support for LGU projects. The ROI is expected to go up further if funding commitments that will be generated for the third batch LGU proposals will be factored in.

152. In terms of meeting the Objective level OVIs, the revised logframe has the same objective and purpose level OVIs. Declaration of acceptability of LGU participants' outputs has been obtained in several occasions for the LGU outputs on project logframe/design, Pre-FS and the project proposal itself that contains sections on project monitoring plan and resource mobilization.

153. Other project gains are the as follows:

- Broadened perspectives of LGU staff
- Creation of project development champions within the LGU through the Project Development Teams
- De-loading the Provincial/Municipal/City Planning and Development Coordinators of some project planning and development work with more LGU staff trained in project development. Local planning coordinators now have more resources to tap for its future project development work.
- Improved networks of LGU staff
- Improved relationship with regional line agencies, NGOs and provincial offices, as well as with other municipalities within and outside Caraga
- Improved presentation skills and enhanced self-confidence of LGU staff

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VI. Assessment of Project Sustainability

154. The project was designed and implemented with strong consideration for future sustainability. The LSPN can be considered both as an objective and a sustainability mechanism for LGU training gains. The team approach, through the PDT, is intended to build not only more capable LGU staff on project development but also to create local champions that can initiate institutional reforms towards a more conducive project development environment in LGUs. The PPDM manuals have been developed in more user-friendly form to facilitate continuous use of trained staff in their work and for others as well. Placing the Project under NEDA leadership offers strong sustainability potential given its mandate for project development, the new rationalized structure which created the Project Development Division within NEDA, and the offer of continued physical support to the project.

155. For LSPN, the Project has provided a great boost to its start up and existence. LSPN members have been trained in delivering PPDM training, networking and promotional efforts have been pursued, and interest and expectations have been raised to a high level. Several LSPN members (e.g. Provincial Governments of Surigao del Sur, Agusan del Sur, Surigao del Norte, and the Department of Trade and Industry) have started to create an LSPN Unit within their organizations. Its current organizational state though, if not addressed sooner, may undermine the good head start and initial gains achieved so far.

156. While strong support from LSPN members were noted, there are indications that current participation of focal points, in particular, have been motivated not only to fulfill institutional commitments but also because of some personal incentives derived such as capability building, relationship building with potential clients and financial as has been the case with previous networks. With the Project ending soon, some of these benefits may not be foreseeable unless the network becomes operational, and LSPN may suffer the same fate as the previous networks that were project-driven and became defunct with the termination of the projects that organized them. More shepherding of LSPN organizational discussions would be needed from the PIU which can steer discussions and facilitate consensus building.

157. For LGUs, gains might be diluted if LCEs do not make use of trained personnel. As reported by the LGU trainees in Batches 1 and 2, most have not had the opportunity, after the training, to apply their skills in the absence of LGU projects requiring pre-FS. There is also a perception that most LGU projects do not need FS since they are small-scale projects and funding institution do not normally require an FS but only a project brief. There seems to be a lack of awareness on the many possible uses of the PPDM tools in their regular planning and project development work. This would require more advocacy on the adoption of PPDM tools in the LGUs.

158. A good strategy devised by the Project to facilitate sharing of the knowledge gained from the training to wider groups in the trainees' respective organizations is the creation of expanded teams in the LGUs who were supposed to participate in the coaching sessions, and for the LSPN members, the conduct of re-echo sessions to their respective colleagues. These seem to have been done, however, the extent to which this makes a dent in enhancing staff competency remains to be seen.

159. The participants from the LGUs and LSPN members also reported to have shared the LGUMTP learning materials with their colleagues. Some have used the manuals as a reference for their regular work; others adopted the manuals in providing advisory assistance to clients; while some others shared the manuals with other departments in their organization to be used in preparing proposals. The manual seem to have been an effective instrument in propagating the PPDM "technologies" to a broader group of project development practitioners in the region.

160. Integration of PPDM in the regular offerings and programs of LSPN members has been slightly achieved particularly for government members of the network. It has yet to be institutionalized in the regular program offerings of the member academic institutions and NGOs.

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VII. Conclusion and Recommendations

161. In summary, the Project has been very well implemented, having accomplished all project deliverables within the set timeframe and budget. Major design changes were pursued in view of some assumptions found invalid at project commencement and which have rendered certain outcomes and indicators unrealistic. A major design change occurred in Network Development Component which required a shift in focus of objective and interventions. The inactive networks (CRPDAC and LRP) and inadequate PPDM competencies of some LSPN members at the start of the Project prompted the PSC to re-focus the Network Development Component towards more capability enhancement of Network members. The original design of the organized network taking the lead in PPDM module development and delivery, and being capable of providing sound PPDM training on a fee-based system to LGUs became unattainable within the project timeframe.

162. Nonetheless, the project can still be considered an overall success in enhancing the capacities of LGUs and local service providers in project development and management. Project gains are more evident for the participating LGUs with staff competency levels improving significantly as reflected in the pre- and post-competency assessment results, the FGD feedback and the quality of proposals developed and presented before different audiences. Sustainability of built capacities is however threatened by the perceived limited opportunities for projects requiring the use of methods and tools of the PPDM. Advocacy efforts to encourage LCEs to sustain the use of the trained personnel and PPDM methods may have to be pursued, particularly by NEDA, DILG and LSPN.

163. The Project has likewise successfully organized local service providers into the LSPN. It was instrumental in renewing the interest and willingness of CARAGA-based institutions for joint-up action, provided secretariat support to guide the LSPN through its organizational and setting-up work, and enhanced LSPN members' capabilities in project development and management and training techniques. A core team of LSPN trainers and coaches has been created and with continued capacity building, could effectively handle the technical assistance requirements of LGUs. Through the various project activities, the Project has set high expectations from LSPN members and from other institutions that it has linked with. Awareness of the LSPN has been raised and the challenge is to get it to take off and start offering its services. An urgent concern at this point is the slow pace at which LSPN members are progressing with their organizational activities and implementation of their Strategic Plan. Addressing these issues is fundamental to sustaining the momentum established by the network and get it to operational mode.

164. A notable achievement of the Project is the development and implementation of the competency-based PPDM learning package. The approach has resulted in a well-designed training module that can be shared with other LGUs. The combination of lecture, workshops, workplace learning application, coaching and cross-visits proved effective in achieving the learning outcomes. Participants find the manuals useful during and after the training, providing ready reference for their proposal development work. Most LSPs have reported to have adopted the modules and manuals in their work as well. In particular, NEDA has adopted some of the project developed tools and outputs in its investment programming and ODA coordination work.

165. The Project has provided a venue by which line agency LSPN members, including NEDA, can converge their resources and efforts in fulfilling their respective agency technical assistance mandates for LGUs. NEDA has also enhanced its "visibility" at the local level and improved its relationship with NGOs, LGUs and other line agencies. Another positive result of the Project is that the linkage built by/interest generated by LGUMTP through its search for financers for the LGU projects has given a boost to Caraga as a viable area for development assistance.

166. Replication of the learning package in its totality in other regions or other LGUs may be a challenge given cost and expertise requirements. The total cost per LGU estimated at around P471,507 for the six-month long technical assistance package may be too high an investment for fourth or fifth class municipalities. The LSPN will have to study ways on how to offer PPDM using more efficient delivery strategies to enhance the program's affordability and accessibility.

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Recommendations

Component 1 - Network Building

167. Further support may be needed to assist LSPN conduct a review of current management and membership structure, and implement the activities lined up in the Strategic Plan as well as address the other issues identified in the 2nd General Assembly. A key priority is the development of a business plan, including the conduct of a market study and the preparation of a marketing plan. While LSPN members have gathered some market information from their interactions with LGUs, it would still be worth undertaking a complete market study, including a survey of LGU needs and procuring behavior for consulting/technical assistance services. The results of the formal market study would enhance whatever existing market information/strategies the LSPN has developed, and present a more systematic assessment of the marketability of LSPN services and the LSPN as a competent and reliable technical assistance facility to the LGUs.

168. Relatedly, some form of image building work for the LSPN may be needed as some LGUs expressed concerns on the technical competence of some LSPN members, particularly the NGOs, during the coaching phase. Results of the FGDs indicate expectations from the Network in terms of role and expertise it should posses to be relevant to LGUs.

169. Being a member of the LSPN, and as part of its Technical Advisory Committee, the DILG should provide leads to the LSPN on capacity development needs of LGUs, funding opportunities available for LGU capacity development, and share, or even orient LSPN members on the various institutional development tools and performance management systems prescribed for LGUs. Among these tools are the SCALOG, a capacity development diagnostic tool, being piloted in some LGUs nationwide, the Local Governance Performance Management System, the soon-to-be rolled out Local Governance Financial Performance Management System, among other things.

170. Continuous capability building of LSPN members, particularly the core team of trainers should be pursued. LSPN may collaborate with one or several LGUs in developing pre-FS for priority projects. This would enable LSPN and LGU trained staff to continue applying the methods and tools of FS, and build LSPN's confidence, track record and client base for PPDM. Advanced training on PPDM and Trainer's Training on PPDM utilizing the benchmark cases developed by the LGUMTP should be pursued.

171. The RRC is a good support mechanism to LSPN operations; however, its relevance would depend to a great extent on the quality of its materials/acquisitions and access to its resources. Putting the RRC on-line would be a cost-effective means of enhancing its access to LSPN members. Maintaining the RRC, whether physical or virtual, would need financial support. In this regard, the LSPN may consider including RRC fees in the annual dues of members and opening access to the public for a fee. Moreover, the network should follow up on preliminary agreement with DILG regarding the sharing [virtual sharing] of resources which identified five points of collaboration between the LSPN-RRC and the DILG-Caraga LGRC.

172. While Caraga LGRC may still have limited collection of PPDM resources and readership at the present, it is being seen as the future repository of knowledge products on local governance not only by DILG but by other national oversight bodies for LGUs, such as the NEDA, the Department of Finance (DOF)-Bureau of Local Government Finance (BLGF), the Department of Budget and Management (DBM), and the different LGU leagues, among others. Efforts to harmonize the delivery of LGU capability building assistance of the aforementioned agencies are underway, with the signing of the Joint Memorandum Circular (JMC) No. 1, series of 2007 by the aforementioned agencies. The on-going technical assistance programs in these agencies are expected to produce manuals and other guidelines that will be disseminated to LGUs for adoption. The LGRC is being looked upon as the potential repository of all these new LGU reference materials and knowledge products to assist in the implementation of the envisioned reforms in planning, investment programming, budgeting and resource mobilization which directly impact on PPDM work.

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173. Relatedly, the LSPN may consider inviting the regional offices of DBM and DOF-BLGF in the network in view of the JMC and the opportunities for capability building partnership with these institutions.

174. In the meantime that the LSPN is not yet functional, NEDA, as the most logical repository of PPDM materials being the Project Implementing Agency and with its PPDM mandate, has expressed willingness to provide physical support to the center. NEDA should also continue to assume a visible role in LSPN discussions, the LSPN being its potential partner in fulfilling its technical assistance mandate to LGUs.

175. On the physical base of the LSPN, it is the author's opinion that having the Network's hub in proximity with NEDA is strategic considering NEDA's access to PPDM resources, donor programs and offer of physical space at no cost to the Network. Once the LSPN is fully operational and starts to become self-sufficient, it may consider spinning off into an independent regional coordinating entity for LGU capacity building (which can be the equivalent of the Coordinating Committee on Decentralization being envisioned at the national level), in partnership with NEDA and DILG.

Component 2 - LGU Training

176. The Project, together with NEDA, DILG and the LSPN should continue advocacy work to encourage LCEs to sustain project development efforts utilizing the PPDM methods and the LGU trained personnel. Sustainability of built capacities particularly for feasibility study preparation is threatened by the seeming limited opportunities for projects requiring the use of FS methods and tools.

177. Proposed enhancements to the PPDM module are in the following: a) splitting part II further into two – Part II on Market, Technical, Environmental, Organization and Management, and Part III on financial and economic analysis to allow participants to gather and validate data and assumptions, accuracy of which has significant implications on the ensuing financial and economic analysis; and b) inclusion of a module/session on data gathering techniques and the need for a local development information system. The latter module will not only equip participants with data gathering skills but is also meant to highlight the importance of having a good database system for planning and project development, which is a major weakness in many LGUs.

178. Using the results of the post-competency assessment, more thorough examination of the effectiveness of the PPDM module may be generated. The before-and-after analysis of the competency assessment results may be broken down according to participants' profile, e.g. present position in the LGU, level of skills and knowledge on project development, etc, to get some indications of variations in learning outcomes. This analysis would help distinguish factors affecting learning outcomes of PPDM, which would then be useful in structuring the PPDM module when offered to LGUs exhibiting particular attributes. The analysis may also be complemented with the conduct of an FGD for a select group of LGU participants, one group with more advanced competency levels and another group with lower competency levels to identify particular aspects of the module that could be further enhanced.

179. The Provincial Governments (PG) would be in a good position to create project opportunities for trained staff in their component municipalities to use and apply their project development knowledge and skills. The PG, through the Provincial Planning and Development Office, may encourage municipalities to submit proposals, conduct refresher courses, and tap trained municipal personnel for provincial FS assignments. Specifically, provincial governments should formalize the Provincial Project Development Teams/LSPN provincial units that the LGUMTP helped create and tapped, to function as a continuing support mechanism on project development needs of component municipalities.

180. It is further recommended that NEDA, DILG and the LGUMTP encourage LGUs to undertake corresponding improvements in organizational competencies to support enhancements in PPDM capabilities. The TNA revealed physical systems, or local development information system/data base, as the area needing the biggest improvement both for the LGUs and the LSPN members. This may be beyond the project timeframe but could be pursued collectively by said agencies through the preparation

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of a joint regional proposal for possible funding assistance from the national government via its Jumpstarting E-Governance Project and through the Commission on Information, Communication Technology (CICT) that manages the allocation and use of ICT funds of government.

181. More fund sourcing orientation and/or the establishment of fund sourcing support mechanisms for LGUs are also recommended. These can be facilitated jointly by NEDA, DILG and the LSPN. In terms of LGU training needs, further hands-on training and actual exposure would be needed in financial and economic analysis.

Suggested next steps

182. The Review puts forward the following as possible priorities for the remaining months of the LGUMTP to enhance sustainability of project gains:

LGUMTP

- Jointly with NEDA, DILG, assist the LSPN officers in firming up its governance arrangements, particularly in the setting up of the LSPN Secretariat
- Assist the LSPN in completing the tasks outlined in the strategic plan
- Assist the LSPN in preparing its business plan, including the conduct of a market study
- Together with the LSPN, explore ways to make the PPDM learning package, being the Network's main "product" (at least initially), more affordable and accessible to other LGUs. The cost of the LGUMTP technical assistance package, estimated at around P471,507 per LGU, may be way beyond the capacity of LGUs. Cost-sharing schemes may be explored, e.g. sending electronic copies of training materials to LGU participants for them to print prior to attending the training.
- In tandem with the LSPN and the TA, review and, if needed, revise the PPDM module considering the following suggestions: a) splitting part II further into two – Part II on Market, Technical, Environmental, Organization and Management; and Part III on Financial and Economic Analysis to allow participants to gather and validate data and assumptions, accuracy of which has significant implications on the ensuing financial and economic analysis; and b) inclusion of a module/session on data gathering techniques and the need for a local development information system. The latter module will not only equip participants with data gathering skills but is also meant to highlight the importance of having a good database system for planning and project development, which is a major weakness in many LGUs.
- In collaboration with NEDA and DILG, conduct advocacy towards: a) institutionalizing PPDM in LSPN members' programs, b) firming up LGU support and commitment for LSPN, and c) establishing provincial level mechanisms to sustain a continuing project development capacity improvement program for LGU staff (such as pooling of human resource development funds of municipalities for PPDM training to other LGU staff; tapping trained municipal staff as resource persons for provincial level PPDM training or through involvement in actual provincial projects requiring PS).
- Finalize a phase-out plan for LGUMTP and sustainability plan for the LSPN, in close collaboration with NEDA and DILG

NEDA

- Serve as the institutional anchor for LSPN. As such, provide office space for the RRC and initial secretariat support to the LSPN
- In collaboration with DILG, develop a yearly program that would encourage generation of innovative project ideas from LGUs in a competitive manner. The program may be later taken up by the LSPN, with support from both NEDA and DILG.
- Together with DILG and LGUs, develop a follow-up proposal that would address organizational competency improvements for PPDM, e.g. data base development. A regional proposal to strengthen the "management of development information" at the LGU level may be developed as an organizational support intervention to future project development work of LGUs, and submitted to existing national programs on e-governance, such as the National Computer Center's Jump-starting E-Governance in LGUs.

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LSPN
- Consolidate its activities and work on priority tasks identified in the Strategic Plan
- Finalize its network governance/organizational arrangements, particularly the "rules of engagement" for members
- Prepare a business plan, including a market study and marketing plan, in close collaboration with the DILG for institutional/capacity development thrusts of LGUs
- Carry out joint tasks with LGUMTP, NEDA and DILG identified above

NZAID
- Provide support for LSPN extension while it is transitioning to operational mode for a period of six to nine months; support may include a full-time LSPN coordinator and logistics

TA
- Conduct the pre-test of Module 6 on Project Monitoring and Evaluation of PPDM
- Assist the LSPN in preparing its business plan
- Review the final PPDM design and recommend ways to further enhance it given three batches of implementation experiences
- Prepare the project document for LSPN assistance extension

Some Thoughts on LSPN Extension Scope of Work

183. The need for a coordinated delivery of technical assistance to LGUs has been long recognized both at the local and national levels. Various models have emerged for better convergence of line agencies, particularly under a decentralized set-up. Likewise, various models of vertical (local-national) and horizontal collaboration have been pursued in the past in support of LGU empowerment and capability building. These include the LGA (Institute for Local Governance Administration) partnership of the DILG-Local Government Academy, the Center for Local Governance of USAID under its Governance and Local Development Project, LRP of CIDA-LGSP, and CRPDAC for Caraga. Most of these efforts were not sustained.

184. The LSPN is no different in terms of its mission. The need it seeks to address need not be underscored. The key challenges facing the network's success and sustainability lie in its ability to have a clearly defined sense of purpose, a set of operating guidelines that is mutually agreed upon and faithfully observed by members, good network management, and viable operation. Overcoming these challenges could make the LSPN emerge as a model for coordinated delivery of technical assistance to LGUs.

185. The following are some thoughts on how LSPN work can be further strengthened (for the next four months of LGUMTP and the proposed extension):

a) Review of successful networking models for LGU capacity building. The paper on the LRP and CRPDAC experience and the LSPN was a good initiative of the LGUMTP. Recommendations of the Paper, together with the review of other successful networking models within and outside Caraga currently being undertaken by the LSPN, will be useful in exploring modeling options for LSPN as well as in finalizing its governance arrangements. From this author's knowledge of networking experiences, having a strong and credible institutional base for network operation and partnership with funding institutions, are key factors to network sustainability. For example, the Transparency and Accountability Network, based at the Ateneo University, has been able to sustain itself through projects and partnership arrangements with various institutions and support from the University which has strong advocacy for good governance. For the LSPN, it would need a strong institutional anchor that has the technical competence, resources and advocacy for LSPN's core service, i.e. project development. While it is the LSPN's vision to eventually spin-off as a self-sustaining organization in the long-term, it may be more practical to first build its

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organizational capacity and track record as a service provider in the region. At this stage when the LSPN is still in its nascent stage, it would be ideal to attach it to NEDA Caraga which has the mandate, competence and resources for project development work in the region and has in fact offered to host the LSPN and provide office space and internet access for LSPN use. Ideally, the LSPN Secretariat may be lodged with NEDA's Project Development Division, with the Head of Division acting as Secretariat Head. As NEDA may not have enough staff to provide secretariat support to LSPN, it is recommended that the LSPN secretariat be initially staffed by LSPN members on a rotation basis (as it has done for the RRC) until such time that it has gathered enough resources to afford a full-time Executive Director, or if there is an LSPN member that would be willing to assign a full-time personnel to serve as the Network's Executive Director subject to approval of the LSPN governing body.

b) Review of LSPN's governance arrangements and strategic plan based on market study and capacity development thrusts/priorities for LGUs. While initial work has already been done in terms of identifying the network's vision, mission, services, etc. as contained in the members' handbook, it would be useful if these organizational outputs can be reviewed and made more market-driven. Among the areas to be reviewed are as follows:

- LSPN core business. What is the perceived value-added of LSPN to LGUs and to other markets? What service/s does it provide to LGUs that existing members could not provide under the current setting? What are priority or pipeline capacity building initiatives for LGUs that national government agencies are likely to support?

- Given the LSPN's core business, what would be a more appropriate membership policy and organizational arrangements? For example, the on-going reforms on local government financial and budget (which impact on project development initiatives) jointly pursued by the NEDA, DBM, DOF-BLGF and the DILG have substantial capacity development requirements for joint efforts. At the national level, coordination efforts are done through the Philippine Development Forum Working Group on Decentralization and the envisioned Coordinating Committee on Decentralization. There is no such parallel structure at the regional level. This can be a potentially good opportunity for the LSPN to present itself as a local partner of these agencies when they start rolling-out their respective capacity building programs to LGUs. If LSPN will consider this opportunity, it may have to expand its current membership to include the DBM and DOF-BLGF.

186. More specifically, the Review suggests the following scope of work on LSPN strengthening:

For the remaining four months of the LGUMTP

a) Review of related literature on networking and partnership building experiences in support of effective local governance
b) Conduct of LSPN stakeholder analysis. The objective is to get stakeholders' perceptions of and expectations from the network, and how the network would benefit or disadvantage them. Stakeholders should include principals of member organizations, other service providers not engaged with LSPN, funding institutions, consultancy firms, provincial governments and LGUs, line agency principals, etc.
c) Conduct of market study, including the preparation of a marketing plan
d) Based on work completed in the remaining four months (Items a-c), finalization of networking governance options for the LSPN
e) Development of experts' pool which may include non-Caraga based consultants

Extension phase

f) Finalization of LSPN governance arrangements and operating strategies/guidelines – e.g. membership policy, organizational structure, etc.
g) Strategic/operational planning (based on item f)
h) Operationalizing the network
   - Program development

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- Program marketing and advocacy
- Program delivery and implementation on a pilot basis

i) Monitoring and evaluation

187. Resource requirements for the extension phase are as follows:

a) For activities that can be completed within the LGUMTP timeframe, the project can support the conduct of the aforementioned activities. It may commission non-LSPN members to lead in the implementation of the activities in tandem with LSPN members. This would also provide an opportunity for LSPN members to further hone their skills in market analysis, strategic planning, program development, etc.

b) Assuming items a-e in paragraph 185 can be completed by end of LGUMTP, the proposed expansion phase can be implemented from six to nine months and provided with the following resources: a) one full-time LSPN coordinator, b) logistical support for office operations, and c) pilot implementation of two to three LSPN programs. The LSPN Coordinator is not envisioned to function as the LSPN Executive Director but will instead play a support/advisory role to the LSPN Executive Director and officers in carrying out the above-mentioned organizational strengthening and start-up activities.

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Annex 1
Local Government Unit Management Training Project
(LGUMTP) Philippines

Participatory Review – Terms of Reference

1. Background

From 1994-1999, NZAID funded an In-Country training Program for Local Government Units (LGUs) and Rural Electric Cooperatives (RECs) focused on developmental management, planning, policy and evaluation techniques. An independent review of this project occurred in 2000. The review recommended continued Agency involvement through a more focused program and institutionalization of the training in a pilot region (i.e. Mindanao). An NZAID funded risk assessment was undertaken by a Philippine contractor in early 2003. This concluded that Caraga Region in Northeast Mindanao was the preferred project location, with the National Economic and Development Authority (NEDA), Regional Office in Caraga the recommended implementation agency. The study confirmed the need for capacity building in project development and management. Following NEDA/NZAID assessment, a comprehensive design was developed by an NZAID commissioned contractor. The design was the basis for the Project which commenced in the first half of 2005.

The total LGUMTP project cost amounts to approximately Pesos 31,000,000. NZAID's support for the programmed totals approximately Pesos 24,000,000. The Philippine counterpart commitment is valued at about Pesos 7,000,000.

LGUMTP officially commenced upon the completion of exchange of notes between the Governments of the Philippines and New Zealand on 19 November 2004. Preparatory activities and information dissemination was carried out by NEDA Caraga immediately following this with the core project activities starting in April 2005, when the Project Director was contracted, the Project Support Staff (PSS) was put in place, and the Project Implementation Unit (PIU) operationalized. The PIU, headed by the Project Director, is composed of the PSS (now three full-time contractual LGUMTP technical and administrative staff) and the NEDA-Technical Assistance Team (TAT) – a six-member group of NEDA technical personnel with special assignment to LGUMTP at on call and per activity basis. The PIU was initially assisted with on call staff from the Department of Interior and Local Government (DILG) and towards the end of 2006 by an independent contractor providing support as Training Assistant on the various workshops and conferences conducted under the Training Component of the Project.

Polytechnic International New Zealand (PINZ) was contracted to provide technical assistance, with their Adviser making a first visit to the Project in August 2005.

A participatory review of the LGUMTP in Caraga Region, Philippines, has been scheduled for late 2007.

Project Goal

To have effective and efficient staffs of participating local governments in Caraga responsive and able to meet the needs and aspirations of their constituents.

Project Purpose

To have participating local governments provided with sound project/program development and management (PRDM) training by competent local learning service providers (LSPs).

To achieve this, the Project has two **Objectives within two Components**

i. Within the Network Building Component

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To establish a network of highly-skilled learning service providers (LSPs) in project/program development and management (PPDM)

Output 1: Network of Local Service Providers (LSPs) organized and operational
Output 2: Regional Resource Center (to be of support to the LSP) operational

ii. Within the Training Component

To strengthen the capabilities of LGU staffs in project and program development, design and management

Output 1: LG staff trained in project and programme management
Output 2: Project studies translated into financing proposals and presented to potential investors

2. Purpose of the Participatory Review

The NZAID programme activity authority for this project provided for an independent NZAID-commissioned monitoring/review visit about midway in the programme's life. This proposed review is now going to take place almost close to the end of the project's life (June 2008 assuming there is no request for project life extension). It is to be conducted to determine the extent to which project outcomes have been accomplished, to guide implementation over its final stages, and to provide recommendations on how best project gains, if any, might be sustained.

In line with the partnership principles around which NZAID operates however and acknowledging the key role of Philippine project partners in the achievement of overall project objectives, it became clear that more could be achieved if the primary stakeholders (including NEDA Caraga, the Project Steering Committee (PSC), the Project Implementation Unit (PIU), LGUs and the Caraga Learning Service Providers Network, Technical Adviser and NZAID) were involved in the conduct of the review. As a result, a change has occurred in the title of the review from an "Independent Monitoring Visit" to a "Participatory Monitoring Review."

3. Specific Objectives of the Review

3.1 Determine the extent to which the LGUMTP Goal, Purpose and Objectives (as defined in the revised logframe) have been achieved.
3.2 Assess whether the Project is being implemented effectively and efficiently by the Project Management Structure
3.3 Assess effectiveness and efficiency of technical advice being provided to the project
3.4 Determine the extent verifiable indicators have been met and how well foreseen "Risks" in the Project been mitigated
3.5 Based on findings in 3.1, 3.2, 3.3 and 3.4, make recommendations to guide implementation over its final stages and to help ensure project gains are sustained.

Specific questions for each Project Objective:

For Objective One:

"To establish a network of highly-skilled learning service providers (LSPs) in project/program development and management PPDM"

i. How and to what extent is the Project achieving its objective of facilitating the building of a Local Service Providers Network (LSPN) in project and program design and management in Caraga Region (include listing of LSPN members and their trainers and any rating or ranking provided to these)?

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ii. To what extent has each LSP member institution adopted the PPDM Program into their regular program offerings (as a program and/or formal qualification)?
iii. Which LSPs have been used by the Project, and which trainers?

iv. Review and summarize evaluations included in all training activity reports

v. To what extent is each LSP assigned Trainer able to deliver the PPDM Program?

vi. What indications are there for the sustainability of the LSP network?

vii. At Review date, to what extent is the LSP Network functioning as *"Network"*?

viii. What are the issues for sustainability of the Network and what is the Project plan to address these issues?

ix. What formal linkages has the Network established between itself and its potential market for offerings of PPDM?

x. To what extent has the LSPN Network (or its individual members) initiated any needs analysis and follow up of its potential customer based for PPDM delivery?

xi. What, if any, continued support will the LSP Network require and from where could this be derived?

For Objective Two:

"To strengthen the capabilities of LGU staff in project and program development, design and management"

i. How and to what extent is the Project achieving its objective of strengthening the capabilities of LGU staff in Caraga Region in project and program development, design and management?

ii. What training activities have been conducted to date?

iii. To what extent is the requirement for an "innovative training approach" being met by the project?

iv. To what extent are LGUs of Caraga Region now capable of undertaking their own project and program design and management activities?

v. What structural arrangements have the Caraga LGUs made and/or enhanced to institutionalize project and program design and management?

vi. In order to utilize trained staff in PPD&M, what staffing changes or arrangement have Caraga LGUs made to institutionalize project and program design and management?

vii. To what extent have the Caraga LGUs made their training requirements known to the LSP Network (or its individual members) , and how have they done this?

viii. What, if any, continued support in PPDM do the Caraga Region LGUs require and from where could this be derived?

4. Key Review Questions

In addition to the specific questions outlined above, while conducting the review, the Consultant should also keep in mind the following questions. In addressing these, the Review Consultant should differentiate between Outcomes and Impacts. Questions found to be overlapping during the Review may be integrated.

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The Review Consultant will need to refer to the Verifiable Indicators in the Logframe as well as other issues which might arise during the process in addressing specific project objective and key review questions.

General questions to be addressed:

i. What have been the main achievements since the Project began in 2005?

ii. What outcomes have been achieved?

iii. What have been the impacts of the project?

iv. What are the project's strengths and weaknesses, lessons learned and good practices?

v. Who is benefiting, and in what ways? Is anyone or any group being disadvantaged?

vi. What challenges have arisen, and how have these been addressed?

vii. How is the project perceived by the stakeholders at different levels such as LGUs, LGU staff, the communities, men and women in the target community?

viii. Considering the range of inputs and outcomes, how effective and efficiently is the Project being implemented?

ix. To what extent is gender equality being addressed and met by the Project and in which fields of endeavor?

x. Assuming the project rationale is still valid, what modifications are needed to improve post-project sustainability?

xi. If not addressed elsewhere during the Review, The Review Consultant should review the progress of the project towards the establishment and operation of the "Resource Center."

xii. What degree of confidence can the Review conclude that the Project initiatives will be sustained?

5. Process

The review is to include a preparatory phase in advance of the envisaged fieldwork that will ideally take place over 18 days form 14 January 2007. This will include:

4 days for preparation (including 1 day for NZAID briefing and workshop with stakeholders)
7 days in Caraga Region (includes travel time of 2 days)
5 days for report preparation (including .5 days for debriefing/workshop)
2 days for report revision and finalization

It is expected that the review team will consist of one local NZAID-funded consultant.

It is important that the outcomes and impacts of the Project are identified and that primary stakeholders including project beneficiaries (LGUS and LSPs and communities) are involved and consulted extensively in the course of this review.

Consultants interested in undertaking the evaluation should prepare a draft methodology that sets out the proposed participatory approach and a specific plan for gathering data and completing the review.
The process for preparation and finalization of the report is expected to be as follows:

- Attend briefing with NZAID Manager and DPA in Manila

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- Workshops at the beginning and end of fieldwork with primary project stakeholders to discuss/finalize work programmed and report back review findings
- A draft report detailing review findings
- Draft reviewed by primary stakeholders and comments provided to review consultant
- Review consultant finalizes and submits report
- Report disseminated by NEDA-Caraga to PSC and LSP Network
- Report considered and response and follow-up decided at subsequent Project Steering Committee (PSC) meeting in Caraga

6. Outputs

The primary output will be the review report, which should be limited to 30 pages or less (excluding Executive Summary and Appendices) and must address the Objectives and Key Review Questions identified in these Terms of Reference. Detailed information should be confined to appendices and summarized in the report. Following is a suggested format:

i. Executive Summary including recommendations for ensuring sustainability of project gains
ii. Background and methodology
iii. Findings
iv. Analysis of findings
v. Recommendations
vi. Conclusions
vii. Appendices (supporting information)

The Consultant will be responsible for preparing a draft report and circulate to NZAID and NEDA for consideration. Comments received from primary stakeholders will be incorporated in the final report to be submitted to NZAID and NEDA.

7. Accountability

The Review Consultant will be accountable to the NZAID Manager, New Zealand Embassy, Manila.

8. Review Consultant knowledge, skills, experience and personal attributes

- Knowledge of how LGUs operate
- Review skills and experience, preferably using participatory processes
- Competence in institutional strengthening and capacity building
- Analytical and reporting skills
- Cross-cultural communication skills including experience working in Mindanao
- Knowledge of and commitment to NZAID's goal, policies and principles

9. Key Documents

The key documents for the Project are the Risk Assessment (2003), Project Design Study (August 2004), Enhanced LGUMTP Logframe, Approved Workplans, PSC Meeting Minutes, Terms of Reference for Key players (including that of the PSC, PIU in NEDA-Caraga and Technical Adviser), LGUMTP Semi Annual Reports, Documentation Reports for the Network Building and Training Activities (including Project Training Consultants outputs, TA Visit Reports and Options Report for Accreditation of the PPD&M Program, and LSP Network Workshop Reports); and LGUMTP knowledge products including the PPDM Training Manuals, Guides and Procedures and Benchmark Cases.

In undertaking the review, it is expected that the reviewer will take into account the Verifiable Indicators, Means of Verification and assumptions and Risks in the Project logframe (original and revised).

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Annex 2
List of Project Partner Institutions

Project Steering Committee
NEDA Caraga Regional Director
NEDA Scholarships Affairs
Department of Interior and Local Government – Caraga Region
Caraga League of Municipalities
Local Service Provider/Private Sector Representative
National Commission on the Role of Filipino Women
NZAID

Ateneo School of Government

Learning Service Providers Network

LGUs
Bislig City
Butuan City
Surigao City
Agusan del Sur
Agusan del Norte
Surigao del Sur
Surigao del Norte

Regional Line Agencies
Department of Agriculture
Department of Environment and Natural Resources
Department of Health
Department of Interior and Local Government
Department of Public Works and Highways
Department of Science and Technology
Department of Social Welfare and Development
Department of Tourism

Acadame
Northern Mindanao State Institute of Science and Technology
Surigao del Sur Polytechnic State College
Fr. Saturnino Urios University
Development Center for Local Governance and Integrative Studies

NGOs
Associates for Integral Development
Butuan City Chamber of Commerce and Industry Foundation, Inc.
Center for Improvement and Resource Management/Fishery Integrated Resource Management for Economic Development
Culion Foundation, Inc.
Forward Filipina
Grassroots Institute for Education and Development Foundation
Leaf Foundation, Inc.
Livelihood Unified Manpower Development Services of the Philippines, Inc.
Peoples Alternative Study Center for Research and Education in Social Development
Propegemus Foundation
REACH Foundation
Butuan Diocese-Social Action Center for Justice and Peace
Surigao Economic Development Foundation
Surigao del Sur Organization for Human Development, Inc.
Surigao del Norte NGO Coalition for Human Development, Inc
Associates of Women for Integral Socio Economic Development
World Vision Development Foundation – Northeast Mindanao

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Annex 3.1
LGUMTP Project Logical Framework – Original
(As of August 2004)

	Narrative Summary	Verifiable indicators	Means of Verification	Risks and Constraints	Risk Management
Development Goal	To have effective and efficient staffs of participating local governments responsive and able to meet the needs and aspirations of their constituents.				
Purpose	To build the capacities of local training institutes to provide sound technical and managerial training to local government staff in Mindanao	Department or office heads of participating institutions will issue declarations of acceptability of the outputs of their nominated trainees under the following activities: • Preparing Pre-feasibility level studies; • Designing departmental programs of LGUs for at least one of the following, (a) health, (b) agriculture, (c) gender, (d) environment, (e) social welfare and development, (f) infrastructure, (g) local finance & resource mobilization • Designing monitoring systems for LGU projects • Resource mobilization and local finance • Design of training modules	Baseline information from data sheets to be filled by institutions wanting to participate in the program. Included in its coverage shall be an assessment of effect of trainings using focused group discussions and other appropriate means of assessment.	Training institutions may not be as cooperative. LGUs seeing no grant money for project or program implementation, opt not to participate in the project.	Careful choice of a Project Director The project will be presented before the Regional Development Council and communications will be sent to all LGUs explaining the project and enjoining them to participate in the program. In invitations to LGUs and institutions, they will be informed of the opportunities that will be available to them as participants to LGUMTP. These include access to top quality advisers and cross-visits among others.

Original As of August 2004

LGUMTP Logframe

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
Component 1: Network development					
1 **Objective**	Establish a Network of highly skilled training providers in project development and management	Network is represented before the RDC and the RDC has issued resolution instituting its creation and membership. Network has at least negotiated ten contracts in behalf of its members. The network has regular meetings, officers, rules and regulations, constitution and by-laws. At least 25% of Network members should be engaged in activities devoted to addressing gender concerns.	RDC reports Network report, Contracts	Local institutions may not be in a position to absorb expenses associated with participation in the project. Local institutions may be too busy to attend to the network.	Proper design of project implementation. Ensure quality, easy to use and relevant modules. Provide support to less endowed LSPs to cover expenses related to LGUMTP activities.
1.1	**Output 1:** Network of training providers in project development is organized and operational		Documents proving formal organization.	Training institutions, as a network, may not have the staff or funds to establish and sustain a secretariat. Local champions need to be developed.	Strong networking by Project Director and NEDA Caraga support. Active PSC oversight.
Activities					
1.1.1	Inventory and evaluate training institutions region XIII, which can possibly provide project development and management training.	List of training institutions in the region that can provide training in project development. List should specify institutions engaged in addressing gender concerns.	Provide a copy of the list.	There is a chance that the list may miss out some important institutions.	Carry out work as comprehensively and diligently as possible. The Project Staff must be carefully chosen.
1.1.2	Invite those institutions to a conference explaining the project's objectives and terms of institutions' participation in the project.	Invitations have been issued, together with a project brief and terms of participation ensuring that institutions engaged in addressing gender concerns are invited.	Copy of invitations in hands of institutions.	Delivery system may not be efficient.	Contract a good messengerial service.
1.1.3	Hold a conference of cooperating training providers (LSPs) in project development to develop a plan of action for establishment of network.	Conference is conducted. Plan of action for the LSP has been drafted.	Conference proceedings. Copies of Plan of Action.	Few institutions may be attending.	Strong social marketing of the project. Early networking among institutions.

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Original As of August 2004

LGUMTP Logframe

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
1.1.4	LSP plan out and implement an assessment of project development and management needs of LGUs in Region XIII.	Training needs of Region XIII in project development are identified.	Assessment reports are made available or submitted to the Project Director and the PSC.	This will require focused group discussions in at least four venues. Preparations may hit snags as administrative and coordinative problems may constrain schedules.	Project staff must keep close coordination with LGUs and training institutions' networks must be put to full use.
1.1.5	PSC assesses the project design after several months of operation and determines whether modifications or changes need to be introduced.	PSC decision on whether or not modifications are needed.	Minutes of the meeting.	No risks anticipated.	
1.1.6	LSP collegially design training modules based on assessment.	Module designs are completed and tested among LSP participants.	Documented Training Modules are submitted to the Project Director and PSC.	Module coverage may go out of hand as trainers tend to cover as much as they can in short durations. Dearth of cases and materials for training may constrain design work.	Project director must closely oversee module design work and be able to provide direction and tested advice. Benchmarking must be carried out as fast as possible in support of design work. The preparation of cases for use in the trainings must be done as soon as possible.
1.1.7	Invite LGUs for first round of trainings to be carried out by LSP.	Preparation for the first round of training, which will also serve as trainers' training for LSP participants, is completed.	Those invited attend the first training event, bringing along the required materials.	LGUs may find difficulty financing full-team participation.	Pick out the LGUs that are really in need of the training. They are likely to invest in it. It is cheaper compared to hiring of consultants. While some counterpart will be expected from LGUs, some project funds should be set aside to partially finance cost of travel of less financially endowed but nevertheless enthusiastic LGUs.
1.1.8	Carry out hands-on training for both LSP (on how to use the modules and templates) and the LGUs for actual project development.	First drafts of ten project pre-feasibility level studies are completed. Follow-through work is planned. Next events are mapped out. At least 25% of the participants from LGUs and LSPs are should be female.	Project studies are submitted to the PSC. Follow through plans are discussed with the Project Director. Participants' records.	Participants may not be knowledgeable in spreadsheet software or even computers. Equipment support could break down. Participants become lax in attending the workshops. Lectures may not come to par with expectations.	Back-up staff will be fielded to assist in spreadsheet operations. Ensure that equipment needed is in good condition. Appoint a good event manager among LSP participants. Choose lecturers very carefully.

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Original As of August 2004

LGUMTP Logframe

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
1.1.9	LSP assesses its experience and refines the modules, roles and training delivery modes and costs the module as basis for pricing.	Modules are modified based on the experience. The cost of delivery is determined. LSP members agree on price of training modules, including consultants' or resource persons' fees (range).	Modified modules are submitted to the PSC and the Project Director. Report on Cost of Training Delivery and Minutes of Meetings stating agreements on fees, and rates are submitted to the LSP leadership providing the PSC a copy.	LSP participants may find module refinement too tedious and beg off the activity. Disagreements on module delivery approach, specialization of each institution as well as fee and rate schedules may occur.	Facilitation by a third party is needed in these activities. Involvement of the Project Director and the PDAC staff will ease potential tension.
1.1.10	LSP holds series of activities to consolidate itself.	Network is formally organized with set of officers, and organizational plan. Core of LSP members is defined.	Minutes of meetings, copies of which are provided to the Project Director, will be made available. Organizational Activity Plans are submitted to the RD. Officers report to the PSC.	Local politics may come to play in the selection of LSP members and officers. Disagreements over organizational structure, principles and leadership may occur, although unlikely.	Close monitoring by and deep involvement of Project Director with the guidance and support of the PSC will mitigate the impact of disagreements and potential lobbyists.
1.2	**Output 2:** Regional Resource Center is operational with sufficient basic materials to be of support to the LSP.	The Regional Resource Center is in place. Office space is available. A library containing the FS templates, manuals, training modules, significant number of benchmark cases, data and information is available for use by network members. The library is managed properly. Materials on gender and development will be available in the Resource Center. At least 50% of network members use the center at least twice a year. At least 50% of network members declare that the center has helped them in their work.	Visual inspection of the regional resource center. Inventory of materials available in the center. Post Project impact study results.	Case materials for benchmarking, need to be prepared. This may pose some difficulty, considering that some cases may not be in the region. FS template preparation may be difficult for the LSP. Some agencies may not be cooperative in providing data and other information that resource center will need.	The Project Steering Committee must be organized to allow for coordination among agencies. FS template preparation will be done through professional consulting firms. The Project Director must be good at networking. NEDA support will be very crucial in this activity.

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LGUMTP Logframe

As of August 2004

Original

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
Activities					
1.2.1	Based on needs assessment, undertake benchmarking activities. LGU benchmarks are successful cases of LGU-initiated and implemented projects that may be used as good-practice models. These benchmarks will be documented using case study formats and used as reference for the trainings.	Cases shall have been documented and ready for sharing. At least two benchmark cases shall be on women's initiatives or projects.	Case documentation shall be submitted to the Project Director.	Benchmarking may be delayed due to selection of cases and travel and cost constraints.	Careful selection of cases can mitigate the problem. The Project Director should be in a position to easily identify good cases that are easy to cover. Work with the Leagues of local governments to identify the cases. Work on benchmarking must start at the soonest possible time.
1.2.2	Establish a data base for LSP use.	The following are completed: Training delivery manuals FS templates Database	All materials shall have been documented and submitted to the PSC. Copies will be made available at the Resource Center.	Publication of materials may be too expensive for the LSPs. Not all materials, as listed may be printed in quality form and therefore may not be in useable form. Access to these materials needs to be managed to ensure safekeeping and maximum use.	Some funds must be provided for printing. Counterpart funds for reproduction must be available. This has to be explained to LSP members. A system to operate the resource center must be established.
1.2.3	Form a Resource Center initially composed of LSP counterparts.	Staff is in place to manage the resource center. Agreement on joint manning of the center is entered into by LSP members. Project proposal for the continuing funding of the center.	The resource center may be visited. Agreement is documented and a copy is given to the PSC.	The LSP members may not agree to provide counterpart staff without additional pay.	Alternative plan to the resource center's management must be in place, in case the LSP membership is unable to provide staff, for whatever reason. Part of the LSP agreement is: those without counterpart have no right to use the center. Part of income to be earned by the LSP members through the Network will be deposited as fund to support less endowed LSP members.

Original As of August 2004

LGUMTP Logframe

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
1.2.4	Organize the regular publication of a newsletter.	Newsletter is published regularly.	Copies of the Newsletter are made available to the PSC, NZAID and other LSP members	No one takes the initiative to start the Newsletter going.	Project Director, under the guidance and support of the PSC may have to initially direct the effort. Support of the LSP is crucial.
1.2.5	Link with national and regional Knowledge Bases and Associations of Training Institutions to learn from them and share LSP experience.	LSP representatives attend conferences organized by national and regional networks.	Conference reports are submitted to the Project Director.	The LSP may not have enough contacts to establish links with national groups.	Support from NEDA as well as networking of Project Director will help facilitate links. Links with the Local Government Training Institute (LOGOTRI) may be facilitated through NEDA, NGOs and the DILG
1.2.6	Conduct activities to encourage and facilitate the continued operation of the Network and the Resource Center.	Publish offering of project development and management training courses for LGUs to be conducted by the Network. Planning sessions held with NEDA to arrange for joint training sessions on project development and management in the region.	Advertisement is published and some responses received. Minutes of meetings on the planned joint training effort.	None anticipated.	
Component 2: Training					
2 Objective	To strengthen the capabilities of LGU staffs in project & program development, design & management.	The Sanggunian of the assisted LGUs shall issue declarations of acceptance of LSP-assisted outputs under the following activities: • Preparing Pre-feasibility level studies; • Gender and development; • Designing departmental programs of LGUs for at least one of the following, (a) health, (b) agriculture, (c) gender and development, (d) environment, (e) social welfare and development, (f) infrastructure, (g) local finance & resource mobilization • Designing monitoring systems for LGU projects • Resource mobilization and local finance	Self-assessment reports shall contain information on the state of staff skills of LGUs. These will serve as baseline information. Project Pre-completion report results.	LGUs may change their minds over their priority projects thus wasting substantial effort on the initially selected project.	Careful project selection process. The more participatory the process used, the higher the likelihood that the project selected indeed addresses a priority concern. Lnk with several champions for the project to make sure that the decision to drop is not a prerogative of only one person.

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LGUMTP Logframe

Original As of August 2004

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
2.1	**Output 1:** LGU staff trained in project and program development	Project studies and program plans and budgets are completed by the LGU staff. Project monitoring plan is available. At least 40 LGUs covered by the training program and 180 LGU staff trained in project development and management. At least 25% of trainees shall be female staff members of LGUs.	FS reports are submitted to the PSC and the RDC. Project training reports are submitted to the PSC and the RDC. Participants' records.	LGU staffs may lose interest to complete the drafts. Local officials may just lose interest in the projects. Lacking political support	The training must be quickly followed up and the training teams must be good at coordinative work. Make the coaching process more interesting through cross-visits.
Activities:					
2.1.1	LSP and NEDA Caraga offer training in project development to LGUs.	LGUs are invited to the training program. LGUs express interest to participate in the training.	Responses from LGUs are on file for easy reference.	Letters may not be delivered on time. Some communications could actually be lost.	Letters are followed up by radio.
2.1.2	PSC screens the potential LGU participants and finalizes participant list. Selection criteria must include LGU's responsiveness to gender concerns.	LGU participants are selected.	Communications to the successful LGUs are on file for reference.	LGUs may not qualify based on scholarship criteria.	Criteria should be realistic and reflect the current status of LGUs in the region.
2.1.3	LSP/NEDA Caraga validates priority status of projects that will be subject of project development training as well as takes the opportunity to brief the local officials on the project and its purpose.	Projects are identified and project abstracts are drafted for presentation. Local officials know what their roles are in the training. Staff knows what they need to bring to the workshops.	Project abstracts are submitted to the training organizing team of the LSP. Training participants bring the required materials to the workshop.	Priority projects are mainly political choices and do not reflect the true priorities of the place.	Teams must make sure that the chief executives are thoroughly briefed on roles and requisites to the training. Teams may assist in the participatory identification of priority projects. Workshop designs will be made available to them.
2.1.4	Formal training in pre-FS preparation is conducted by Training Consulting firm. ODA harmonized GAD Guidelines integrated in the training.	Classroom training is completed. Project study drafts are submitted.	Copies of project study drafts are given to the PSC and NEDA Caraga. List of participants are available for reference.	LGUs are late. Abstracts are not completed. Data are not available. The required materials are not available. Facilitators do not deliver as expected.	Constantly remind the participants of the things they need to bring to the workshop. Diligent preparatory work must be ensured. The organizing group must work "as a team".

LGUMTP Logframe *Original As of August 2004*

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
2.1.5	Pre-FS coaching is carried out with NEDA Caraga and other NGA inputs.	The project study is subjected to more rigor. The LGUs teams experience the project study work hands-on. Project studies are finalized.	Final project studies are submitted to the PSC and NEDA Caraga.	Some LGUs may be too far away and the coaching process may be greatly delayed. This may occur for the more remote LGUs.	Back up plans to on-site coaching may need to be developed for such cases.
2.1.8	Formal training in proposal writing, social marketing, monitoring and evaluation are conducted.	Project studies have been packaged, accompanied by presentation materials, defined monitoring and evaluation criteria (measurable terms) and an implementation or business plan.	Presentation materials are ready for use. Copies are made available to the PSC and NEDA Caraga before the actual presentation. Social marketing and monitoring and evaluation plans are also submitted to the PSC.	LGU staffs may lose interest to complete the drafts. Local officials may just lose interest in the projects. Lacking political support,	The training must be quickly followed up and the training teams must be good at coordinative work.
2.2	**Output 2:** Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.	At least five (5) Projects have been submitted to prospective financiers. All programs are financed through the 20% development fund, either partly or entirely. Projects have been reviewed by a team of NEDA Caraga specialists and cleared for technical acceptability.	Copies of the project studies are with the financial institutions or prospective investors. Negotiations for financing are on-going. Copies of local budgets.	There may be little interest in LGU projects. Proposals do not meet the standards of financing institutions or investors.	Networking must be extensive. Coaching teams must constantly share the outputs with each other to ensure quality outputs. A project study review team, from among the coaches, will be established. This team may be composed of members of the PDAC.
Activities:					
2.2.1	Prepare project briefs and presentation materials.	Presentation materials are prepared and edited and ready for use.	The materials will be submitted to the event organizers for reference.	Too few from the region's service providers may be knowledgeable in presentation software and design.	A crash course on presentation software will be conducted by the training consultants and the Project Director for the LSP members, or the training team members.
2.2.2	Conduct an investors' forum where the projects are presented to potential financiers/ investors.	The Project Studies are presented before financial institutions and potential investors. Preliminary commitments obtained.	Report on the conference will be made available to the public.	Presentation equipment does not function properly.	Event organizers must make sure everything is okay.

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Annex 3.2
Revised LGUMTP Logical Framework

Revised-Approved 6th PSC Meeting April 2006

LGUMTP Logframe

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
Development Goal	To have effective and efficient staffs of participating local governments responsive and able to meet the needs and aspirations of their constituents.				
Purpose	To have participating local governments provided with sound project/program development and management (PPDM) training by competent local learning service providers (LSPs)	Heads of participating local governments will issue declarations of acceptability of the outputs of their nominated trainees under the following activities: • Preparing Pre-feasibility level studies; • Designing LGU projects/programs for at least one of the following, (a) health, (b) agriculture, (c) gender and development, (d) environment, (e) social welfare and development, (f) infrastructure, (g) local finance & resource mobilization, (g) tourism, (h) enterprise development, (i) fisheries • Designing monitoring systems for LGU projects • Resource mobilization and local finance Heads of participating LSPs will issue declaration of acceptability of the outputs of their nominated trainees under the following activities: • Conduct of PPDM training • Design of PPDM training modules.	Baseline information from data sheets to be filled by local government functionaries and local learning service providers wanting to participate in the program. Included in its coverage shall be an assessment of effect of trainings using focused group discussions and other appropriate means of assessment.	LSPs may not be as cooperative. LGUs seeing no grant money for project or program implementation, opt not to participate in the project.	Careful choice of a Project Director who has the credibility and ability to network effectively with LGUs and training institutions. The project will be presented before the Regional Development Council and communications will be sent to all LGUs explaining the project and enjoining them to participate in the program. In invitations to LGUs and institutions, they will be informed of the opportunities that will be available to them as participants to LGUMTP. These include access to top quality advisers and cross-visits among others.

LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
Component 1: Network development					
1 **Objective**	Establish a Network of highly skilled learning service providers (LSPs) in project/program development and management (PPDM).	Network is represented before the RDC and the RDC has issued resolution instituting its creation and membership. Network has at least negotiated ten contracts in behalf of its members by end of the LGUMTP project.	RDC reports Network report, Contracts	Local LSPs may not be in a position to absorb expenses associated with participation in the project. Local LSPs may be too busy to attend to the network.	Proper design of project implementation. Ensure quality, easy to use and relevant modules. Provide support to less endowed LSPs to cover expenses related to LGUMTP activities.
1.1	**Output 1:** Network of learning service providers in project development and management is organized and operational	The network has regular meetings, officers, rules and regulations, constitution and by-laws. At least 25% of Network members are engaged in activities devoted to addressing gender and development concerns.	Documents proving formal organization as well as recognition by appropriate regional bodies such as the RDC and other relevant agencies.	LSPs, as a network, may not have the staff or funds to establish and sustain a secretariat. Local champions need to be developed.	Strong networking by Project Director and NEDA Caraga support. Active PSC oversight on establishment of mechanisms for possible pooling of resources among LSPs and other relevant entities.
Activities					
1.1.1	Inventory and evaluate LSPs in region XIII, which can possibly provide project/program development and management training.	List of LSPs in the region that can provide training in project /program development and management. Included in the list should be the trainers/experts, areas of expertise and programs/courses offered. List should specify institutions engaged in addressing gender concerns.	Provide a copy of the list.	There is a chance that the list may miss out some important LSPs	Carry out work as comprehensively and diligently as possible. The Project Staff must be carefully chosen.
1.1.2	Invite those LSPs to a conference explaining the project's objectives and terms of their participation in the project.	Invitations have been issued, together with a project brief and terms of participation ensuring that institutions engaged in addressing gender concerns are invited.	Copy of invitations in hands of LSPs.	Delivery system may not be efficient.	Contract a good courier service outfit.
1.1.3	Hold a conference of LSPs in project development and management to develop a plan of action for establishment of network as well participation in LGUMTP training activities for LGUs	Conference is conducted. Plan of action for LSP network establishment as well as participation in training activities has been drafted.	Conference proceedings. Copies of Plan of Action.	Few institutions may be attending.	Strong social marketing of the project. Early networking among institutions. Work with well-known experts in the field of project development as Conference Facilitators/Resource Persons.

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LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
1.1.4	PSC assesses the project design after several months of operation and determines whether modifications or changes need to be introduced.	PSC decision on whether or not modifications are needed.	Minutes of the meeting.	No risks anticipated.	
1.1.5	LSP assist in design and pre-testing of Gender-responsive training courses/modules and materials (manuals, templates, guidebooks based on TNA results by participating in hands-on-training- workshops facilitated by training consulting firms as are part of the module development work .	Gender-responsive module designs, training materials are completed and tested among the LSP participants. Pre-testing workshops are completed. Project studies of sample LGU case drafted.	Documented pre-tested training modules are submitted to the Project Director and the PSC. Drafts of sample LGU project studies prepared by LSPs during the hands-on training.	Module coverage may go out of hand as trainers tend to cover as much as they can in short durations. Dearth of cases and materials for training may constrain design work. LGU structures and operational functions may work against training recipients implementing acquired competencies in PPDM.	Project director must closely oversee module design work and be able to provide direction and tested advice. Benchmarking must be carried out as fast as possible in support of design work. The preparation of cases for use in the trainings must be done as soon as possible. LGUMTP provides incentives for LGUs to allow training recipients to implement acquired competencies.
1.1.6	Development Workshop (Training) to be carried out by Training Consulting Firm and observed/participated by representatives from LSP.	Preparation for the first PDW, which will also serve as follow- through trainer's training for LSP participants, is completed. Evaluation results of the first workshop in PPDM acted upon by LGUMTP, Training Consultant and LSP Network	Those invited attend the first training event, bringing along the required materials (documents pertaining to their priority projects).	LGUs may find difficulty financing full-team participation.	Pick out the LGUs that are really in need of the training. They are likely to invest in it, and it is cheaper compared to hiring of consultants to directly work on their priority projects. While some counterpart will be expected from LGUs, some project funds should be set aside to partially finance cost of travel of less financially endowed but nevertheless enthusiastic LGUs.
1.1.7	LSPN together with the PD, PSS, and TC assess its experience during the 1st Project Development workshop and assist in refining the modules, training delivery modes and assess roles, costs the module as basis for pricing of training to be conducted beyond the project.	Modules are modified based on the experiences of project management, training consulting firm and that of LSPs. Post-training assessment carried out to measure success of training including mode and timing of delivery.	Modified modules are submitted to the Project Director and the PSC. Report on Cost of Training Delivery and Minutes of Meeting stating agreements on fees, and rates are submitted to the LSP leadership providing the	LSPN participants may find module refinement too tedious and beg off the activity. Disagreements on module delivery approach, specialization of each institution as well as fee and rate schedules may occur.	Facilitation by a third party is needed in these activities. Involvement of the Project Director and the NEDA LGUMTP-TAT will ease potential tensions.

LGUMTP Logframe *Revised-Approved 6th PSC Meeting April 2006*

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
		The cost of delivery is determined. LSPN members agree on price of training modules, including consultants' or resource persons' fees (range).	PD/PSC a copy.		
1.1.8	LSP holds series of activities to consolidate itself.	Network is formally organized with set of officers, and organizational plan. Core of LSP members is defined.	Minutes of meetings, copies of which are provided to the Project Director, will be made available. Organizational Activity Plans are submitted to the PD. Officers report to the PSC. Terms of Reference of the LSP	Local politics may come to play in the selection of LSP members and officers. Disagreements over organizational structure, principles and leadership may occur, although unlikely.	Close monitoring by and deep involvement of Project Director with the guidance and support of the PSC will mitigate the impact of disagreements and potential lobbyists. Criteria for selection of core LSP members well defined by PSC and includes not only track record in project development and management but also track record in work with LGUs and in GAD.
1.1.9	LSP network builds its capacity in training & learning design and delivery & responding to client needs for training when and how they want it	LSP focal points receive upgrade training in training & learning design and delivery (what is now known as flexible delivery)	Observation of training & learning design and delivery activities Evaluations conducted to verify trainers training has been successful	Trainers may not adhere to new and innovative learning design and delivery including such as: - conducting TNAs - Competency based delivery & assessment - Flexible delivery	LGUMTP provides incentives for LSPs to implement new methods Templates provided to program graduates to assist implementation of new methods
1.2	**Output 2:** Regional Resource Center is operational with sufficient basic materials to be of support to the LSP.	The Regional Resource Center is in place. Office space is available. A library containing the FS templates, manuals, training modules, significant number of benchmark cases, data and information is available for use by network members. The library is managed properly. Materials on gender and development will be available in the Resource Center. At least 50% of network members use the center at least twice a year. At least 50% of network members declare that the center has helped them in their work.	Visual inspection of the regional resource center. Inventory of materials available in the center. Post Project impact study results.	Case materials for benchmarking, need to be prepared. This may pose some difficulty, considering that some cases may not be in the region. FS template preparation may be difficult for the LSP. Some agencies may not be cooperative in providing data and other information that resource center will need.	The Project Steering Committee must be organized to allow for coordination among agencies. FS template preparation will be done through professional consulting firms. The Project Director must be good at networking. NEDA support will be very crucial in this activity.

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LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

Narrative Summary		Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
Activities					
1.2.1	Based on TNA results, undertake benchmarking activities. LGU benchmarks are successful cases of LGU-initiated and implemented projects that may be used as good-practice models. These benchmarks will be documented using case study formats and used as reference for the trainings.	Cases shall have been documented and ready for sharing. At least two benchmark cases shall be on women's initiatives/or projects.	Case documentation shall be submitted to the Project Director.	Benchmarking may be delayed due to selection of cases and travel and cost constraints.	Careful selection of cases can mitigate the problem. The Project Director should be in a position to easily identify good cases that are easy to cover. Work with the Leagues of local governments to identify the cases. Work on benchmarking must start at the soonest possible time.
1.2.2	Establish a data base for LSP use.	The following are completed: Training delivery manuals FS templates Database Benchmark Case Studies Resources and Materials in the Resource Center Newsletters are published	All materials shall have been documented and submitted to the PSC. Copies will be made available at the Resource Center.	Publication of materials may be too expensive for the LSPs. Not all materials, as listed may be printed in quality form and therefore may not be in useable form. Access to these materials needs to be managed to ensure safekeeping and maximum use.	Some funds must be provided for printing. Counterpart funds for reproduction must be available. This has to be explained to LSP members. A system to operate the resource center must be established.
1.2.3	Form a Resource Center initially staffed with LSP counterparts.	Terms of Reference of Staff clearly defined and Staff is in place to manage the resource center. Agreement on joint staffing of the center is entered into by LSP members. Project proposal for the continuing funding of the center.	The resource center may be visited. Agreement is documented and a copy is given to the PSC.	The LSP members may not agree to provide counterpart staff without additional pay. Again, problems of sustainability may pose risk.	Alternative plan to the resource center's management must be in place, in case the LSP membership is unable to provide staff, for whatever reason. Part of the LSP agreement is: those without counterpart have no right to use the center. Part of income to be earned by the LSP members through the Network will be deposited as fund to support less endowed LSP members.

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LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
1.2.4	Organize the regular publication of a newsletter	Newsletter is published regularly. This shall feature cases in LGU project development and management as well as LSP engagements among others.	Copies of the Newsletter are made available to all members of the LSP, LGUs, government agencies and the PSC and NZAID.	No one takes the initiative to start the Newsletter going.	Project Director, under the guidance and support of the PSC may have to initially direct the effort. Support of the LSP is crucial.
1.2.5	Link with national and regional Knowledge Bases and Associations of Training Institutions to learn from them and share LSP experience.	LSP representatives attend conferences organized by national and regional networks.	Conference reports are submitted to the Project Director.	The LSP may not have enough contacts to establish links with national groups.	Support from NEDA as well as networking of Project Director will help facilitate links. Links with the Local Government Training Institute (LOGOTRI) may be facilitated through NEDA, NGOs and the DILG
1.2.6	Conduct activities to encourage and facilitate the continued operation of the Network and the Resource Center.	Published offering of project development and management training courses for LGUs to be conducted by the Network. Planning sessions held with NEDA to arrange for joint training sessions on project development and management in the region.	Advertisement is published and some responses received. Minutes of meetings on the planned joint training effort.	Publication of advertisement may be expensive for he newly-established LSPN.	
Component 2: Training					
2 Objective	To strengthen the capabilities of LGU staffs in project & program development, design & management.	The Executives and Sanggunian of the assisted LGUs shall issue declarations of acceptance of LGUMTP-assistance under the following activities: • Preparing Pre-feasibility level studies; • Designing projects/programs of LGUs for at least one of the following, (a) health, (b) agriculture, (c) gender and development, (d) environment, (e) social welfare and development, (f) infrastructure, (g) local finance & resource mobilization, (g) tourism, (h) enterprise development, (i) fisheries • Designing monitoring systems for LGU projects • Resource mobilization and local finance	Self-assessment reports shall contain information on the state of staff skills of LGUs. These along with the results of the Training Needs Assessment will serve as baseline information. Project Pre-completion report results.	LGUs may change priorities in the middle of the LGUMTP training program thus wasting substantial effort on the initially selected project. Another potential risk is the turn-over of staff which have been trained.	Careful project selection process. The more participatory the process used, the higher the likelihood that the project selected indeed addresses a priority concern. Ensure match between post/designations of LGU trainees and the LGU priority project /program area. Ensure further that trainees are permanent staff . Link with several champions for the project to make sure that the decision to drop is not a prerogative of only one person.

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LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
2.1	**Output 1:** LGU staff trained in project and program development, and management	Project studies and program plans and budgets are completed by the LGU staff. Project monitoring plan is available. At least 40 LGUs covered by the training program and 180LGU staff trained in project development and management. At least 25% of trainees shall be female staff members of LGUs.	FS reports are submitted to the PSC and the RDC. Project training reports are submitted to the PSC and the RDC. Participants' records.	LGU staffs may lose interest to finalize and package the draft project studies. Local officials may just lose interest in the projects mid-way. Lack of political support	The training must be quickly followed up and the training teams must be good at coordinative work. Make the coaching process more interesting through cross-visits.
Activities:					
2.1.1	Assessment of project /program development and management training needs of LGUs in Region XIII.	Training Needs Assessment (TNA) design and instruments which include gender elements prepared and carried out. First TNA results revisited and/or updated from any outcomes of the first PD&M workshop	TNA design, instruments and reports submitted to the Project Director and the PSC	This will entail LGU-level activities including FGDs in at least four venues. Preparations may hit snags as administrative and coordinative problems may constrain schedules.	Project staff must keep close coordination with LGUs and the Training Consulting Firm conducting the TNA. Training institutions network's participation must be maximized. LSP network to undertake TNA update with support from LGUMTP
2.1.2	PSC screens the potential LGU participants and finalizes participant list. Selection criteria must include LGU's responsiveness to gender concerns.	LGU participants are selected on the basis of their function/role in PPDM.	Communications to the successful LGUs are on file for reference.	LGUs may not qualify based on scholarship criteria.	Criteria should be realistic and reflect the current status of LGUs in the region.
2.1.3	LGUMTP with NEDA Caraga and LSPN validates priority status of projects that will be subject of project development training as well as takes the opportunity to brief the local officials on the project and its purpose.	Projects are identified and project abstracts are drafted for presentation. Local officials know what their roles are in the training. Staff knows what they need to bring to the workshops.	Project abstracts are submitted to PD. Training participants bring the required materials to the workshop.	Priority projects are mainly political choices and do not reflect the true priorities of the place.	Teams must make sure that the chief executives are thoroughly briefed on roles and requisites to the training. Teams may assist in the participatory identification of priority projects. Workshop designs will be made available to them.

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LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
2.1.4	LGUMTP offers training in Gender responsive project development and management to LGUs.	LGUs are invited to the training program. LGUs express interest to participate in the training and actually avail of the training.	Responses from LGUs are on file for easy reference.	Letters may not be delivered on time. Some communications could actually be lost.	Letters are followed up by radio and mobile communication.
2.1.5	LGUMTP carries out hands-on training for LGUs for actual project development through the Training Consulting firm in the 1st PDW and jointly with LSP for the subsequent PDWs.	First drafts of ten project pre-feasibility level studies are completed. Subsequent 30 drafts completed. Follow through work is planned. Next events are mapped out. At least 25% of the participants from LGUs and LSPs should be female.	Draft project studies are submitted to the PSC. Follow through plans are discussed with the Project Director. Participants' records.	Participants may not be knowledgeable in spreadsheet software or even computers. Equipment support could break down. Participants become lax in attending the workshops. Lecturers may not come to par with expectations.	Back-up staff will be fielded to assist in spreadsheet operations. Ensure that equipment needed is in good condition. Appoint a good event manager among LSP participants to assist the Training Consulting firm during the 1st PDW. Choose lecturers very carefully.
2.1.6	Formal training in pre-FS preparation is conducted by Training Consulting firm. ODA harmonized GAD Guidelines integrated in the training.	Classroom training is completed. Project study drafts are submitted.	Copies of project study drafts are given to the PSS/PD and PSC. Sex-disaggregated list of participants are available for reference.	LGUs are late. Abstracts are not completed. Data are not available. The required materials are not available. Facilitators do not deliver as expected.	Constantly remind the participants of the things they need to bring to the workshop. Diligent preparatory work must be ensured. The organizing group must work "as a team". Facilitators' TORs clearly defined.
2.1.7	Pre-FS coaching is carried out by TC with and other NGA inputs.	The project study is subjected to more rigor. The LGUs teams experience the project study work hands-on. Project studies are finalized.	Final project studies are submitted to the PSS/PD and PSC.	Some LGUs may be too far away and the coaching process may be greatly delayed. This may occur for the more remote LGUs.	Back up plans to on-site coaching may need to be developed for such cases.
2.1.8	Formal training in proposal writing, social marketing, monitoring and evaluation are conducted. Gender responsive RPMES integrated here.	Project studies have been packaged, accompanied by presentation materials, defined monitoring and evaluation criteria (measurable terms) and an implementation or business plan.	Presentation materials are ready for use. Copies are made available to the PSS/PD and the PSC before the actual presentation. Social marketing and monitoring and evaluation plans are also submitted to the PSC.	LGU staffs may lose interest to complete the drafts. Local officials may just lose interest in the projects. Lacking political support,	The training must be quickly followed up and the training teams must be good at coordinative work.

LGUMTP Logframe

Revised-Approved 6th PSC Meeting April 2006

	Narrative Summary	Verifiable Indicators	Means of Verification	Risks and Constraints	Risk Management
2.2	**Output 2:** Project studies are translated into financing proposals, ready for presentation and presented before prospective investors or financiers.	Atleast five (5) Projects have been submitted to prospective financiers. All programs are financed through the 20% development fund, either partly or entirely. Projects have been reviewed by LGUMTP study review team and cleared or gender – responsiveness and technical acceptability.	Copies of the project studies are with the financial institutions or prospective investors. Negotiations for financing are on-going. Copies of local budgets. Listing of funded projects	There may be little interest in LGU projects. Proposals do not meet the standards of financing institutions or investors.	Networking must be extensive. Coaching teams must constantly share the outputs with each other to ensure quality outputs. A project study review team, from among the coaches, will be established. This team may include the PD, NEDA Technical Assistance team and representatives from PDAC.
Activities					
2.2.1	Prepare project briefs and presentation materials.	Presentation materials are prepared and edited and ready for use.	The materials will be submitted to the event organizers for reference.	Too few from the region's service providers may be knowledgeable in presentation software and design.	A crash course on presentation software will be conducted by the training consultants and the Project Director for the LSP members, or the training team members.
2.2.2	Conduct an investors' forum where the projects are presented to potential financiers/ investors.	The Project Studies are presented before financial institutions and potential investors. Preliminary commitments obtained.	Report on the conference will be made available to the public.	Presentation equipment does not function properly.	Event organizers must make sure everything is okay.

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Annex 4
List of Persons Interviewed and FGD Participants

[Withheld to protect the privacy of individuals]

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Annex 5.1
Interview Guide for the NEDA RD/PSC Chair and Project Director

1. On project management structure and accountability
   1.1. Was there clear delineation of lines of responsibility and authority between PSC and the PD
   1.2. Are PSC members clear on what their roles and responsibilities are in the project?
   1.3. Are PSC members provided with adequate information about the progress of the project and provide appropriate guidance to the project?
   1.4. Is the current project management set-up adequate and effective in the smooth implementation of the project? in ensuring effective communication flow with partner LGUs and other organizations? Any areas for improvement?
   1.5. Are project management systems and procedures effective and in place at the right time?
   1.6. As PSC chair, what have been major constraints you faced in project implementation?

2. On design
   2.1. Do you think the project as initially designed was appropriate in meeting its dual objectives?
   2.2. What modifications did the PSC introduced in the design? Why?
   2.3. What triggered these revisions? How were these changes formalized?
   2.4. In general, inputs provided by the project appropriate and adequate to meet project objectives?

3.0 On project inputs

TA

a. Did you have a hand in drafting the TOR of the TA? How were you able to influence the TOR of the TA?
b. Were you involved in selecting the TA for the project?
c. What were your expectations from the TA? What technical inputs were you expecting to get from the TA?
d. What was actually provided to you? Did the TA meet your expectations?
e. What aspects of the project were TA inputs needed the most? Why? What innovations were introduced by the TA?
f. Was the reporting and working arrangement with the TA clear to you? Was there an agreement between NZAID, PSC and PD on how TA work would be managed?
g. What would have been a better working arrangement with the TA?
h. Did the TA show some flexibility in his TOR to facilitate implementation and completion of some activities? Or did he stick strictly with his TOR?
i. Was the TA able to work well with other project actors? ASG? PSC? PD? PIU staff?
j. In implementing the same project in the future, would a TA be necessary? Local or international? What would be its main TOR?

3.2 On TCF

a. Was it part of the design to get a Manila-based learning provider for the training (the TC)?
b. Considering that a number of local training institutions have been involved in PD training in the past, did the PSC consider the engagement of a CARAGA based learning provider as TC at the start of the project?

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c. Would it have been better if this was done instead of engaging Manila based TC? And the TA working closely with the local training institution?
d. Why were the succeeding batches of the workshop conducted directly by the project in partnership with the LSPN?

Component 2 – LGU Training

e. Are the resources provided adequate to implement component 2 activities?
f. Are there critical activities or inputs that should have been provided for better delivery of project outputs and achievement of learning outcomes? What are these?

Component 1 – LSPN

Same as (e) and (f) questions

3.3 What other changes did you introduce to ensure that the project meet its objectives and run smoothly?

On project outputs

4.1 What would you consider to be the biggest accomplishments of the project? For LSPN? For LGU Training?

On LSPN

a. Is LSPN institutional framework clear in project design? Or was it part of the LGU-MTP outputs?
b. Do you think the time and the resources allotted for organizing and operationalizing the network were sufficient?
c. Would a network consisting of GO and NGO that offers services to LGUS on a fee based system is workable?
d. What do you anticipate as key challenges that would face the network?
e. What would be a more realistic network arrangement in order to meet its mission?
f. What kind of support will be needed and from whom?

On innovativeness - What did you find innovative about the project?

6. On outcome
   a. What would you consider as major benefits produced by the project?
      - benefited NEDA?
      - Participating municipalities
      - Provinces
      - RLAs
      - NGOs/Academe
   b. Contributed to overall development efforts in CARAGA region?

7. On sustainability
   a. What are key challenges to sustaining project outputs and outcomes? For LGU Training, LSPN and Resource Center
   b. What is NEDA's role in promoting project sustainability?

Lessons Learned

What are your insights and major lessons learned from the project?

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Annex 5.2
Interview Guide for Project Steering Committee Members

1. Project Management
   a. What was the Terms of Reference of the PSC for the project? Was this clearly understood by all members?
   b. Were there other tasks that the PSC undertook that are outside of its TOR? What were these?
   c. What helped you carry out your TOR for the project?
   d. Was there adequate project support provided? Were project information relayed to you at the right time?
   e. Are decisions made in a transparent and efficient manner (not dragging)?
   f. How effective has the PSC been in providing directions and policy support to the project? In what areas does PSC need to focus on?
   g. What has constrained you from effectively carrying out your PSC work?

2. Project Implementation
   a. What mechanisms did the project develop for problem solving and decision making? Are these mechanisms effective? What improvements would you suggest?
   b. Is the existing project structure adequate and responsive to project requirements? On hindsight, what could have been a more effective project structure?
   c. Are project management systems installed facilitative of your PSC work? PSC meetings, communication flow, reporting
   d. How helpful are the inputs provided by the Technical Adviser? What were your expectations from the TA? Was he able to meet the PSC and project expectations?

3. Benefits/Outcome
   a. What would you consider as the main benefits you and your organization have gained from participating in the project? To other members of the PSC - LGUs, LSPN members, NEDA, NGO members, RLAs
   b. How do you see the project contributing to overall decentralization efforts? To promoting good local governance?
   c. What did you find innovative about the project?

4. Sustainability
   a. What are key sustainability issues for the project? In sustaining the newly acquired knowledge and skills of LGU staff? In sustaining the LSPN? In sustaining the RRC?
   b. What outputs/benefits produced by the project are likely to be sustained? What should be done to make this happen?
   c. What project gains are not likely to be sustained, unless appropriate measures are taken? What are these measures?
   d. How is the project contributing to the fulfillment of your agency mandates?
   e. What have you learned from the project?

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Annex 5.3
Interview/FGD Guide for NEDA-TAT

1. Project Understanding and Role
   a. What is your understanding of the goals and objectives of the project?
   b. What is the role of NEDA in LGUMTP? in LSPN and the RRC?
   c. What have been your involvements in the project?
      Project Start-Up
      PSP formulation
      Strategic and work planning

      LSPN training

      LGU Capacity Building
        Preparation of TA Design/Learning Package
        Delivery of learning package –
        PDW
        Coaching/mentoring
        Writeshops
        Cross visits
        Final writeshop/Investor Forum Dry Run

      RRC
        Benchmarking studies
        Database development and management
        Knowledge sharing (e.g. publication)

2. Implementation
   a. What helped in the smooth implementation of the above activities?
      - Project management policies, systems and procedures – clear?
      - Resources – adequacy, timeliness
   a. What major challenges have you encountered in implementing the above activities? What was done to overcome these challenges?
   b. If the project were to be replicated in other regions, what would you recommend to improve its implementation?
   c. How many LGUs were assigned to you per batch?
   d. On the average, how much time do you normally devote to LGUMTP work on a monthly basis?
   e. Do you know of similar network/s in the region? What was NEDA's participation in such networks? What is the status of these networks? What can be learned from experiences in these networks that can be applied in the LSPN and RRC?
   f. What is the relationship of PDAC and the LGUMTP? Does NEDA have any performance targets for PDAC?

3. Benefits
   a. How do you see the project assisting NEDA fulfill its mandate of facilitating economic development in the region and being a knowledge center in the region? Strengthen its PDAC?
   b. How did the project help you in performing your PD work?
   c. What other benefits can you cite?

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d. Did your involvement in the project affected, either or both positively and negatively, your work performance? In what ways?
e. Did the project result in any unanticipated benefits? Make other sectors worse off?

4. Project Sustainability/Insights/Lessons Learned
   a. What do you appreciate the most about the project? About your participation in the project activities?
   b. What is your biggest learning from participating in the project?
   c. How can the gains from the project be sustained? What is NEDA's role in ensuring the sustainability of the LSPN and the RRC?
   d. What would NEDA need to be able to continuously support the operation of the LSPN and RRC?
   e. Other than NEDA, what other CARAGA-based agencies could be able to provide secretariat support to the LSPN and the RRC?
   f. What can you commit to ensure the successful operation of the LSPN and RRC?
   g. Do you think a fee-based system of operation for the LSPN is achievable?
   h. Since the project is closing in June, what sustainability measures has NEDA taken to take over the secretariat support to the LSPN?

5. Innovativeness

   What did you find unique and innovative about the project?

6. Overall Assessment

   From a scale of 1 to 10, how would you rate this project in terms of:

   Efficiency and effectiveness of project management
   a. Clear communication flow
   b. Transparency of operation and decision-making -
   c. Clear policies, systems and procedures
   d. Direction setting and strategic thinking
   e. Managing partners
   f. Sufficiency of project structure

   What improvements would be needed along these areas of PM?

   Achievement of objectives
   a. LSPN
   b. RRC
   c. LGU Project Proposals
   d. LGU more capable of undertaking PD work

   Sustainability of project outputs and benefits
   a. LSPN
   b. RRC
   c. LGU capabilities

7. If another NZAID or another ODA institution will extend assistance to the project, what do you think should be the focus this time?

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Annex 5.4
FGD Guide for LSPN Focal Points/Coaches

1. Work with LGUs
   a. What kind of programs do you provide to LGUs? Name assistance provided to LGUs for last five years. Which LGUs?
   b. What are major helps and constraints faced in their TA work with LGUs?
   c. How much budget do they allocate for TA work with LGUs?
   d. How did you come to know about the network?

3. Network rationale
   a. What is the network mission and objectives?
   a. What do you see as the value-adding service of the network that your respective organizations could not individually address? What need does the network address that other region based organizations are not adequately meeting?
   b. For regional line agencies and provincial governments which are increasingly being seen as technical assistance providers to LGUs, in what ways can the network assist you fulfill this emerging mandate?
   c. Are you a member of other similar networks in the region? What are these? How is the LSPN different from these existing networks? What is the value-added of the LGUMTP in promoting PPDM capabilities in the region?

4. Involvement:
   a. What activities of the project did you participate in?
      - LSPN organizational activities
      - RRC development
      - Learning package development
      - Delivery of learning package – training (small group facilitator and lecturer), mentoring, cross visits, writeshop, investor forum
      - Training for LSPN
      - Project review and planning
   b. What were key challenges you encountered in implementing these activities? How did you overcome these challenges? What was done by project management to address these challenges?
   c. What helped in the smooth implementation of these activities? Are project mechanisms efficient and effective in facilitating the establishment of the network?

4. Outputs

Learning Package

   a. Have you used the training module and manuals in your current TA work with other LGUs or other clients? Which aspect/s of the learning package do you find most useful in your work?
   b. How can the learning package be improved for your future TA work with LGUs and other clients?
   c. Has your organization adopted the PPDM into its regular program offerings? In what ways has your organization mainstreamed PPDM in its operations and program offerings?

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d. What did you find innovative in the training modules? Were these innovations practical and useful in your current and future work? In the LGUs?

LSPN

a. What activities in the LSPN work plan are behind schedule? What is causing the delay/s?
b. Has the LSPN prepared a business plan?
c. What are key issues/challenges to the establishment of a functional LSPN?
d. Are LGUMTP interventions sufficient to meet the objectives of the network building component?

RRC

a. Were you able to use RRC in your training and mentoring work in the project? In your post LGUMTP work? In what ways?
b. What have you done to promote the LSPN knowledge products within your organization? With your clients?
c. How can the RRC be more useful to LSPN members and to the LGUs? Any suggestions?

5. Benefit/Outcome

Training

a. What new knowledge and skills have you learned from the training? How have you used these newly acquired skills in your current work? With LGUs and other clients?
b. If yes, what has helped you in applying these new competencies?
c. If no, what has hindered you? How do you think these could have been overcome?
d. What modules in the PPDM are you most comfortable to deliver as a trainer as a result of the TA?

Mentoring

a. How many LGUs were assigned to you per batch?
b. How many of your assigned LGUs were able to complete the TA and presented their proposals during the Investor's Forum? How many of your assigned LGUs were able to secure funding for their proposals?
c. For those projects that received funding commitments, what helped secure these commitments?
d. What aspects of the proposals were well developed? What parts need improvement?
e. In your assessment, in what areas of PPDM are your assigned LGUs already good at? Needs improvement?
f. In your opinion, was the TA provided by the project to the LGUs during the mentoring phase sufficient to build their capabilities for PPDM? What follow-through activities may be initiated to sustain the LGU momentum for PPDM?
g. For LGUs that you handled, what institutional support were provided that facilitated the completion of the proposal?
h. What institutional reforms in the LGU do you propose to have a more supportive PPDM environment in the LGUs?
i. How can future design and delivery of mentoring/coaching assistance to LGUs be improved?

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OVI

How many LGU contracts has the network negotiated on behalf of its members?

From TOR:

a. Has the project engaged the services of your organization?
b. Which modules of the PPDM are you comfortable to deliver as a result of your participation in the program? In what areas was there significant improvement and confidence in your capability to run sessions?
c. What would you need to provide more effective PPDM TA services to LGUS?
d. What other benefits have you and your organization gained from your participation in the project/LSPN?

6. Sustainability
   a. What can you contribute to the network to make it operational and help it fulfill its mission?
   b. What would you need to ensure your active involvement in network activities?
   c. What will keep LSPN and RRC relevant to LGUs? To the LSPN members?
   d. Who do you think are the key "users" and "procurers" of LSPN services?
   e. Has the network initiated any needs analysis and follow up of its potential customer base for PPDM delivery?
   f. Is a fee-based system workable?
   g. For government agencies, is there no legal impediment to the network arrangement, i.e. operating as a "consulting firm"?
   h. Are there local-based private consulting firms providing PPDM services to LGUs? Have they been invited to join the network? What are the potential benefits and risks of associating with private consulting firms?
   i. How can the RRC be made more accessible and useful to LGUs? How can its operation be sustained?
   j. Has the project prepared a sustainability plan for the LSPN?

7. Insights
   a. If the project will be replicated in other regions, how would you do it differently?
   b. If there is a phase 2 of the LGUMTP, what improvements in both design and implementation strategy would you suggest?
   c. What to you is the biggest learning from the project? What do you value the most about the project?

7. Other comments

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Annex 5.5
FGD Guide for LGUs

1. LGU Profile - PD team composition

2. Current PPDM Situation/ Efforts
   a. Prior to the project, how was PPDM conducted in the LGU? Is PD done by in-house staff or does LGU get external resource person to do PD work? Where do you normally get assistance for your PD work?
   b. How many LGU staff can prepare a good project proposal?
   c. What were major constraints faced in PPDM work in the LGU?
   d. What were major initiatives to enhance PD work in the LGU prior to the project?
   e. What did you see beneficial from your participation in the project? What were your expectations from the project? Were these expectations met?

3. Selection of participants/ priority project
   a. How were you selected as project participants?
   b. Did you have clear understanding of your roles and expected outputs from your participation in the project?
   c. How was the priority project for LGU-MTP assistance identified? '
   d. Is this your first formal training on PPDM? If not, how do you find the LGU-MTP different from other PD assistance you received?

4. Output
   a. What was your understanding of the LGUMTP objectives?
   b. What outputs were expected of you? Have you prepared the following:
      - Pre-fs studies
      - Project/program design
      - (health, agriculture, gender and development, environment, tourism, enterprise development, fisheries, social welfare and development, infrastructure, local finance and resource mobilization)
      - LGU-project monitoring plan
      - Resource mob and local finance
   c. Which of the above outputs were you able and not able to deliver? Why?
   d. Did your project get approval from SB/SP and included in 2008 budget of the' LGU?
   e. What were key challenges you faced in preparing and completing these outputs?
   f. What facilitated your completion of the outputs?
   g. Who monitored progress of your work?
   h. Was the assistance given you sufficient to produce the expected outputs? How useful was the training? the coaching sessions? the training manual when you were completing the proposal? The coaching sessions? The trainers and coaches?
   i. Are the resources provided by the project appropriate and received at the right time?
   j. How were you able to use the module/manual after the TA ended?
   k. On the average, how many days did each member of the LGU PD team spent in TA implementation – from the workshop up to investor forum?

5. Outcome
   a. What were the benefits you and your org. derived from your participation in the project?

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b. In what competency areas of project development did you enhance your skill the most or you gain the biggest learning?

c. In what aspects of PD are you now confident to do on your own (without assistance) as a result of the training?
d. In what aspects of PD do you need more training? more practice?
e. Did the LGU-PD Team work on another proposal after the TA? How were you able to apply your new skills and knowledge in your work in the LGU? If not yet, what has stopped you from immediately applying your new learning?
f. What has been done to share your learning to other LGU staff?
g. Has there been any effort on the part of the LCE to improve the institutional environment for PD? Did the team propose or introduce measures to enhance the way PD is done in the LGU? Or has the team made any plan along this line?
h. What support would you need from your LCE, the LGU PD Team to be able to use the PD skills you acquired from the project?
i. Would you still need external assistance in your future PD work? In what areas of FS preparation would this be? Where do you intend to get the expertise?
j. What other benefits has your participation in the project given you?
k. Has the project caused any negative impact in your LGU?

6. LSPN
   a. Are you familiar with the Learning Service Provider Network established by the project?
   b. Do you believe that such a network is needed by municipalities?
   c. How do you see the network being useful to you?
   d. What will make you want to come to the LSPN for your TA requirements? What will make you tap the services of non-LSPN providers?
   e. What can you contribute to sustain the network?

7. RRC
   a. Are you familiar with RRC?
   b. Do you know of any other resource centers that you can go to for your resource requirements?
   c. How can the RRC be responsive and relevant to LGU needs?

8. Innovativeness
   a. What did you find innovative about the project?
   b. Overall, what would you consider as the major strengths and weaknesses of the project?
   c. What are areas for improvement?
   d. What improvements would you suggest?

9. Sustainability
   a. What can be done to ensure that your learning from the project are applied/used in the organization and not go to waste?
   b. How can the other benefits you and your organization derived from the project be sustained?

10. Insights
   a. If the project will be replicated in other regions, what improvements would you suggest to make it more effective?
   b. What do you value the most about the project? Why?

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11. Other comments

Annex 5.6
Questions for Technical Adviser

1. TOR

   1.1. Was the TA TOR clearly discussed between the TA and the PSC/PD? Were PSC/PD expectations from the TA clearly established at the start of the project?

   1.2. Was the working relationship between PSC/RD and TA clearly defined? How about between NZAID and TA?

2. Implementation Performance

   2.1. How well has the project been implemented? What areas needed improvement?
   2.2. In your assessment, is the project structure adequate to meet the demands of the project? If not, how could it have been better structured?
   2.3. What project operational mechanisms did you think work well? Did not work well?
   2.4. What were key implementation issues that required TA assistance? What were key challenges to effective provision of TA inputs?
   2.5. With respect to the competency standard based PPDM, what progress have you made in the accreditation of the RPDM module with relevant bodies in the Philippines? What difficulties have you met and is the accreditation feasible at this time?
   2.6. Were objectives and targets realistic?
   2.7. In what areas should PIU prioritize for the remaining months of the project to achieve its objectives? What TA inputs will be needed to help achieve the project objectives?

3. Project Gains/Outcomes

   3.1. What would you consider as the biggest gains generated by the project for the LGUs, LSP, NEDA, and other key stakeholders?
   3.2. In your assessment, are these gains likely to be sustained? If no, what measures would you recommend to sustain the project gains?
   3.3. Given the resources provided to the project, how would you assess its cost-effectiveness?

4. Overall Assessment

   4.1. What is your overall assessment of the project?
   4.2. What did you find innovative about the project? How is the project different from similar capacity building projects you've handled in the past?
   4.3. Would you recommend replication of the project in another region? If yes, what improvements in design and implementation strategy would you recommend? If no, why?

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Annex 6.1
LGUMTP Batch 2 Project Development Workshop 1
Programme Design and Schedule

Time	Day1	Day 2	Day 3
AM 8:00-9:00	Registration Opening Ceremonies	Cont'n of Module 2 *Session 2:* Tools Application Walkthrough: Participatory Problem Analysis of Demo Case	*Session 5:* Lecture and Discussion: Prepare LogFrame Matrix of a Project
9:00-10:00	Expectation Setting Program Overview and House Rules Briefing on LGUMTP and PPDM/CBET	SGW 2: Participatory Problem Analysis of Local Community	Tools Application Walkthrough: Preparing a LogFrame using Demo case
10:00-11:00	**Module 1 – Strategic Management** *Session 1:* Lecture & Discussion: Relate Programs and Projects to the National, Regional and Local Vision, Mission and Goals		SGW 5: Logical Framework Preparation for Own Project
11:00-12:00	*Session 2:* Lecture & Discussion: Facilitate Environmental Scanning		
12:00-1:00	Lunch Break		
1:00-2:00	Tools Application Walkthrough: Environmental Scanning of Demo Case	*Session 3:* Lecture & Discussion: Prioritize Projects based on Identified Needs	Continuation of SGW 5
2:00-3:00	Small Group Workshop (SGW) 1: Environmental Scanning of Local Community	Tools Application Walkthrough: Application of Prioritization tools using Demo Case and considering the LGU	*Session 6:* Lecture & Discussion: Conduct Gender Analysis
3:00-4:00		SGW 3: Application of the Criteria to prioritize identified LGU	Tools Application Walkthrough: Integrating Gender in Project using Demo Case
4:00-5:00	**Module 2** *Session 1:* Lecture & Discussion: Demonstrate Understanding of the Project Development Cycle	*Session 4:* Lecture & Discussion: Analyze Stakeholder's Interest	SGW 6: Integrating Gender in Own Project
5:00-6:00	***Session 2:***	Tools Application Walkthrough: Stakeholders'	**Module 3**

			Session 1 Introductory Lecture: Demonstrate Understanding of the project Feasibility Study (
5:00-6:00	Lecture & Discussion: Translate VMG into Projects and Identify Community Needs	Tool Application Walkthrough: Stakeholders' Analysis Using Demo Case	
6:00-7:00		SGW4: Stakeholders' Analysis of Local Community	Action Planning for 1st Part Coaching and Mentoring and Data Collection for Feasibility Studies
7:00			Dinner and Closing Ceremonies

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Annex 6.2
LGUMTP Batch 2 Project Development Workshop 2
Programme Design and Schedule

Time	Day1	Day 2	Day 3	Day 4
AM 8:00-9:00	Registration and Checking of LGU Materials and Documents Preliminaries	Cont'n of Session 2 Lecture, Discussion and Tools Application Walkthrough: Projection Methods	Continuation SGW 7: Technical Analysis of LGU Project	*Session 5:* Lecture and Discussion: Determine Social Cost & Welfare Implications of the Project
9:00-10:00	Expectation Setting Presentation of Program Activities and House Rules			
10:00-11:00	**Module 3** *Session 1:* Demonstrate Understanding of the Project Feasibility Analysis	SGW 6: Design Market Study for LGU	*Session 4* Lecture, Discussion and Tools Application Walkthrough: Conduct Environmental Risk Analysis (	SGW 9: Social Impact Analysis of LGU Project
11:00-12:00	*Session 2:;* Lecture, Discussion & Tools Application Walkthrough: Conduct Market Analysis)			*Session 6:* Lecture & Discussion: Identify Organizational and HR Requirements
12:00nn-1:00 pm				
1:00-2:00	Continuation of Lecture, Discussion and Tools Application Walkthrough	Continuation of SGW 6: Design Market Study for LGU	SGW 8: Environmental Analysis of LGU Project	Continuation: Lecture & Discussion on Identify Organizational and HR Requirements
2:00-3:00				SGW 10: Organization and Management Analysis of LGU Project
3:00-4:00	Lecture, Discussion & Tools Application Walkthrough: Market Planning	*Session3:* Lecture, Discussion and Tools Application Walkthrough: Conduct Technical Analysis of Project		*Session 7:* Lecture & Discussion: Conduct Financial Analysis
4:00-5:00				
5:00-6:00		SGW 7: Technical Analysis of LGU Project		
6:00-7:00	Dinner Break			
7:00-8:00		Continuation SGW 7		Tools Application Walkthrough: Financial Study
8:00-9:00				

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Continuation of Annex 6.2

Time	Day 5	Day 6	Day 7	Day 8
AM 8:00-9:00 9:00-10:00 10:00-11:00 11:00-12:00	Continuation of SGW 11: Design of Financial Aspect of LGU	*Session 9* Lecture, Discussion and Tools Application Walkthrough: Project Implementation Plan (PIP) and Monitoring and Evaluation (M&E)	*Session 2:* Lecture & Discussion: Effective Presentation Techniques and Preparing Audio Visual Presentation Materials	**Presentation of LGU Project Proposals**
9:00-10:00				
10:00-11:00		SGW 13: PIP and M&E of LGU Project	SGW 14: Preparing Presentation Materials	
11:00-12:00				
12:00-1:00	LUNCH BREAK			
1:00-2:00	Continuation of SGW 11: Design of Financial Aspect of LGU	Continuation of SGW 13	Dry Run of Presentations	**Module 5:** Action Planning for coaching/Mentoring Part II per LGU Closing
2:00-3:00				Assessment of Competencies and Evaluation
3:00-4:00	*Session 8:*	**Module 4**		Formal Closing
4:00-5:00	Lecture, Discussion & Tools Application Walkthrough: Economic Analysis of Project	*Session 1:* Lecture & Discussion: Write & Package a Good Project Proposal		
5:00-6:00	SGW 12: Economic Analysis of LGU Project	SGW 14: Writing and Packaging the LGU Proposal		
6:00-7:00		Dinner		
7:00-8:00	Dinner	Continuation of SGW 13		
8:00-9:00				

Annex 6.3
LGUMTP Batch 3 Project Development Workshop 1
Programme Design and Schedule

Time	Day1	Day 2	Day 3
AM 7:30-9:00	Registration Lecture & Discussion: Demonstrate understanding of the Project Development Cycle *(Engr. Imelda Plaza, NEDA)*	Lecture & Discussion: Analyze Stakeholder's Interest *(B. Corvera & I. Macheca)* *Session 2:* Lecture & Discussion: Translate VMG into Projects and Identify Community Needs	Session 5: Data Collection for Feasibility Studies Lecture and Discussion: Prepare LogFrame Matrix *(L.B. Villacorta)* of a Project
6:00-7:00	**Presentation and Discussion:** *"Increasing Productivity, Increasing Investments: an LGU Imperative"*, by Director Brielgo O. Pagaran, RD, DTI XIII and LSPA Council Vice Chairperson	Tools Application Walkthrough: Stakeholders' Analysis Using Demo Case *(B. Corvera & I. Macheca)*	Dinner and Closing Ceremonies
9:00-10:00	Opening Ceremonies Expectation Setting	Tools Application Walkthrough: Participatory Problem Analysis of Demo Case *(B. Corvera & Irene Macheca)*	Tools Application Walkthrough: Preparing a LogFrame using Demo case
7:00-8:00	Dinner Break Briefing on LGUMTP and PPDM/CBET		
8:00-9:00 10:00-11:00		SGW4: Stakeholders' Analysis of Local Community SGW 2: Participatory Problem Analysis of Local Community *(B. Corvera & I. Macheca)*	SGW 5: Logical Framework Preparation for Own Project (
11:00-12:00	**Module 1 – Strategic Management** *Session 1*: Lecture & Discussion: Relate Programs and Projects to the National, Regional and Local Vision, Mission and Goals		
12:00nn-1:00pm	Lunch Break		
1:00-2:00	*Continuation of Module 1* *Session 2:* Lecture & Discussion: Facilitate Environmental Scanning	Continuation of SGW2	Session 6: Conduct Gender Analysis ((Lecture & Discussion)
2:00-3:00	Tools Application Walkthrough: Environmental Scanning of Demo Case	*Session 3:* Lecture & Discussion: Prioritize Projects based on Identified Needs	Tools Application Walkthrough: Integrating Gender in Project using Demo Case
3:00-4:00	*Small Group Workshop (SGW) 1*: Environmental Scanning of Local Community	Tools Application Walkthrough: Application of Prioritization tools using Demo Case and considering the LGU	SGW 6: Integrating Gender in Own Project
4:00-5:00		SGW 3: Application of the Criteria to prioritize identified LGU	**Module 3** *Session 1* Introductory Lecture: Demonstrate Understanding of the project Feasibility Study *LGUMTP)*

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Annex 6.4
LGUMTP Batch 3 Project Development Workshop 2
Programme Design and Schedule

Time	Day1	Day 2	Day 3	Day 4
8:00-9:00	Registration and Checking of LGU Materials and Documents	Lecture, Discussion and Tools Application Walkthrough: Projection Methods	Review of Tools: Conduct Environmental Risk Analysis	Lecture, Discussion and Tools Application Walkthrough: Conduct Financial Analysis
9:00-10:00			SGW 8: Environmental Analysis of LGU Project	
10:00-11:00		SGW 6 Continued		
11:00-12:00	Opening Program and Preliminaries		*Session 5:* Review of the Tools: Determine Social Costs and Welfare Implications of Project (	SGW 11: Design of Financial Aspect of LGU Project
12:00-1:00 pm	*Lunch Break*			
1:00-2:00	*Module 3* *Session 1:* Demonstrate Understanding of the Project Feasibility Analysis (	*Session3:* Lecture, Discussion and Tools Application Walkthrough: Conduct Technical Analysis of Project	SGW 9: Social Impact Analysis of LGU Project	
2:00-3:00	*Session 2:;* Lecture, Discussion & Tools Application Walkthrough: Conduct Market Analysis & Market Planning			
3:00-4:00		*Combined Sessions 3,4 & 5:* Simultaneous Lecture and Discussion: Technical Study + Environmental Risks and Social Implications of Agriculture, Tourism and Infrastructure Projects	*Session 6:* Lecture and Discussion: Identify Organizational and Human Resource Requirements	
4:00-5:00				
5:00-6:00	SGW 6_Part I Design Market Study for LGU	SGW 7: Technical Analysis of LGU Project	SGW 10: Organization and Management Analysis of LGU Project	
6:00-7:00				
7:00-8:00	Dinner Break			
8:00-9:00				

Continuation of Annex 6.4

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Time	Day 5	Day 6	Day 7	Day 8
AM 8:00-9:00	*Session 8:* Lecture, Discussion and Tools Application Walkthrough: Economic Analysis of Project	**Module 4** *Session 1:* Lecture & Discussion: Write & Package a Good Project Proposal	Dry Run of Presentations	
9:00-10:00				
10:00-11:00	SGW 12: economic Analysis of LGU Project	SGW 14: Writing and Packaging the LGU Proposal		**Module 5:** 3 Cluster Simultaneous Presentation of LGU Project Proposals *(Reactors: LCEs and LSPN Principals)* Action Planning for coaching/Mentoring Part II per LGU
11:00-12:00				
12:00-1:00	LUNCH BREAK			
1:00-2:00	*Session 9* Lecture, Discussion and Tools Application Walkthrough: Project Implementation Plan (PIP) and Monitoring and Evaluation (M&E)	Continuation of SGW 14	Continuation of SGW 14 & 15: Revision and Finalization of Project Proposal and Presentation Materials Production of Final Copies of Project Proposals and Powerpoint Presentation	Continuation of Presentation of LGU Project Proposals Action Planning for coaching/Mentoring Part II per LGU
2:00-3:00	SGW 13: PIP and M&E of LGU Project	*Session 2:* Effective Presentation Techniques and Preparing Audio Visual Presentation Materials		Assessment of Competencies and Evaluation
3:00-4:00		SGW 15: Preparing Presentation Materials		Closing
4:00-5:00				
5:00-6:00				
6:00-7:00				

Annex 6.5
List of Small Group Workshop Facilitators, per Batch

Organization	Name of Facilitator	Batch 1	Batch 2		Batch 3	
		PDW1	PDW 1	PDW2	PDW 1	PDW2
Agusan del Norte	*[Withheld to protect the privacy of individuals]*	✓	✓	✓	✓	✓
Agusan del Sur		✓	✓	✓	✓	✓
AID Foundation						✓
CPDC Surigao City		✓				✓
DA XIII						✓
DA XIII				✓		
DOH XIII				✓		
DOST XIII				✓		✓
DOST XIII		✓				
DOT XIII		✓				
DTI Surigao del Norte						✓
DTI Surigao del Sur				✓		✓
DTI Agusan del Sur				✓	✓	
DTI XIII			✓	✓		✓
DTI-Surigao del Norte						✓
DTI Agusan del Norte						
Forward		✓			✓	✓
NEDA XIII			✓		✓	✓
NEDA XIII			✓		✓	✓
NEDA XIII		✓	✓	✓	✓	
NEDA XIII		✓	✓		✓	
NEDA XIII		✓	✓	✓		
NEDA XIII				✓		
NEDA XIII					✓	
NIA XIII						✓
NIA XIII		✓				
NORMISIST		✓				
Propegemus		✓				
SSPSC		✓				

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Organization	Name of Facilitator	Batch 1	Batch 2		Batch 3	
		PDW1	PDW 1	PDW2	PDW 1	PDW2
Surigao del Norte		✓	✓	✓		✓
Surigao del Norte		✓	✓			
Surigao del Sur		✓	✓	✓	✓	
Surigao del Sur			✓			
Surigao del Norte					✓	
TESDA XIII						✓
TESDA XIII		✓				
DENR XIII				✓		
DENR XIII						
DENR SDN						
DILG					✓	
Butuan City					✓	
Butuan City					✓	
Live Philippines						
SUNGCOD					✓	

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Annex 7
Summary of Technical Adviser Terms of Reference and Key Accomplishments[1]

Tasks per TOR[2]	Work Plan	Accomplishments
Objective 1 - Provide advice to NEDA CARAGA on appropriate and practical strategies to achieve the project goal, purpose, objectives and outputs as set out in the logframe		
1. Assist the Training Consultant via advice and peer review, prepare terms of reference (TOR) for the pool of specialists and training resource institutions to be used to carry out project activities as described in the project logframe		Introduced the competency-standards based approach as a requirement for the methods and approaches to be employed by the Training Consultant. Reviewed TNA and gave feedback and suggestions in preparing the TNA report and in crafting the PPDM Training Course. Coordinated with ASG and the PIU in the development of the training modules, particularly in the incorporation of competency based approach in the training design
2. Monitor and assess effectiveness of training methods and modules used		Participated in dry run of PPDM training package Served as panelist during the PDW proposal presentations; Made on-site visit to selected LGU projects; Gave inputs to selected LGU project proposals
3. Provide NEDA CARAGA PIU with advice and guidance on how best to improve/ strengthen training design and delivery	Writing of the Project Management Module	Submitted a draft of Module 6 on Project Monitoring Project Management Module; Daft now being finalized. Held special session on Technical Writing to LSPN members.
4. Provide programme management and monitoring advice (e.g. project management, reporting, gender issues and risk management) and support to the PIU as deemed appropriate and required.	Institutionalization of the LGUMTP effort	Attended PSC meetings Briefing and debriefing sessions Held special session with LGU functionaries and LSPN members of the 1st batch re institutionalization of the PPDM program in their respective organizations. Included the review of the effectiveness of the Project's risk management efforts in the regular TA visit reports.

[1] Data were culled from the TA Terms of Reference, TA Visit Reports and LGUMTP Semi-Annual Reports (1 to 5)
[2] Terms of Reference as per Contract between NZAID and Polytechnic International New Zealand Adviser

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Tasks per TOR[2]	Work Plan	Accomplishments
Objective 2 – Provide advice to NEDA CARAGA on appropriate, practical and effective (and preferably cutting edge and innovative) training methodologies for possible application in the project.		
1. Provide NEDA CARAGA PIU with current updates on training approaches and technologies relevant to project and program design and management, resource mobilization and resource management	Explore further steps in accreditation of PPDM in international bodies Research on and facilitate the accreditation of the LGUMTP PPDM course with the appropriate body. Facilitate or begin the application process for accreditation.	Conducted two orientation/lecture sessions on CSB Approach to PIU, including NEDA-TAT. Inputs on CSB were integrated in TOR of the Training Consultant. Template for curriculum and module design prepared and presented to PIU and TAT Made presentations to PIU and TAT on current best practice in education and training methods and curriculum design based on competency standards Gave reference materials on CSB approach Submitted an Options Paper on accreditation and recognition of PPDM with Philippine accreditation bodies and international public management institutes, such as the IPM and AIPM.
2. Link NEDA CARAGA with other knowledge centers in New Zealand and 3rd countries that may be potential source of new materials, ideas and designs for project and program development training	Prepare TOR for the international benchmarking; source funding for study tour on completion of TORs	Wrote a TOR for international benchmarking mission Efforts were made to link the project with other foreign assisted training facilities for possible funding of the international benchmarking
Objective 3 – Monitor and report to NZAID and via NZAID to NEDA CARAGA on overall project performance		
1. Monitor and report on project progress and performance, to include: • Organization of and capacity building support to local training providers and resource center • Design, organization, effectiveness and usefulness of training to LGUs • Uptake of new approaches, ideas and methodologies in training	Participation of LSPN to the NZAID team Provide materials on PPDM to RC Editing of case studies	Conducted provincial visits and gave recommendations on RRC location Acquired and turned over to PIU used books on PPDM from Australia Preliminary discussions with PD re intellectual property issues of project outputs

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Tasks per TOR[2]	Work Plan	Accomplishments
design and delivery • LGUMTP project systems and structures, including those relevant to management, administration, budgets, contracting, payments and audit.		Prepared TOR for benchmark cases Did initial review of Revised Project logframe but per PSC advise did not do another round of review to see how the revised Logframe is operationalized.
2. Assess and comment on the quality and timeliness of annual and semestral reports ; annual plan and budget; and financial reporting on the expenditure of NZAID funds and contributions from other stakeholders.	Regular transmission of project outputs for TA reading for update and TA review on request	Examined and reviewed project reports, outputs, financial reports, etc.
3. Monitor and report on the overall impact of the project.		
4. Advise release of the NZAID tranche payments scheduled.		Included in TA's regular Technical Visit Reports.

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Annex 8
Summary of Risks and Constraints and Effectiveness of Risk Management

Objective Level	Risks and Constraints	Risk Management	Actual
Purpose	Training institutions may not be as cooperative	Careful choice of PD who has credibility and ability to network effectively with LGUs and training institutions.	For LSPN, there was initial reluctance among local agencies to participate due to failure to similar networks (CRPDAC and LRP) to sustain operations after the project that created them ended. This was addressed through persistent efforts of PD and support from PSC members in "marketing" the program and enjoining agency heads to participate.
	LGUs not willing to participate seeing no grant from LGUMTP to support for implementation	Project to be presented before the RDC and communications sent to all LGUs explaining the project and bundle of technical assistance offered.	Invitation letters to LGUs clearly explained project scope, objectives and outputs as well as project expectations from participating LGUs. An LCE conference was conducted as a commencement activity per batch to level off expectations and confirm LGU commitments to LGUMTP. Of the 43 LGUs assisted, only one did not complete the proposal due to change in local leadership.
Component 1 Objective	LSPs may not be in a position to absorb expenses associated with participation in the project. LSPs may be too busy to attend to the network.	Proper design of project implementation. Ensure quality, easy to use and relevant modules. Provide support to less endowed LSPs to cover expenses related to the project activities.	The project covered for the expenses of all LSP members' involvement in the project activities; provided honoraria as SGF for the PDWs and coaches; room and board during training; travel expenses, accommodation and per diem during coaching. Focal points were actively involved in the network activities, particularly for the capability building activities.
Output 1	LSPs, as a network, may not have the staff or funds to establish and sustain a secretariat.	Strong networking by PD and NEDA Caraga support.	Per MOU signed on 21 April 2006 creating the LSPN, an LSPN secretariat was to be provided by the LGUMTP, to include the LGUMTP PSS and detailed staff from volunteer LSPN member institution. Three LSPs volunteered their staff on rotation basis to man the RRC and also to assist in component 2 activities.
		Active PSC oversight on the establishment of mechanisms for possible pooling of resources among LSPs and other relevant entities.	Initial discussions on resource pooling have been held but final agreements have to be reached by member institutions.
Activities *Membership*	Important institutions may be missed out in the membership campaign. Low interest from LSPs to attend the LSP conference.	Carry out inventory and profiling of LSPs comprehensively and diligently. Ensure efficient delivery of invitation to LSPs. Strong social marketing of the project. Early networking among institutions.	The project, through the PD and the PSC, made an exhaustive search of LGU service providers, taking off from existing networks such as the LRP, CRPDAC, the RDC list of basic sectors, and the GAD Caraga network. There was initial reluctance on the part of former LRP members (mostly academic institutions and NGOs) and CRPDAC members to join another network due to the failure of these networks to sustain themselves. However, with persistent efforts from the PD who had to meet individually with these organizations, and support and endorsement of PSC members of LSPN, most of these organizations eventually decided to join the network. LSPs were given proper information and explanation on the concept of the

Objective Level	Risks and Constraints	Risk Management	Actual
		Work with well-known experts in the field of PD as conference facilitators/resource persons.	LSPN and its potential benefits to the LGUs as well as to LSPN members. In the various communications and during the LSPN conference, the PD highlighted the bundle of technical assistance that LSPN will receive from the project. The selection of ASG was strategic, it being one of the respected national training institutions servicing LGUs.
Module Development	Module development may go out of hand as trainers tend to cover as much as they can in short duration. LSP participants may find module refinement too tedious and beg off the activity. Disagreements on module delivery approach, specialization of each institution as well as fee and rate schedules.	PD must closely oversee module design work and be able to provide direction and tested advice. Facilitation of third party is needed. Involvement of PD and NEDA-TAT staff will ease potential tensions.	LSPN role in module development, pre-test, and delivery has changed from having the lead role to becoming an understudy for the Training Consulting Firm. This was in view of the TNA results which showed LSP PD competency to be relatively low. More skills enhancement would be needed to enable them to confidently deliver PPDM training. The TA's introduction of the competency-based approach to training was a welcome development as it sharpened the focus of the TNA and the modules, and gave a distinct quality to the LGUMTP PPDM training. The adoption of the approach however caused some delays in the completion of the training module design due to non-availability of project management standards in the Philippines or even in other countries, as well as the divergent views on the application of the concept between the ASG and the TA. The participation of the PD and the PSC became crucial in finalizing the module design. With further participation of the LSPN and the NEDA-TAT, the PPDM module became a collaborative effort amongs the key stakeholders. Moreover, the design became a "work-in progress" document that was continuously updated after each activity to assess its relevance, appropriateness and effectiveness in achieving learning outcomes. The PPDM training was found useful by LSPN members and can be included in their regular program offerings. LSPN has yet to come up with agreements on how and who run the PPDM training and at what cost.
PDW	LGU structures and operational functions may work against training recipients implementing acquired PPDM competencies.	LGUMTP provides incentives for LGUs to allow training recipients to implement acquired competencies.	The major incentive for LGUs to allow training recipients to proceed with the post-training activities is the promise of a completed project FS that can be presented for funding. The project also emphasized the bundle of technical assistance package that LGUs can avail themselves when they participate in the project. There were a few instances though where LGU participants were not able to complete the training and were replaced by other LGU staff due to pressing office workload.

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Objective Level	Risks and Constraints	Risk Management	Actual
	LGUs may find difficulty financing full-team participation.	While some counterpart will be expected from LGUs, some project funds should be set aside to partially finance expenses of less financially endowed but enthusiastic LGUs.	The project has successfully obtained counterpart fund commitments from participating LGUs for their participation in the project. In almost all cases, LGUs fulfilled their commitments. This was made a requirement for LGUs seeking qualification for the LGUMTP. In some ways, the demand-driven nature in the selection of LGU participants did the project well as LGUs really found a way to set aside funds for their participation.
LSPN consolidation	Local politics may come into play in the selection of LSP members and officers.	Close monitoring of PD and PSC will mitigate impact of disagreements. PSC drafts well defined criteria for selection of core LSP members. Criteria to include track record in working with LGU and on GAD.	The PD and the PSC drew up a criteria for LSP selection. This, plus PD's participation in the Technical Advisory Committee, made the selection process objective and devoid of any political influence.
	Disagreements over organizational structure, principles and leadership may occur.		LSPN took longer than expected in resolving organizational issues, causing delays in its formal organization and operating as a network.
LSPN builds its capacity in learning design and delivery of PPDM training.	Trainers may not adhere to new and innovative learning design and delivery including: TNA, competency-based delivery and assessment; flexible delivery.	LGUMTP provides incentives for LSPs to implement new methods. Templates provided to program graduates to assist implementation of new methods.	LSPs, owing to limited PPDM training capacity, were very appreciative of the design. The module was very much appreciated by the LSPs and are found helpful in their future PD work.
Output 2 RRC is operational	CARAGA may not have enough benchmark cases.	PSC should be organized to allow for coordination among agencies.	
	FS template preparation may be difficult for LSP.	Template preparation to be done through professional consulting firms.	This was made part of the ASG training.
	Agencies may not be cooperative in providing data and other information for the RRC.	PD should be good at networking; NEDA support very crucial in this activity.	There was strong cooperation from LSPs in building up the data base for the RRC.
Activities Benchmarking	Benchmarking may be delayed due to constraints in selection of cases and travel and cost. Dearth of cases and materials .	Benchmarking must be carried out as fast as soon possible in support of design work. PD should be able to identify good cases that are easy to cover. Work with leagues of local governments to identify cases. Work on benchmarking must start at the soonest possible time.	Benchmarking was delayed by difficulty in getting LSPN members who have done similar work before. The limited budget did not receive enough interest from case writers. Identifying benchmark cases in the region and elsewhere that approximate CARAGA LGU projects were easily identified, with the help of DILG.
Database	Publication of materials may be too expensive for LSPs. Materials may be printed in quality form and not useable.	Project funds must be provided for printing. Counterpart funds for reproduction must be available.	This activity was mainly led by the LGUMTP as indicated in the LSPN MOU. LGUMTP knowledge products are packaged well – both in terms of form and substance. The PPDM manuals are presented in a simple

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Objective Level	Risks and Constraints	Risk Management	Actual
	Materials may not be managed efficiently and their use not maximized.	A system to operate the RRC must be established.	and easy-to-follow manner. The packaging is impressive and of good quality. RRC policies on use and management is in place. There is a visitor's logbook, borrowing policy, an index of materials, etc.
RRC management	LSPs may not agree to providing counterpart staff without additional pay. Joint staffing of RRC may not be sustainable.	Alternative plan to RRC management must be put in place. Part of the income to be earned by LSP members through the network will be deposited as fund to support less endowed members.	Discussions still in progress, but meanwhile RRC management by PIU has been efficient.
Newsletter	No one takes the initiative to start the newsletter.	PD, under guidance of PSC, may have to direct the effort initially. Get support of LSP.	Led by the LGUMTP.
Networking	LSP may not have enough contacts to establish links with national groups.	Support from NEDA as well as PD networks would facilitate links, e.g. link with LOGOTR facilitated through DILG and NEDA.	Led by the LGUMTP. Currently, LSPN has initiated talks with national and LGU based capacity building institutions.
Component 2			
Objective 1 Srengthen LGU staff capability in PPDM	LGUs may change priorities in the middle of the training program.	A more careful and participatory project selection process adopted.	The project made several measures to ensure that LGU projects are really the priorities in the locality. Initial review of submitted LGU projects made by the PD, NEDA-TAT and the PSC; resolution from the SB and LCE statement that project is included in the AIP; and validation of LGU projects prior to PDW done by the PD, TCF and coaches. In a few instances, projects were changed after the first PDW as a result of the PDW1 exercise on project prioritization. In one or two cases, project choice was changed as a result of changes in local leadership.
	Turn-over of trained staff	Ensure match between post/designation of LGU trainees and the LGU priority program/project area. Link with several champions for the project to make sure that the decision to drop is not a prerogative of only one person.	The project recommended an ideal composition of the LGU PD Team, which was enhanced further for batches 2 and 3 where the training came in to two parts, PDW1 and PDW2, which involved a slightly different set of participants. The PD and PSC, and the coaches, aside from the PD Team, served as champions for the project.
Output 1 (same as objective 1)	LGU staff may lose interest to finalize and package the draft project studies. Local officials may lose interest in the projects midway. Lack of political support.	Training must be quickly followed up and training teams must be good at coordinative work. Coaching process made more interesting through cross visits.	The coaching and close monitoring from the PIU on progress of work done by PD Teams has greatly helped in ensuring that PD Teams continue working on their proposal. The more important factor for the sustained interest of PD Teams in completing their proposal is their LCE's expectation that they will come up with a good proposal, the "competition" built among participants to do a good proposal, and desire to reach the stage where the proposal will be presented before various regional bodies and funding

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Objective Level	Risks and Constraints	Risk Management	Actual
			institutions. The phased approach to the technical assistance may have given participants enough motivation to do well at each phase and look forward to the more exciting phases such as the cross-visits and the investment forum. Except for one or two, LGUs continued their commitment to see through the completion of their proposals.
Activities TNA of LGUs	Preparation may hit snags as administrative and coordinative problems may constrain schedules.	Project staff to keep close coordination with LGUs and TCF conducting the TNA. Training institution network's participation must be maximized. LSP network to undertake TNA update with support from LGUMTP.	TNA was properly coordinated and ran smoothly, although with slight delays due to contracting delays of the TCF. LSPs served as participants to the TNA. PIU undertook TNA update with participation of LSP coaches.
Selection of LGU participants	LGU staff may not qualify based on scholarship criteria	Criteria should be realistic and reflect current status of LGUs in the region.	Selection of participants was based on LGU positions whose job competencies match the skills requirements for project identification and FS preparation. However, some participants not occupying the suggested positions were sent by the LCEs as they were claimed to be actually involved in PD work in the LGUs. This was accepted with reservation by the project. Project seemed to have missed to specify other requirements such as: absorptive capacity/age, computer skills (or working in spreadsheets). Also, the PD background of participants was quite uneven, with MPDCs having the most knowledge and the municipal accountant the least exposure to PD.
Selection of LGU project	Priority projects are mainly political choices and do not reflect true priorities of the place.	Teams must make sure that LCEs are thoroughly briefed on roles and requisites to the training. Teams may assist in participatory identification of priority projects.	Same as in objective 1
PDW	Invitations may not be delivered on time.	Letters followed up by radio and mobile communication.	The DILG was a lot of help in sending communications to LGUs, particularly the more remote LGUs. This worked very well.
	Participants may not be knowledgeable in spreadsheet software or even computers. Equipment support could break down. Participants become lax during training.	Back up staff will be fielded to assist in spreadsheet operations. Ensure that equipment needed are in good condition. Appoint a good event manager among	Basic training in computers was conducted for participants.

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Objective Level	Risks and Constraints	Risk Management	Actual
		LSP participants to assist the TCF during the 1st PDW.	
	Lecturers may not come at par with expectations.	Choose lecturers very carefully.	Feedback on lecturers, SGFs and coaches were constantly obtained and appropriate adjustments made in the selection of lecturers and coaches.
	LGUs are late; abstracts not completed; data not available. Facilitators do not deliver as expected.	Constant reminder to participants of things to bring to the training. Diligent preparatory work must be ensured. Organizing group must work as a team. Facilitators TOR clearly defined.	Did not happen. Risk management strategies were adopted and effectively implemented.
Coaching	Some LGUs may be too far away and coaching process may be greatly delayed; highly likely for remote LGUs.	Back up plans to on-site coaching may be needed.	Coaching was done either in Butuan at the LGUMTP project office; or at the office of the provincial governments.
	LGUs are constrained in their thinking to traditional project concepts. Inability of LGUs to include innovative project ideas into current budget.	Project may consider funding specialist consultants to assist LGUs in project Pre-FS	Regional line agency members of the LSPN were tapped as subject matter specialists. In some cases, LGUs tapped external experts at their own expense.
Other training – proposal writing, social marketing, M&E	LGU staff may lose interest to complete the drafts. Local officials may lose interest in the projects. Lack political support	Training must be quickly followed up and the training teams must be good at coordinative work.	Additional training on proposal writing and social marketing were incorporated in PDW 2 and writeshop as additional modules. Module on M&E underway.
Activities Project brief and presentation	Too few from the region's service providers may be knowledgeable in presentation software and design	Crash course on presentation software to be conducted by the TCF and the PD for LSP, or the training team members.	Training on use of spreadsheet was conducted.

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Annex 9
List of Project Documents/Materials Used

A Case on Network-Building among Learning Service Providers in Project/Program Development and Management
Caraga Learning Service Providers Network: A Primer and Directory
Design Study for Local Government Unit Management Training Project, August 2004
Inventory of Caraga-based LGU Training Providers
LGUMTP Folio Information Packet
LGUMTP PPDM Technical Assistance Delivery Protocol
LGUMTP Semi-Annual Accomplishment Reports, 1st to 5th
LGUMTP Summary of Allocations: All Years, Approved as of May 2005
LGUMTP Work plan Year II
List and Profile of LGU Participants
List and Profile of LGU Projects
List of RRC Collections
LSPN 2nd General Assembly Report
LSPN Brochure
LSPN Members' Handbook
LSPN Strategic Plan 2007-2008
Minutes of Meeting of the Project Steering Committee, 1st to 13th Meeting Reports
Module Design for Project Development Workshop 1 and 2, all batches
NZAID Guideline on Participatory Evaluation
PPDM PDW 1&2 Evaluation Reports, Batches 1 & 2
PPDM Batch 1 Post Training Evaluation Report, Ateneo School of Government
PPDM PDW 1 Evaluation Report, Batch 3
PPDM Training Manual
Project Logical Framework Revised as of April 2006
Project Proposal for Sibagat Abaca Industry Support Program, Municipality of Sibagat, Agusan del Sur
Project Proposal for the Establishment of Water System Level 3, Municipality of Carrascal, Surigao del Sur
TA Technical Visit Reports, 1st to 6th Reports
Terms of Reference – Participation of CRPDAC Members in LGUMTP Activities
Terms of Reference – Technical Adviser
The Learning Network Governance Model: The Caraga Learning Service Providers Network,
Training Needs Assessment Report

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