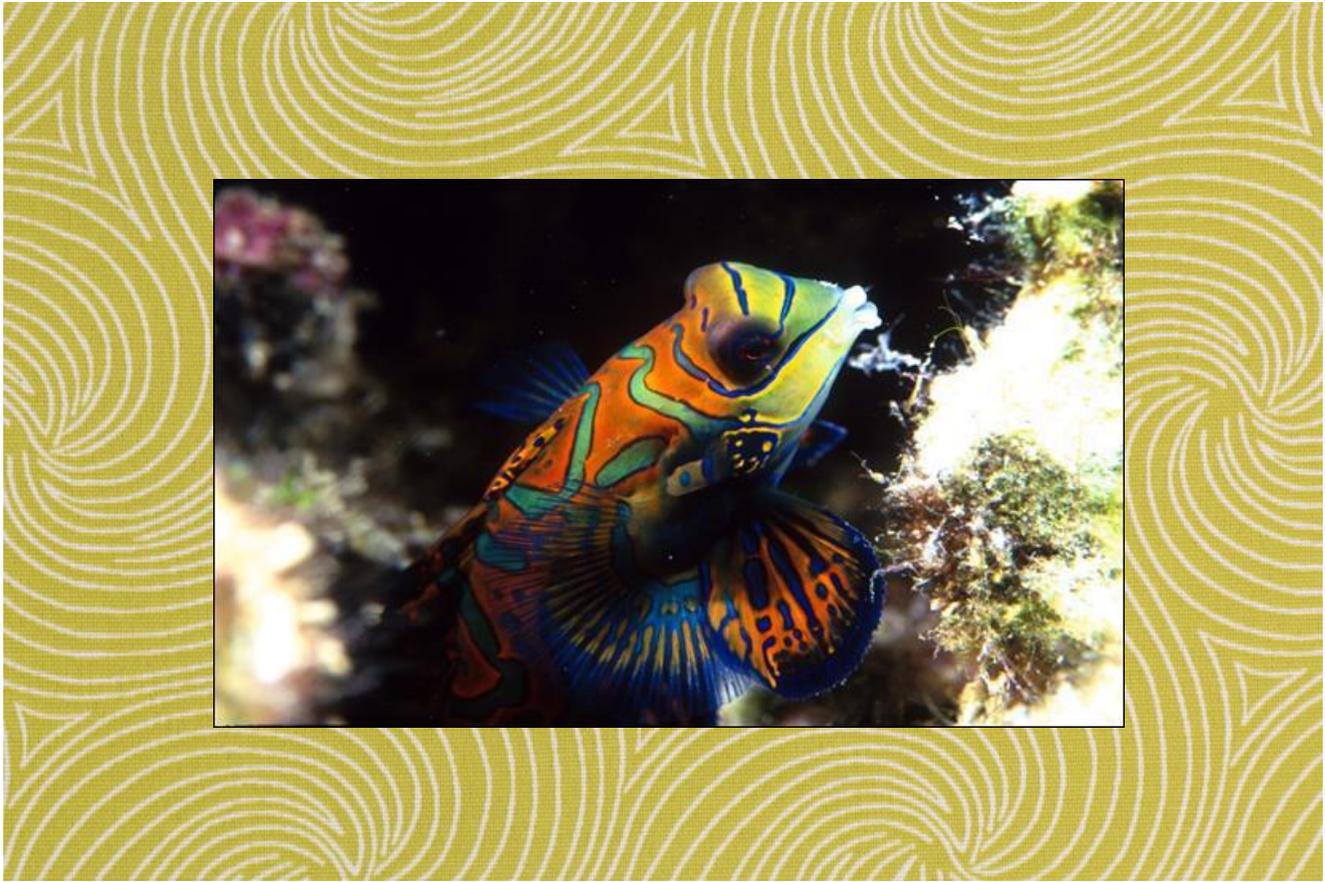




**Project Monitoring & Evaluation Training
July 26th to July 28th 2021**

**Kedarm Room, Palau International Coral Reef Center
Koror, Palau**



Acknowledgement:

The Palau Climate Change Office and the Palau Conservation Society delivered a workshop on Project Monitoring & Evaluation with funding support from the Global Climate Change Alliance + Initiative(GCCA+) the European Union (EU) and the Pacific Community (SPC).



1.0 Introduction

Palau's Scale Up Pacific Adaptation (SUPA) project is titled "Enhancing community health and resilience to climate change and disasters in Palau." The project commenced in 2019 and is slated to be completed by 2022 and its objective is to support existing Adaptation Projects in Palau. Palau's SUPA project is managed by the Office of Climate Change (OCC). The OCC is working diligently to ensure that project implementers are supported. One way in which this is being done is through capacity strengthening measures to facilitate ease of implementation and reporting. This workshop is one of the capacity strengthening measures arising from the Palau OCC's strategic interventions.

The Palau Office of Climate Change with funding support from the Pacific Community (SPC) and the technical assistance from the Palau Conservation Society conducted a three day workshop designed to strengthen the implementation capacity of Palau's SUPA project. The workshop focused on delivering a training module on monitoring and evaluation of project implementation and was held in Koror, Palau from July 26th to July 28th 2021.

1.1 Workshop Objectives and Structure

The objective of the workshop was to understand monitoring and evaluation of projects and how it is applied to project management.

Workshop Purpose: to review the four stages in a monitoring and evaluation (M&E) system: planning, data collection, making data usable and using data for decision- making to help organizations reflect on and strengthen their programs and plans.

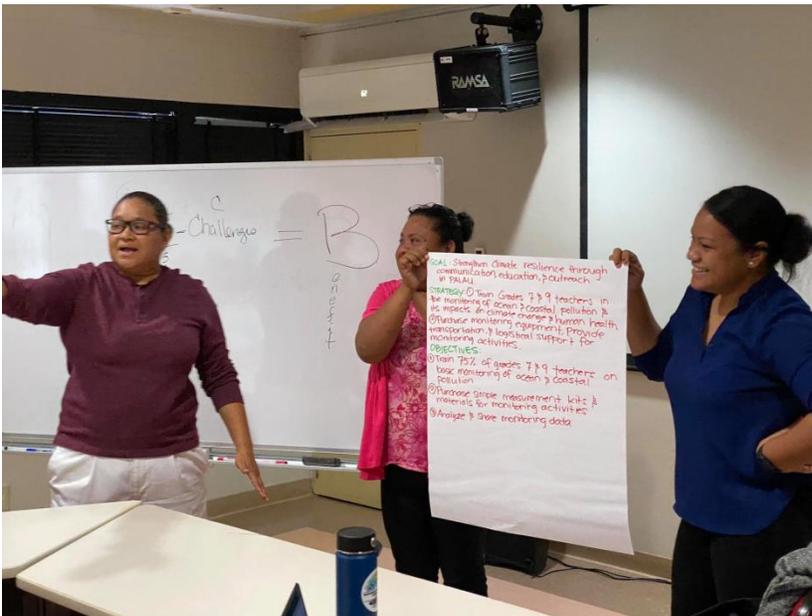
Learning Objectives: By the end of the workshop participants will be able to:

- Describe and understand the six steps in an M&E system
- Develop an M&E plan that links project activities to outcomes and impacts
- Develop indicators that effectively identify progress toward project outcomes
- Develop a system to collect and compile data
- Determine an appropriate method of analyzing, presenting and disseminating information to different stakeholders
- Demonstrate the ability to use M&E information to engage in adaptive management leading to more efficient and effect project/program implementation.

The structure of the workshop consisted of short discrete knowledge and skills modules that were then followed by participant activities that were intended to reinforce the learning. The workshop was organized around three thematic areas that were as follows:

1. Project Management Cycle
2. Understanding your project's design. What is a situation analysis and theory of change/ results framework and the tools you need to develop both a situation analysis and theory of change.
3. Implementing a project (using a Results based Management approach).

4. Understanding Monitoring & Evaluation and your project monitoring efforts (how to develop a results framework for your project and develop a monitoring plan for your project)



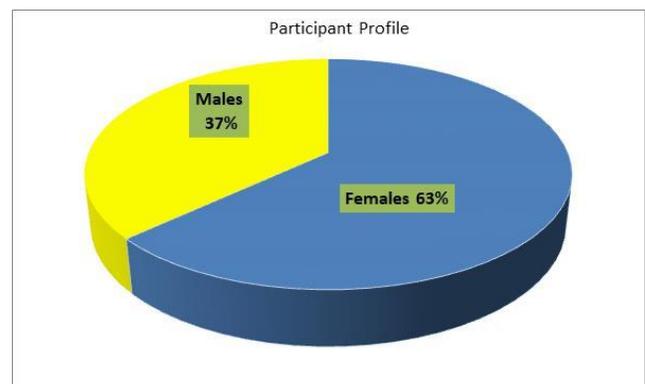
After a short lecture on the training module topic, participants were organized into groups and utilized the skills or applied the tool or approach in their SUPA project planning. In this way they gained a greater understanding of their project and how their activities related to the overall objectives of the project.

Project groups consisted of the Division of Environmental Health and the Environmental Quality Protection Board

because those two agencies were implementing a waster security component of Palau’s SUPA project. Another group consisted of the Division of Media and Information Services of the Bureau of Archives because of their climate change adaptation outreach component. And the last group consisted of the Ministry of Education. This group included participants from the Ministry of Education, the Palau Grants Office, the Palau Project Management Office and the Climate Change Office to work on the Ministry of Education’s component of the Palau SUPA project.

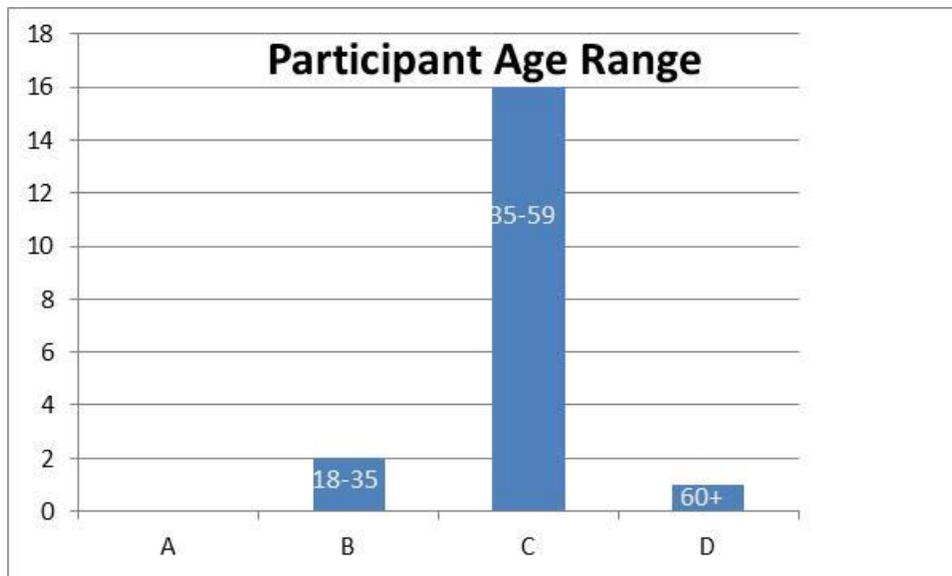
1.2 Workshop Participants

A total of 19 people attended the workshop. This number remained consistent for the duration of the three day workshop. 63% of the workshop participants were female and 37% were males.



The public sector participants dominated the workshop because the Palau SUPA implementers were all government agencies. Of the 19 participants, 14 were from the public sector, 4 were from the private sector and one was out of the employment sector because he had retired from the work force. Workshop participants represented the Palau SUPA project implementing agencies so there were participants from the Ministry of Health and Human Services’ Division of Environmental Health, Ministry of State’s Division of Medial and Information Services, the office of the Palau Environmental Quality Protection Board, the Ministry of Education, The Division of Program Management from the Bureau of Budget and Planning and the Palau

Grants Office. Annexed to this report are samples of training modules and project design products that were developed by the participants.

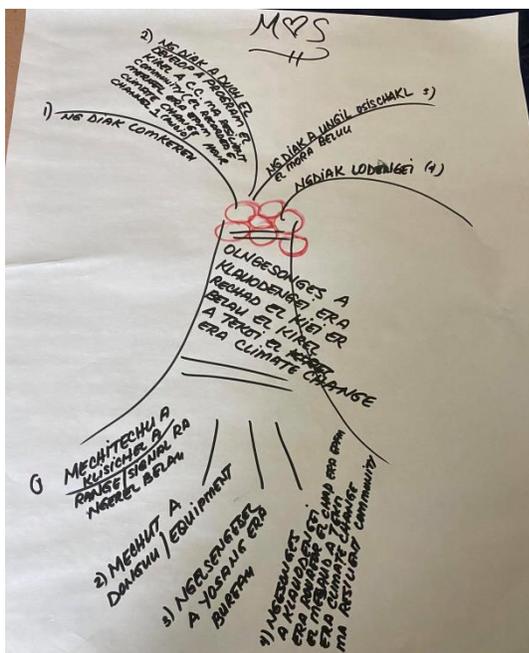


The participants were mostly government employees who had been employed for a long time. As such, no participant was under the age of 18, 2 participants were in the 18 to 35 age range, 16 participants were in the 35 to 59 age range and 1 participant was over 60. He had retired early in the year from a supervisory position in the Palau national

government but wanted to keep up with his learning and thought the workshop would be a good opportunity to gain knowledge and learn new skills. 14 of the participants were from the government sector, four were from the private sector and 1 was retired from employment.

2.0 Workshop Outputs

The workshop emphasized the use of skills and knowledge and so a number of products were developed through group work. Group products included problem trees that contextualized their projects and theory of change models that described a solution pathway to the challenge or issue that Palau's SUPA

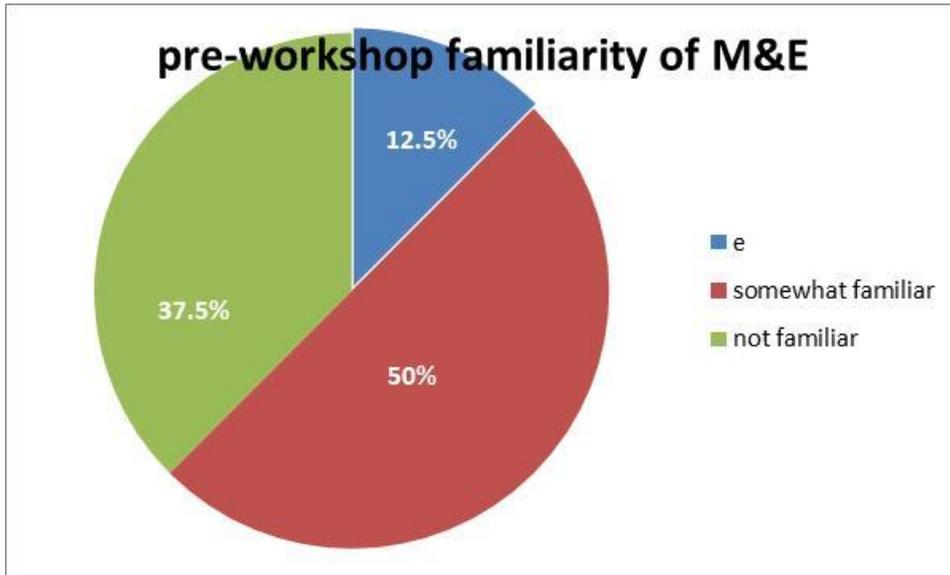


project was attempting to resolve. However, the two most significant products arising from this workshop was a simple results framework that described the participant's project and the first iteration of a monitoring and evaluation plan that would be utilized to monitor project progress and facilitate more robust reporting. The M&E plans were a first iteration and would be finalized in a one on one process after the workshop. Annexed to this report is a copy of these documents

2.1 Participant Feedback

Before the workshop began a short assessment was conducted to determine the level of familiarity the participants had with the concept and practice of project monitoring and evaluation. The following table describes

were somewhat familiar with M&E and 37.5% were not familiar with it at all.



After the workshop another assessment was conducted to determine what the participants thought of monitoring and evaluation. Participants were asked to rate their confidence level with conducting M&E on their projects.



Most participants felt that they were much more confident in their project implementation because they were now aware of the different components of a project and they had a way to track their progress.

The participants who have had significant project experience ranked themselves as very confident in their ability to conduct a monitoring and evaluation process on their projects.



At the end of the workshop the participants received a certificate of completion and made arrangements for a follow up session with the Palau Conservation Society to further flesh out their Monitoring and Evaluation Plans.

3.0 Workshop Lessons

The biggest take away from the workshop are as follows:

1. Project management cycle, Results based Management and Monitoring & Evaluation concepts are internalized better if they are taught and then applied to existing projects. The combination of learning and then doing along with relating that “doing” to what you are working on is powerful.
2. Contextualizing project management is very important. Concepts are readily understood if they are explained in the local language using examples that are local.
3. Learning in groups seems to facilitate the internalizations of project management concepts. However, working as a team seems to produce easier and faster traction.

The participants were satisfied with the workshop and stated that it added value to their project implementation.



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Project Monitoring & Evaluation Training July 26th, 2021 @ 8:00 a.m. - 4:00 p.m. Kedarm Conference Room, Palau International Coral Reef Center

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2	NBE ATIAO	PW	M	C	A	CCF/MCP
3	John Techant	PLU	M	C	B	PCS
4	OPENS NGEMAES	PW	F	B	A	MAF
5	DARWIN FLORENCIO	FW	M	C	A	FCPB
6	ANTHONY ABSAL JR	PW	M	C	A	ERPB
7	SHIRLEY TUROI	PW	M	C	A	MOS
8	Bianca S. Tmol	PW	F	B	A	DEH
9	Metek Ngirhecheh	PW	F	C	A	EDPB
10	Calvin Johnson	PW	M	C	A	DEH
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13	Sarah Sugiyman	PW	F	C	A	MDE MOS
14	Berraine Franz	PW	F	C	A	MOS
15	Lynn E Thomas	PW	F	C	A	MGE
16	Lynn Petalidis	PW	F	C	B	PSS
17	ZINA BRUNN	PW	F	C	B	PSS
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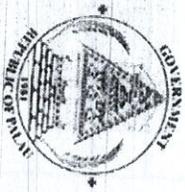
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14	Johan Tekefeng	PLW	M	C	B	PCS
15	Imai Basilius	PLW	F	C	B	PCS
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Project Monitoring & Evaluation Training
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3	VDS AUTRAS	PW	M	C	A	MOF
4	LONGAUNE FRANZ	PW	F	C	A	MOS
5	METER KUMARDEG	PW	F	C	A	S&PB
6	MERYNGDA MALAITAU	PW	F	C	A	NDB/DEH
7	JOHN TACHYFANG	PLW	M	C	B	PCS
8	ANTHONY ADELBAH JR	PW	M	C	A	ESPP
9	DARWIN FURENCIO	PW	M	C	A	ESPP
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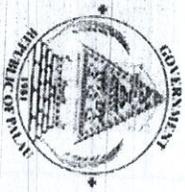
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Project Monitoring & Evaluation Training

Koror, Palau

July 26th to July 28th

Kedarm Conference Room, the Palau International Coral Reef Center

Workshop Purpose: to review the four stages in a monitoring and evaluation (M&E) system: planning, data collection, making data usable and using data for decision- making to help organizations reflect on and strengthen their programs and plans.

Audience- The workshop is designed for staff members who are involved in project/program implementation and who are called upon to collect, analyze and present M&E data.

Learning Objectives: By the end of the workshop participants will be able to:

- Describe and understand the six steps in an M&E system
- Develop an M&E plan that links project activities to outcomes and impacts
- Develop indicators that effectively identify progress toward project outcomes
- Develop a system to collect and compile data
- Determine an appropriate method of analyzing, presenting and disseminating information to different stakeholders
- Demonstrate the ability to use M&E information to engage in adaptive management leading to more efficient and effect project/program implementation.

Workshop Agenda

DAY 1 Date: Monday July 26 th , 2021 Venue: Kedarm Conference Room, PICRC	
M&E Basics	
8:00 to 8:30	Registration and networking
8:30- 8:35	<p>Opening remarks from Climate Change Coordinator/ Palau Climate Change Office</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Joe welcomed all participants/partners and gave short summary of SUPA project (Scaling up Pacific Adaptation is about scaling up Climate Change Adaptation measures in specific sectors supported by knowledge management and capacity building) to include Palau's Climate Change policy and M&E portion; <input type="checkbox"/> Round Robin <input type="checkbox"/> All participated online M & E Survey: UMU
8:40 – 9:00	<p>Workshop introduction and objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> EQPB: Improving resiliency of the community <input type="checkbox"/> DEH: Working to reduce water. Mo sebeded lomes ikel issues like water contamination. How to train and emphasize importance the factors and work to prevent or eliminate diseases <input type="checkbox"/> MOH: mengesadel aikel telemelel a challenges or threats to our water supply <input type="checkbox"/> MOS: Able to go out to the field and report and to work with CC with live broadcast. <input type="checkbox"/> CC: Palau project pacific CC adaptation- melisiich el mora ikel telemelel a climate change. MOE, MHO, EQPB, MOS to implement projects collectively to strengthen ability to adapt to climate change. Strategy..increase/ strengthen water

	<p>Results Based Management (RBM) and Terminologies presentation: A result is a measurable or describable change resulting from a cause and effect relationship.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal <input type="checkbox"/> Outcome <input type="checkbox"/> Output <input type="checkbox"/> Input <p><i>Second activity: RBM Logic: The HOW, WHAT, and WHY of RBM</i> The RBM logic as the results chain indicates, an intervention begins with a set of inputs and activities that result in outputs, outcomes, and impacts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inputs are used to carry out activities; <input type="checkbox"/> Activities produce specific outputs; <input type="checkbox"/> Outputs produce outcomes; <input type="checkbox"/> Outcomes contribute to impacts <p>The groups to build a water tower as high as it could be and is gravity fed.</p>																											
	Why is M&E important																											
	Overview: six steps to develop a Monitoring and Evaluation System																											
12:00 to 1:00	Lunch																											
Step 1	Specify the Intervention																											
	<p>Understand the context</p> <p>Logic model: Graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes and impact for your program.</p> <p>Everyday examples of Logic Models below:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Input</td> <td style="text-align: center;">Activity</td> <td style="text-align: center;">Output</td> </tr> <tr> <td style="text-align: center;">Headache-----</td> <td style="text-align: center;">Get Pills-----</td> <td style="text-align: center;">Take Pills-----</td> </tr> <tr> <td style="text-align: center;">Hunger-----</td> <td style="text-align: center;">Find food-----</td> <td style="text-align: center;">Eat food-----</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">FEEL BETTER</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">FEEL BETTER</td> </tr> </table> <p>Situation Analysis Exercise: Issue: EQPB Budget Cut</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #d9e1f2;">Root Cause</th> <th style="background-color: #d9e1f2;">Result</th> </tr> </thead> <tbody> <tr> <td>Non environmental supportive/politics</td> <td>Inadequate and limited service</td> </tr> <tr> <td>Shifted priorities</td> <td>Limited staff/ short staff</td> </tr> <tr> <td>Funding shortfall</td> <td>Low morale</td> </tr> <tr> <td>Uninformed perception</td> <td>Low productivity</td> </tr> <tr> <td></td> <td>Increased human and environmental risks</td> </tr> </tbody> </table>	Input	Activity	Output	Headache-----	Get Pills-----	Take Pills-----	Hunger-----	Find food-----	Eat food-----			FEEL BETTER			FEEL BETTER	Root Cause	Result	Non environmental supportive/politics	Inadequate and limited service	Shifted priorities	Limited staff/ short staff	Funding shortfall	Low morale	Uninformed perception	Low productivity		Increased human and environmental risks
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Uninformed perception	Low productivity																											
	Increased human and environmental risks																											

Logic model:

Input	Activities	Output
Funding for meetings	EQPB Meet Senator and Delegate	Senator Sengebau publicly support EQPB
	Develop EQPB white paper	Delegate Otobed publicly support EQPB
	Conduct public hearings	
	Media outreach	

Resolving system issues/ political/ social/ ecosystems/ governance systems by people doing something over the course of a long period of time

Short term outcome (Changes in understanding/ learning)	Medium Term (Changes in behavior)	Long term (Change in systems)	Impact	Goal

Problem tree exercise: The groups developed and articulate situation analysis

MOE

Issue: Lack of consistent reporting

Root	Result
Lack of importance	Meaningless reports/ Unaccepted
Management of records and data collection	Inaccurate information
Limited knowledge of project	Measure & assess efficiency
Lack of reporting skills	Low quality
	Jeopardize current/ future funding opportunities

EQPB

Issue: Water safety

Root	Result
Drought	Shortage of water
Water source	Less resilient to rely on gov't help
Lack of awareness for water conservation	People get sick
Untreated water	
Contaminated water	

	<p>DEH Issue: Low knowledge and awareness of problems of vectors (beab ma rekas)</p> <table border="1"> <thead> <tr> <th>Root</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Resources to conduct trainings</td> <td>Community suffers (klou a sechr er a beluu)</td> </tr> <tr> <td>Limited funding for staff</td> <td>Increased numbers of rats & mosquitos</td> </tr> <tr> <td>Limited staff for outreach (including radio broadcast)</td> <td>Increase cases of vector related diseases Dengue/ Lepto</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>MOS Issue: Olngesonges a klaudengei er a rechad el kiei er Belau el kirel a tekoi er a Climate Change</p> <table border="1"> <thead> <tr> <th>Root</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Mechitechut a klisichel a range/ signal ra ngerel belau</td> <td>Diak lomekereu</td> </tr> <tr> <td>Mechut a donguu/ equipment</td> <td>Diak a duch el: Develop a program el kirel a Climate Change ma Resilient community (el recorded e merael er a EPFM, Climate Change Hour Channel 1(audio))</td> </tr> <tr> <td>Ngelsengesel a yosang er a Bureau</td> <td>Ng diak a ungil osischakl el mora beluu</td> </tr> <tr> <td>Ngesonges a klaudengei era a rureor el chad er a EPFM el mesaod a tekoi ra Climate Change ma Resilient Community</td> <td>Ng diak lodengei</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Root	Result	Resources to conduct trainings	Community suffers (klou a sechr er a beluu)	Limited funding for staff	Increased numbers of rats & mosquitos	Limited staff for outreach (including radio broadcast)	Increase cases of vector related diseases Dengue/ Lepto							Root	Result	Mechitechut a klisichel a range/ signal ra ngerel belau	Diak lomekereu	Mechut a donguu/ equipment	Diak a duch el: Develop a program el kirel a Climate Change ma Resilient community (el recorded e merael er a EPFM, Climate Change Hour Channel 1(audio))	Ngelsengesel a yosang er a Bureau	Ng diak a ungil osischakl el mora beluu	Ngesonges a klaudengei era a rureor el chad er a EPFM el mesaod a tekoi ra Climate Change ma Resilient Community	Ng diak lodengei		
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	Develop goals and objectives																										
	Decide on the activities																										
	Establish the inputs																										
	Conceptual the expected results																										
3:45 to 4:00	Summary of Day 1																										

DAY 2 Date: Tuesday July 27 th , 2021 Venue: Kedarm Conference Room, PICRC	
M&E Basics	
8:00 to 8:30	Morning coffee and networking
8:30-	<p>Review of day 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Umai gave summary of first day of workshop <p><i>Fist activity of the day was for participants to take Color Personality Quiz to show how what type of thinking process the participants respond well to - Visual- Audio</i></p> <ul style="list-style-type: none"> ▪ Results showed that most participants scored “BLUE”: BLUE: Enthusiastic, Sympathetic, Personal, Warm, Communicative, Compassionate, Idealistic Spiritual, Sincere, Peaceful, Flexible,

Imaginative

Impact (Goal)
Outcome (long term)
Outcome (medium term)
Outcome (short term)
Output
Activities
Input

RBM: Understanding inter-linkages and dependencies between Planning, Monitoring and Evaluation.

Second Activity: How to make a delicious toast.
All participants were asked to draw- how to make toast. This exercise allows us to understand systems thinking.

Next Activity: Back casting
Participants worked in groups to develop theory of change in becoming a “Healthy Me”.

Step Two Developing indicators

Indicators (definition and types: progress/impact)

Hierarchy of Indicators

12:00 to 1:00 Lunch

Step 2 Setting priorities for M&E (selecting which results to monitor and evaluate

Energizer activity: Jeopardy
Questions were asked in jeopardy game from today’s session and all participants were fully engaged.

Next Activity: Logic Model
Each group presented logic model on their SUPA projects.

Results Framework

KRA1- Reduce vulnerability to water and vector born disease in 5 states	Output	Indicator	Baseline	Target	Goal Means of Verification
Reduce vulnerable to water in	5 tanks @ 3k gallon	# of tanks	10 tanks	15 tanks	

	5 States					
		Community has knowledge	# of gallons	20k gallons	35k gallons	
			# of trainings	0	5	
			# of individuals trained	0	50 individuals	
	Next step is M&E plan					
Step 3	Data collection					
	Primary and secondary data					
	Quantitative and Qualitative methodologies					
Step 4	Baseline and Performance Targets					
Step 5	Data management					
3:45 to 4:00	Summary of Day 2					

DAY 3 Date: Wednesday July 28 th , 2021 Venue: Kedarm Conference Room, PICRC	
M&E Basics	
8:00 to 8:30	Morning coffee and networking
8:30-	Review of day 2
Step 6	<p>Developing an M&E System</p> <p>Umai presented the USAID Introduction to Monitoring and Evaluation Objectives</p> <p><i>Activity: Project indicator & Monitoring and Evaluation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Group developed and reported on Project indicator <input type="checkbox"/> Group developed and presented M&E table <p><u>Post Survey Results:</u></p> <p>1. How familiar are you with Palau's Climate Change Profile</p> <ul style="list-style-type: none"> ▪ Very Familiar: 4 ▪ Somewhat Familiar: 6 ▪ Familiar: 4 <p>2. How familiar are you with Palau's Climate Change Policy Framework and its Climate Change Adaptation strategies</p> <ul style="list-style-type: none"> ▪ Very Familiar: 4 ▪ Somewhat Familiar: 5 ▪ Familiar: 5 <p>3. What is your experience with project management and implementation</p> <ul style="list-style-type: none"> ▪ Very Familiar: 5

	<ul style="list-style-type: none"> ▪ Familiar: 9 <p>4. How would you describe your experience with Monitoring and Evaluation. Its like:</p> <ul style="list-style-type: none"> ▪ Very Familiar: 5 ▪ Familiar: 9
	How monitoring fits in with other management functions
12:00 to 1:00	Lunch
	Using monitoring data
	Planning and making management decisions (adaptive management)
	Sharing the information with others (reporting)
3:45 to 4:00	Evaluation of training

Components of a project

Telengtengil a ureor

Goals/objectives: urungulel tia el ureour

Action /Implementation plan:
ulterkokl el teletelel a ureor

Monitoring and evaluation plan:
sel morritel el kmo ke mlo ungil otutii a ureor me
alechub e ng diak

Reporting arrangements: chisel a urelem

Definitions

Goal: Urunguled/ Moktek er kid

Strategies: bldeklel a ureor el doukerebai er
ngii e oltaut a urered

Objectives: Aikel ulterkokl el teletael malechub
eng blekeradel el kirel mekedmoki
me ng mo sebechel motaut a
urunguled

Definitions

- Activities:** Ureor el dongedmokl ma lechub eng kedmekill
- Output:** Redechel a urered
- Outcome:** blekeradel ma lechub eng teletael el deuubech ma lechub e de melchesuar er ngii el mlor ngii el okiu a urered.

Objectives – must be

SMART

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Time bound

Goal: Mesisich el bai
(strong family)



Strategy: ke beiusech a medam er a

tekoi el blai me a buai

Objective: A bek el kemeldiil er a

blim a ungil mekedmokl meng klou

er a okeim el basent er a resbadel el

telungalek ma kebliil a a mei e kudmeklii a

chelsengum.

Action /Implementation plan (ulterkokl el teletelel a ureor)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Activities/kedmekill el ureor



- omuus a steizai er a Sarah's YumYum
- remous a ngelikellir a rebuch el sechal
- etc. etc.

Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl



Indicators/ Olangch

- Ar sbadel a mlei
- A ngerachel a milkedmokl (redil me a sechal)
- Ng klou a belduchel (e mlo ruebet er a rubetellel)



Reporting Arrangements/(chisel a urelem)

Documenting your work helps with reporting- did you achieve your objectives

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

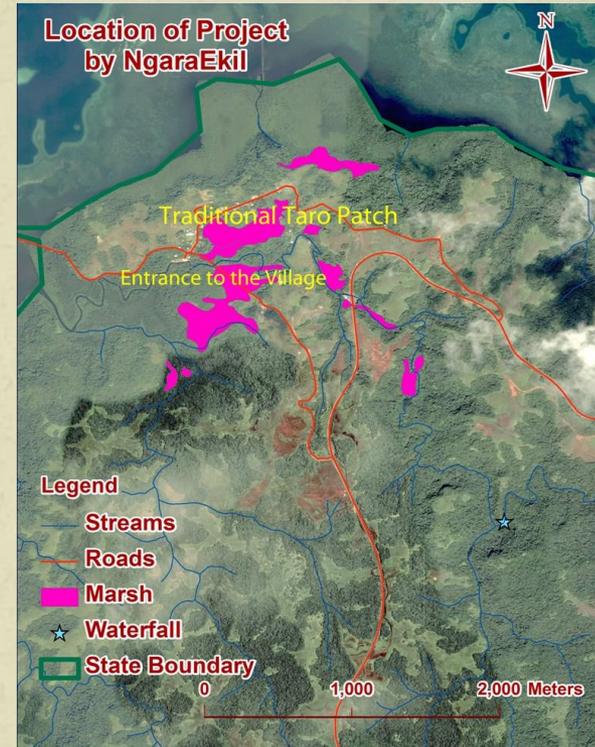
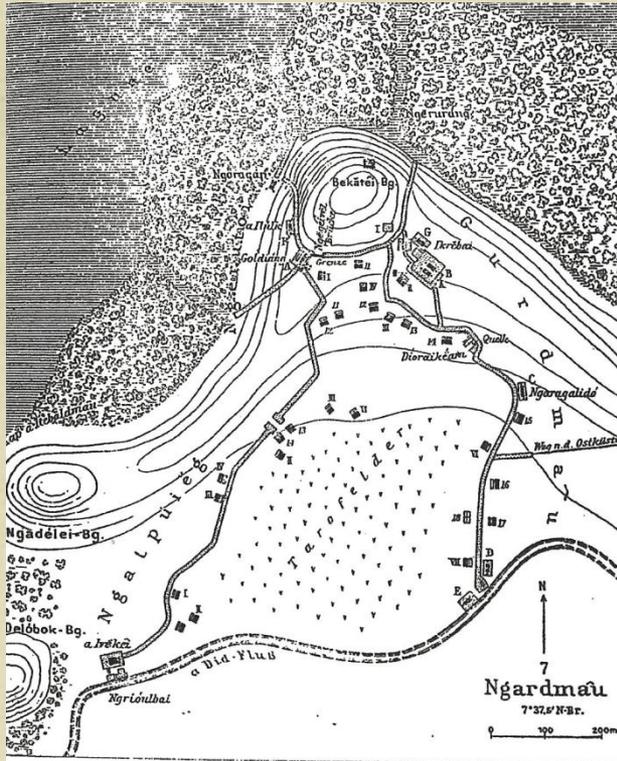
Note Book er a Mechesang:

beldeklel a :

- ngelikellir ar buch el sechal
- challengelir ar ngalk er a blai
- belduchel (ng tela milchudel, udoud er Belau, toluk eng US dollars)etc.
- Ng techa ulmeduchel er a chelebechiil, ududir a rengalek, techel otungel etc.



Project management Orretel a Ureor

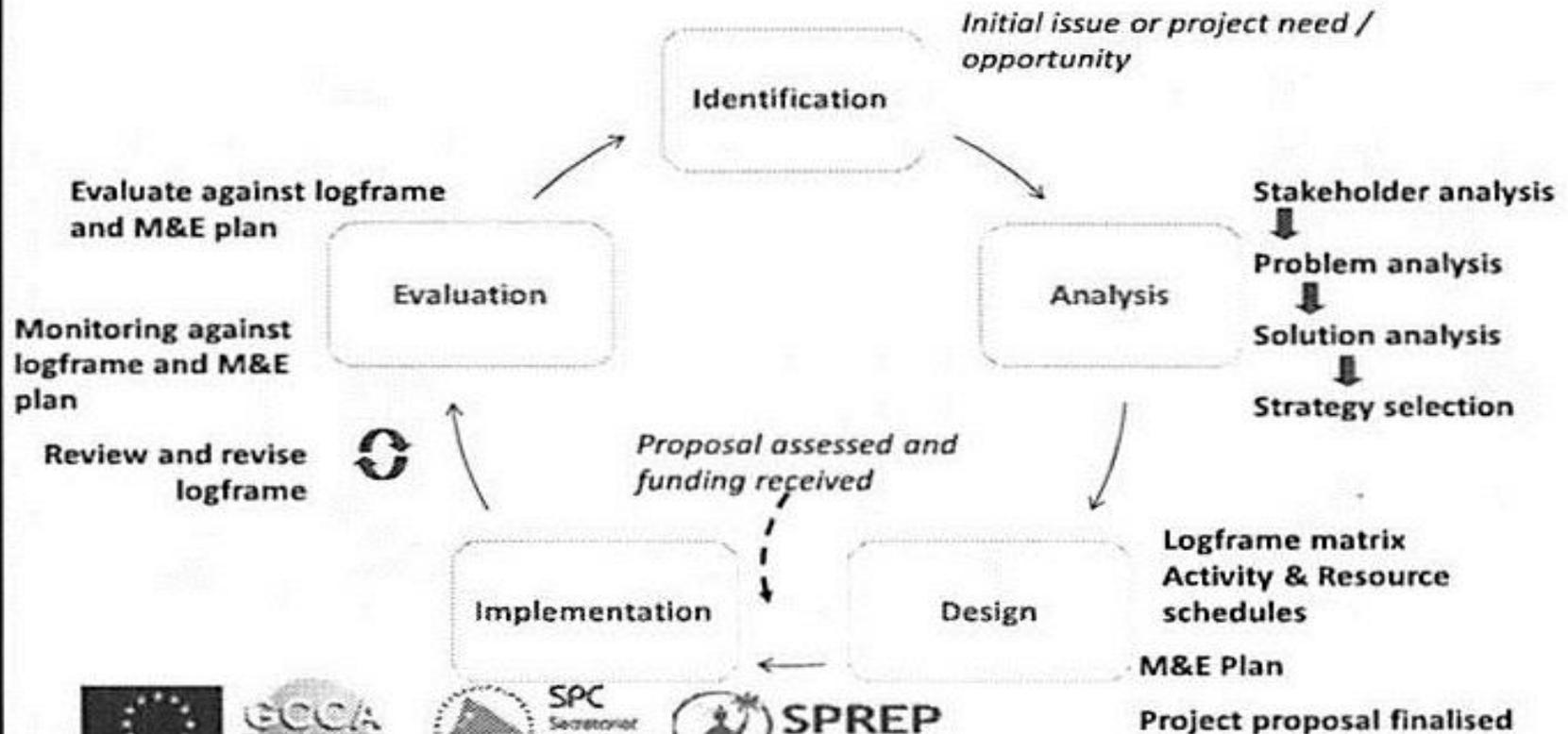


SUPA M&E Workshop
Kedarm
July 26-28 2021

Project Management Cycle

Cherrengelel a Ureor

LFA & Project Management Cycle



What is a project



Definition- belkul a tekoi

an individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim.

Example: ureor beluu

Aim/moktek- kldmokl e ungil beluu

Planned by/ ar melib a ureor : cheldebechel er a beluu

Implemented by/ ar oltaut er a ureor : rechad er a beluu

Components of a project Telengtengil a ureor



Goals/objectives (urungulel tia el ureour)

Action /Implementation plan (ulterkokl el teletelel a ureor)

Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Reporting arrangements (chisel a urelem)

Definitions

- Goal:** Urunguled
- Strategy:** sel rael doaik ngii e
kudmeklii a urunguled
- Objective:** Sel tekoi el lemekedmokl e
ng dmedesii tial rael el mora
urunguled
- Activity/actions:** a ureor el kedmekill



Goal: A delodau el blai (strong family)
Strategy: ke beiusech a medam er a tekoi el
blai me a buai
Objective: A chelsengul (ie. kemeldiil) a blim a
ungil mekedmokl



Your Goal : To protect the traditional taro patch site within Ngardmau State and to strengthen food security and create sustainable income generating activities for the community through the revival of traditional taro cultivation by women and youth in Ngardmau State.



Mosab a Klab se el bocha le Keloll

Poster/ Robert Bishop

YOUR Objectives

- To create additional sustainable livelihood sources for the community (e.g., taro, taro value-added products and taro patch eco-tours).
- To transfer knowledge and skills on traditional taro cultivation for women and youth of Ngardmau.

Action /Implementation plan (ulterkokl el teletelel a ureor)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Activities/kedmekill el ureor

- omuus a steizai er a Sarah's YumYum
- remous a ngelikellir a rebuch el sechal
- etc. etc.



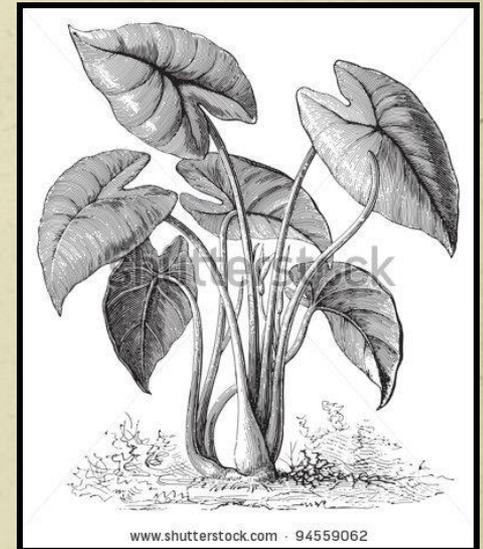
Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Indicators/ Olangch:



- Ar sbadel a mlei
- A ngerachel a milkedmokl (redil me a sechal)
- Ng klou a belduchel (e mlo ruebet er a rubetellel)



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YOUR Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Objective: Strengthen food security in Ngardmau by reviving taro cultivation in all three hamlets.



- # or percentage of families in Ngedbong, Ngerutoi and Urdmau who harvest and eat taro from patches that were cultivated as a result of this project.



Reporting Arrangements/(chisel a urelem)

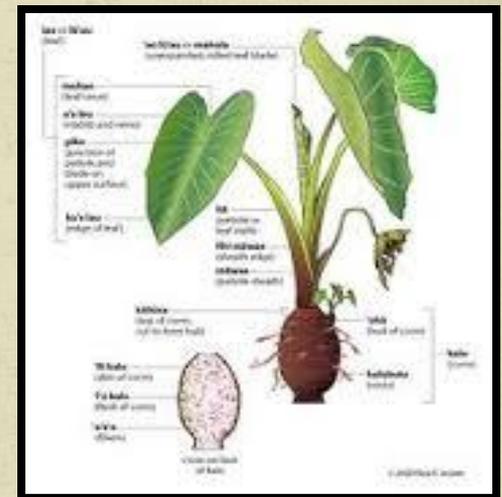
Documenting your work helps with reporting- did you achieve your objectives

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Note Book er a Mechesang:

beldeklel a :

- ngelikellir ar buch el sechal
- chellengelir ar ngalk er a blai
- belduchel (cholcholt, telungalek, kebliil etc.



Reporting Arrangements/(chisel a urelem)

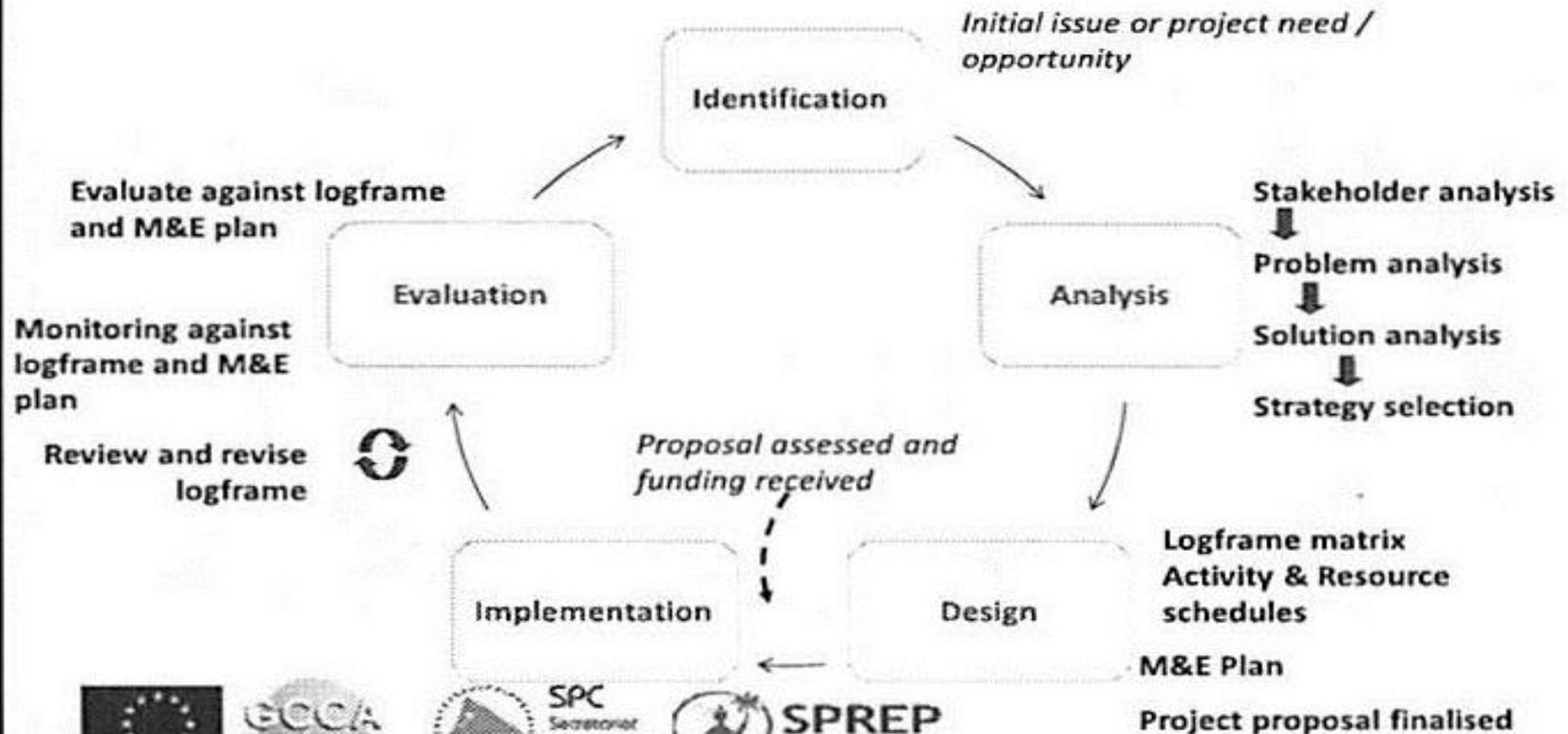
- Keep good records (ng kmal di uai sel Mechesang note book)
- take photos
- Keep receipts
- etc. etc.



Project Management Cycle

Cherrengelel a Ureor

LFA & Project Management Cycle

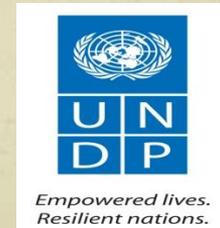


SPC
Secretariat
of the Pacific
Community



SPREP
Secretariat of the Pacific Region
Environment Programme

The Palau Small Grants Program Kom Kmal Mesulang



Describing
our work to ourselves
and others

Outputs, Outcomes and Impacts

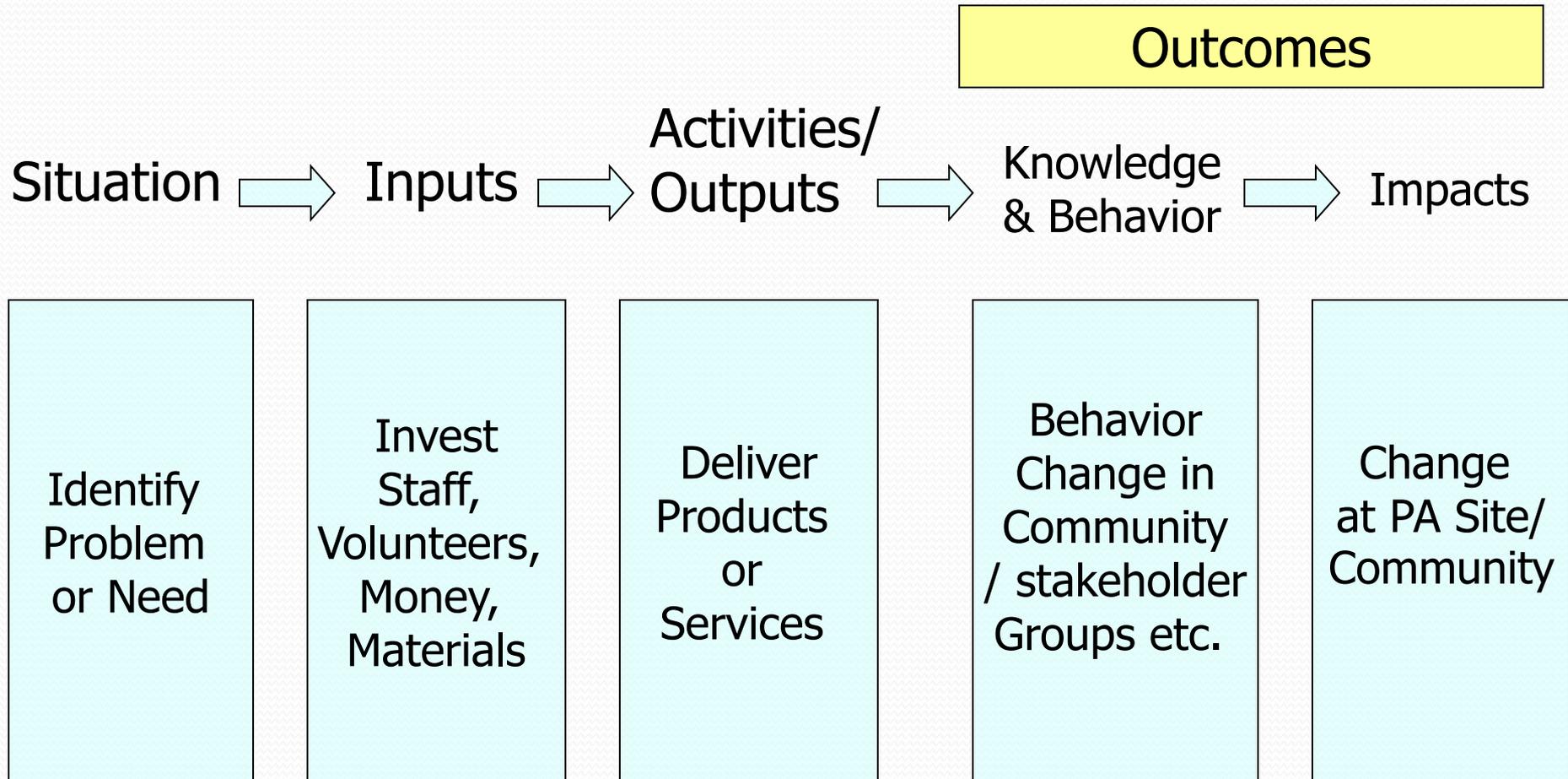
Desired outcome of session

- Understanding the Importance of Defining & Reporting Outcomes
- Understanding of the Differences between Outputs, Outcomes and Impacts
- Understanding the Types of Outcomes

The Importance of Outcomes

- **Program Development** (at site and network level)
 - Maintain and improve the quality of our programs
- **Accountability**
 - Demonstrate individual accountability for providing effective services
 - Demonstrate organizational accountability for use of public funds

Program Action: *theory of change model*



What is the desired Change or outcome that we are looking for

1. Change in Knowledge
2. Change in Attitude/Intention
3. Change in Skill
4. Change in Behavior or Practice
5. Change in Social/Health Condition
6. Change in Economic Condition
7. Change in Environmental/Physical Condition

Main Types of Outcomes

- **Short-term changes ~ Learning Outcomes**
 - Knowledge
 - Attitude
 - Skill
- **Medium-term changes ~ Action Outcomes**
 - Behavior
 - Practice
- **Long-term changes ~ Condition Outcomes (Impacts)**
 - Social/Health
 - Economic
 - Environmental

Learning Outcomes

- **Knowledge**
 - 90% Aimeliik households gain knowledge of 5 techniques for water conservation
- **Attitude/Intention**
 - 60% of Aimeliik households are more willing to use recommended techniques for water conservation
- **Skill**
 - 80% Aimeliik households gain the ability to implement water conserving techniques

Action Outcomes

- **Behavior**
 - 50% of Aimeliik households now conserve water
- **Practice**
 - 60% of Aimeliik households adopted at least one of the recommended water conservation practices

Condition Outcomes

– **Social/Health**

- 20% increase in voluntary compliance to water conservation regulations by residents in Airai State

– **Economic**

- Average reduction of 10% in monthly spending on water for residents in Ngerkebesang

– **Environmental/Physical**

- 5% reduction in water usage in Koror State

Steps for Defining an Outcome:

- **What?** Choose type of change
 - Describe specific change
 - Quantify change, if possible
- **Who?**
 - Describe the group/area that was affected
 - Quantify group affected

Ex. 50 Pest Control Advisors, private consultants, family farmers, field managers will gain 3 skills to identify key pests in field cropping systems.

How do we track our progress?

We measure:

- **Outputs – how efficient are we in implementation**
- **Outcomes – how effective is our implementation**

How will information be collected?	Who will collect the information?	When will information be collected?	How and by whom will information be captured?	Who will analyse the information?	When will analysis take place?
Service Contract Collect contract	MOE	October every year	Signed contract	Attorney General	October every year
Compilation of Data - Through training and monitoring activity	Students Teachers	One week after conducting activity --- trash data micro plastic	Through photos, videos, and the trash talk data sheet by students, teachers, content specialist and PCS rep.	PCS, content specialist and the University of Plymouth	March each year
# of trainings, teachers and students trained, and monitoring activities - Through # of trainings, teachers and students trained, and monitoring activities	MOE/PCS	After each training and monitoring activities	Sign-in sheets, agenda, training evaluation, certificate of completion, student list, schedule of activities, photos, videos, and data sheets	MOE/PCS	After each training and monitoring activities
Materials and Supplies Procured - Through Purchase order	MOE	By July 30	Purchase Order # collected by MOE	MOE	Before August 1st

Project Goal: Strengthen climate resilience through communication

Desired Result	Output	Indicator	Baseline	Mid-Term Project Target
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<p>At the end of Project, at least 75% of grades 7 and 9 students have increased their knowledge in Ocean Stewardship.</p>	<p>1) Service Contract 2) Report Data Trend 3) Trained teachers and students 4) Materials and Supplies procured</p>	<p>1) Signed Contract 2) Compilation of data 3) # of trainings, # of teachers trained, # of monitoring activities, # of students trained 4) Materials on-hand</p>	<p>1) 0 2) SY 2019-2020 Trash data 3) 1 training (Grade 7) and 1 training (Grade 9) 4) 0</p>	<p>1) 1 Contract Signed 2) 50% data collected 3) 75% teachers and students trained 4) 100% procured</p>
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Who will produce the report/ feedback?	When will the report be completed?	How and to whom will information be disseminated?	Who will disseminate the information?
MOE/MOF	November every year	Handmailed to Contractor	MOE
PCS and MOE	July 30 every year	By email to schools, state offices, and Grantor	Content Specialist and OCC
MOE/PCS	By June 30	Email to MOE, PCS, OCC and Grantor	MOE
MOE	Before August 1st	By phone call to vendors	MOE

, education and outreach in PALAU.	
End of Project Target	Means of Verification

<ul style="list-style-type: none">1) 1 Signed Contract2) 100% data collected3) 75% teachers and students trained4) 100% procured	<ul style="list-style-type: none">1) Contract2) Data sheets, photos, videos3) Reports, sign-up sheets, agenda, training evaluation, certificate of completion, student list, schedule of activities4) Invoices, Receipts
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Project Monitoring & Evaluation Training

Koror, Palau

July 26th to July 28th

Kedarm Conference Room, the Palau International Coral Reef Center

Workshop Purpose: to review the four stages in a monitoring and evaluation (M&E) system: planning, data collection, making data usable and using data for decision- making to help organizations reflect on and strengthen their programs and plans.

Audience- The workshop is designed for staff members who are involved in project/program implementation and who are called upon to collect, analyze and present M&E data.

Learning Objectives: By the end of the workshop participants will be able to:

- Describe and understand the six steps in an M&E system
- Develop an M&E plan that links project activities to outcomes and impacts
- Develop indicators that effectively identify progress toward project outcomes
- Develop a system to collect and compile data
- Determine an appropriate method of analyzing, presenting and disseminating information to different stakeholders
- Demonstrate the ability to use M&E information to engage in adaptive management leading to more efficient and effect project/program implementation.

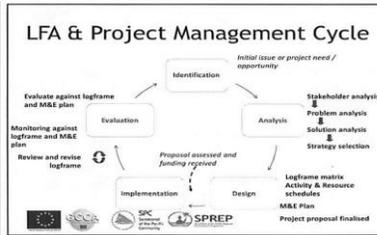
Workshop Agenda

DAY 1 Date: Monday July 26 th , 2021 Venue: Kedarm Conference Room, PICRC	
M&E Basics	
8:00 to 8:30	Registration and networking
8:30- 8:35	<p>Opening remarks from Climate Change Coordinator/ Palau Climate Change Office</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Joe welcomed all participants/partners and gave short summary of SUPA project (Scaling up Pacific Adaptation is about scaling up Climate Change Adaptation measures in specific sectors supported by knowledge management and capacity building) to include Palau's Climate Change policy and M&E portion; <input type="checkbox"/> Round Robin <input type="checkbox"/> All participated online M & E Survey: UMU
8:40 – 9:00	<p>Workshop introduction and objectives</p> <ul style="list-style-type: none"> <input type="checkbox"/> EQPB: Improving resiliency of the community <input type="checkbox"/> DEH: Working to reduce water. Mo sebeded lomes ikel issues like water contamination. How to train and emphasize importance the factors and work to prevent or eliminate diseases <input type="checkbox"/> MOH: mengesadel aikel telemelel a challenges or threats to our water supply <input type="checkbox"/> MOS: Able to go out to the field and report and to work with CC with live broadcast. <input type="checkbox"/> CC: Palau project pacific CC adaptation- melisiich el mora ikel telemelel a climate change. MOE, MHO, EQPB, MOS to implement projects collectively to strengthen ability to adapt to climate change. Strategy..increase/ strengthen water

security ; building greater awareness of climate changes/ build awareness about cc; EQPB with MOH to be able to know they are looking at health standards of the equality of water.

9:00 to 12:00

Definitions:- Monitoring and Evaluation
Umai presented Project Management Cycle



<p>What is a project</p> <p>Definition- belkul a tekoii an individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim.</p> <p>Example: ureor beluu Aim /maktek: kldmokl e ungil beluu Planned by/ ar melib a ureor : cheldebechel er a beluu Implemented by/ ar oltaut er a ureor : rechad er a beluu</p>	<p>Components of a project Telengtengil a ureor</p> <p>Goals/objectives (urunguled tia el ureour)</p> <p>Action /Implementation plan (ulterkoki el teletelel a ureor)</p> <p>Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)</p> <p>Reporting arrangements (chisel a urelem)</p>	<p>Definitions</p> <p>Goal: Urunguled sel rael doaik ngii e kudmeklii a urunguled</p> <p>Strategy: Sel tekoii el lemekdmokl e ng dmedesii tial rael el mora urunguled</p> <p>Objective: a ureor el kedmekill</p> <p>Activity/actions: a ureor el kedmekill</p>
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<p>Action /Implementation plan (ulterkoki el teletelel a ureor)</p> <p>Objective: A chelsengul (ie. kemeldil) a blim a ungil mekedmoki</p> <p>Activities/ kedmekill el ureor</p> <ul style="list-style-type: none"> • omuus a steizai er a Sarah's YumYum • remous a ngelikellir a rebuch el sechal • etc. etc. 	<p>Your Action/Implementation Plan</p> <p>Objective: Strengthen food security in Ngardmau by reviving taro cultivation in all three hamlets.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Cultivating taro patches along the main entrance to the village. • set up "mengerak" schedule • etc. etc. 	<p>Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)</p> <p>Objective: A chelsengul (ie. kemeldil) a blim a ungil mekedmoki</p> <p>Indicators/ Olangch:</p> <ul style="list-style-type: none"> • Ar sbadel a mlei • A ngerachel a milkedmoki (redil me a sechal) • Ng klou a belduchel (e mlo ruebet er a rubetellel)
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FORMULA:

ISSUES-CHALLENGES = BENEFITS

First Group Activity: Each group identified Goals, Objectives and Activities

- 1st group= EQPB
- 2nd group= MOE
- 3rd group=DEH
- 4th group= DMIS/MOS

	<p>Results Based Management (RBM) and Terminologies presentation: A result is a measurable or describable change resulting from a cause and effect relationship.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal <input type="checkbox"/> Outcome <input type="checkbox"/> Output <input type="checkbox"/> Input <p><i>Second activity: RBM Logic: The HOW, WHAT, and WHY of RBM</i> The RBM logic as the results chain indicates, an intervention begins with a set of inputs and activities that result in outputs, outcomes, and impacts.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Inputs are used to carry out activities; <input type="checkbox"/> Activities produce specific outputs; <input type="checkbox"/> Outputs produce outcomes; <input type="checkbox"/> Outcomes contribute to impacts <p>The groups to build a water tower as high as it could be and is gravity fed.</p>																											
	Why is M&E important																											
	Overview: six steps to develop a Monitoring and Evaluation System																											
12:00 to 1:00	Lunch																											
Step 1	Specify the Intervention																											
	<p>Understand the context</p> <p>Logic model: Graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes and impact for your program.</p> <p>Everyday examples of Logic Models below:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Input</td> <td style="text-align: center;">Activity</td> <td style="text-align: center;">Output</td> </tr> <tr> <td style="text-align: center;">Headache-----</td> <td style="text-align: center;">Get Pills-----</td> <td style="text-align: center;">Take Pills-----</td> </tr> <tr> <td style="text-align: center;">Hunger-----</td> <td style="text-align: center;">Find food-----</td> <td style="text-align: center;">Eat food-----</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">FEEL BETTER</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">FEEL BETTER</td> </tr> </table> <p>Situation Analysis Exercise: Issue: EQPB Budget Cut</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #e1eef6;">Root Cause</th> <th style="background-color: #e1eef6;">Result</th> </tr> </thead> <tbody> <tr> <td>Non environmental supportive/politics</td> <td>Inadequate and limited service</td> </tr> <tr> <td>Shifted priorities</td> <td>Limited staff/ short staff</td> </tr> <tr> <td>Funding shortfall</td> <td>Low morale</td> </tr> <tr> <td>Uninformed perception</td> <td>Low productivity</td> </tr> <tr> <td></td> <td>Increased human and environmental risks</td> </tr> </tbody> </table>	Input	Activity	Output	Headache-----	Get Pills-----	Take Pills-----	Hunger-----	Find food-----	Eat food-----			FEEL BETTER			FEEL BETTER	Root Cause	Result	Non environmental supportive/politics	Inadequate and limited service	Shifted priorities	Limited staff/ short staff	Funding shortfall	Low morale	Uninformed perception	Low productivity		Increased human and environmental risks
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	Increased human and environmental risks																											

Logic model:

Input	Activities	Output
Funding for meetings	EQPB Meet Senator and Delegate	Senator Sengebau publicly support EQPB
	Develop EQPB white paper	Delegate Otobed publicly support EQPB
	Conduct public hearings	
	Media outreach	

Resolving system issues/ political/ social/ ecosystems/ governance systems by people doing something over the course of a long period of time

Short term outcome (Changes in understanding/ learning)	Medium Term (Changes in behavior)	Long term (Change in systems)	Impact	Goal

Problem tree exercise: The groups developed and articulate situation analysis

MOE

Issue: Lack of consistent reporting

Root	Result
Lack of importance	Meaningless reports/ Unaccepted
Management of records and data collection	Inaccurate information
Limited knowledge of project	Measure & assess efficiency
Lack of reporting skills	Low quality
	Jeopardize current/ future funding opportunities

EQPB

Issue: Water safety

Root	Result
Drought	Shortage of water
Water source	Less resilient to rely on gov't help
Lack of awareness for water conservation	People get sick
Untreated water	
Contaminated water	

	<p>DEH Issue: Low knowledge and awareness of problems of vectors (beab ma rekas)</p> <table border="1"> <thead> <tr> <th>Root</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Resources to conduct trainings</td> <td>Community suffers (klou a sechr er a beluu)</td> </tr> <tr> <td>Limited funding for staff</td> <td>Increased numbers of rats & mosquitos</td> </tr> <tr> <td>Limited staff for outreach (including radio broadcast)</td> <td>Increase cases of vector related diseases Dengue/ Lepto</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table> <p>MOS Issue: Olngesonges a klaudengei er a rechad el kiei er Belau el kirel a tekoi er a Climate Change</p> <table border="1"> <thead> <tr> <th>Root</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Mechitechut a klisichel a range/ signal ra ngerel belau</td> <td>Diak lomekereu</td> </tr> <tr> <td>Mechut a donguu/ equipment</td> <td>Diak a duch el: Develop a program el kirel a Climate Change ma Resilient community (el recorded e merael er a EPFM, Climate Change Hour Channel 1(audio))</td> </tr> <tr> <td>Ngelsengesel a yosang er a Bureau</td> <td>Ng diak a ungil osischakl el mora beluu</td> </tr> <tr> <td>Ngesonges a klaudengei era a rureor el chad er a EPFM el mesaod a tekoi ra Climate Change ma Resilient Community</td> <td>Ng diak lodengei</td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Root	Result	Resources to conduct trainings	Community suffers (klou a sechr er a beluu)	Limited funding for staff	Increased numbers of rats & mosquitos	Limited staff for outreach (including radio broadcast)	Increase cases of vector related diseases Dengue/ Lepto							Root	Result	Mechitechut a klisichel a range/ signal ra ngerel belau	Diak lomekereu	Mechut a donguu/ equipment	Diak a duch el: Develop a program el kirel a Climate Change ma Resilient community (el recorded e merael er a EPFM, Climate Change Hour Channel 1(audio))	Ngelsengesel a yosang er a Bureau	Ng diak a ungil osischakl el mora beluu	Ngesonges a klaudengei era a rureor el chad er a EPFM el mesaod a tekoi ra Climate Change ma Resilient Community	Ng diak lodengei		
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	Develop goals and objectives																										
	Decide on the activities																										
	Establish the inputs																										
	Conceptual the expected results																										
3:45 to 4:00	Summary of Day 1																										

DAY 2 Date: Tuesday July 27 th , 2021 Venue: Kedarm Conference Room, PICRC	
M&E Basics	
8:00 to 8:30	Morning coffee and networking
8:30-	<p>Review of day 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Umai gave summary of first day of workshop <p><i>Fist activity of the day was for participants to take Color Personality Quiz to show how what type of thinking process the participants respond well to - Visual- Audio</i></p> <ul style="list-style-type: none"> ▪ Results showed that most participants scored “BLUE”: BLUE: Enthusiastic, Sympathetic, Personal, Warm, Communicative, Compassionate, Idealistic Spiritual, Sincere, Peaceful, Flexible,

Imaginative

Impact (Goal)
Outcome (long term)
Outcome (medium term)
Outcome (short term)
Output
Activities
Input

RBM: Understanding inter-linkages and dependencies between Planning, Monitoring and Evaluation.

Second Activity: How to make a delicious toast.
All participants were asked to draw- how to make toast. This exercise allows us to understand systems thinking.

Next Activity: Back casting
Participants worked in groups to develop theory of change in becoming a “Healthy Me”.

Step Two Developing indicators

Indicators (definition and types: progress/impact)

Hierarchy of Indicators

12:00 to 1:00 Lunch

Step 2 Setting priorities for M&E (selecting which results to monitor and evaluate

Energizer activity: Jeopardy
Questions were asked in jeopardy game from today’s session and all participants were fully engaged.

Next Activity: Logic Model
Each group presented logic model on their SUPA projects.

Results Framework

KRA1- Reduce vulnerability to water and vector born disease in 5 states	Output	Indicator	Baseline	Target	Goal Means of Verification
Reduce vulnerable to water in	5 tanks @ 3k gallon	# of tanks	10 tanks	15 tanks	

	5 States					
		Community has knowledge	# of gallons	20k gallons	35k gallons	
			# of trainings	0	5	
			# of individuals trained	0	50 individuals	
	Next step is M&E plan					
Step 3	Data collection					
	Primary and secondary data					
	Quantitative and Qualitative methodologies					
Step 4	Baseline and Performance Targets					
Step 5	Data management					
3:45 to 4:00	Summary of Day 2					

DAY 3 Date: Wednesday July 28 th , 2021 Venue: Kedarm Conference Room, PICRC	
M&E Basics	
8:00 to 8:30	Morning coffee and networking
8:30-	Review of day 2
Step 6	<p>Developing an M&E System</p> <p>Umai presented the USAID Introduction to Monitoring and Evaluation Objectives</p> <p><i>Activity: Project indicator & Monitoring and Evaluation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Group developed and reported on Project indicator <input type="checkbox"/> Group developed and presented M&E table <p><u>Post Survey Results:</u></p> <p>1. How familiar are you with Palau's Climate Change Profile</p> <ul style="list-style-type: none"> ▪ Very Familiar: 4 ▪ Somewhat Familiar: 6 ▪ Familiar: 4 <p>2. How familiar are you with Palau's Climate Change Policy Framework and its Climate Change Adaptation strategies</p> <ul style="list-style-type: none"> ▪ Very Familiar: 4 ▪ Somewhat Familiar: 5 ▪ Familiar: 5 <p>3. What is your experience with project management and implementation</p> <ul style="list-style-type: none"> ▪ Very Familiar: 5

	<ul style="list-style-type: none"> ▪ Familiar: 9 <p>4. How would you describe your experience with Monitoring and Evaluation. Its like:</p> <ul style="list-style-type: none"> ▪ Very Familiar: 5 ▪ Familiar: 9
	How monitoring fits in with other management functions
12:00 to 1:00	Lunch
	Using monitoring data
	Planning and making management decisions (adaptive management)
	Sharing the information with others (reporting)
3:45 to 4:00	Evaluation of training

Components of a project

Telengtengil a ureor

Goals/objectives: urungulel tia el ureour

Action /Implementation plan:
ulterkokl el teletelel a ureor

Monitoring and evaluation plan:
sel morritel el kmo ke mlo ungil otutii a ureor me
alechub e ng diak

Reporting arrangements: chisel a urelem

Definitions

Goal: Urunguled/ Moktek er kid

Strategies: bldeklel a ureor el doukerebai er
ngii e oltaut a urered

Objectives: Aikel ulterkokl el teletael malechub
eng blekeradel el kirel mekedmoki
me ng mo sebechel motaut a
urunguled

Definitions

- Activities:** Ureor el dongedmokl ma lechub eng kedmekill
- Output:** Redechel a urered
- Outcome:** blekeradel ma lechub eng teletael el deuubech ma lechub e de melchesuar er ngii el mlor ngii el okiu a urered.

Objectives – must be

SMART

S- Specific

M- Measurable

A- Achievable

R- Realistic

T- Time bound

Goal: Mesiich el bai
(strong family)



Strategy: ke beiusech a medam er a

tekoi el blai me a buai

Objective: A bek el kemeldiil er a

blim a ungil mekedmokl meng klou

er a okeim el basent er a resbadel el

telungalek ma kebliil a a mei e kudmeklii a

chelsengum.

Action /Implementation plan (ulterkokl el teletelel a ureor)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Activities/kedmekill el ureor



- omuus a steizai er a Sarah's YumYum
- remous a ngelikellir a rebuch el sechal
- etc. etc.

Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl



Indicators/ Olangch

- Ar sbadel a mlei
- A ngerachel a milkedmokl (redil me a sechal)
- Ng klou a belduchel (e mlo ruebet er a rubetellel)



Reporting Arrangements/(chisel a urelem)

Documenting your work helps with reporting- did you achieve your objectives

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

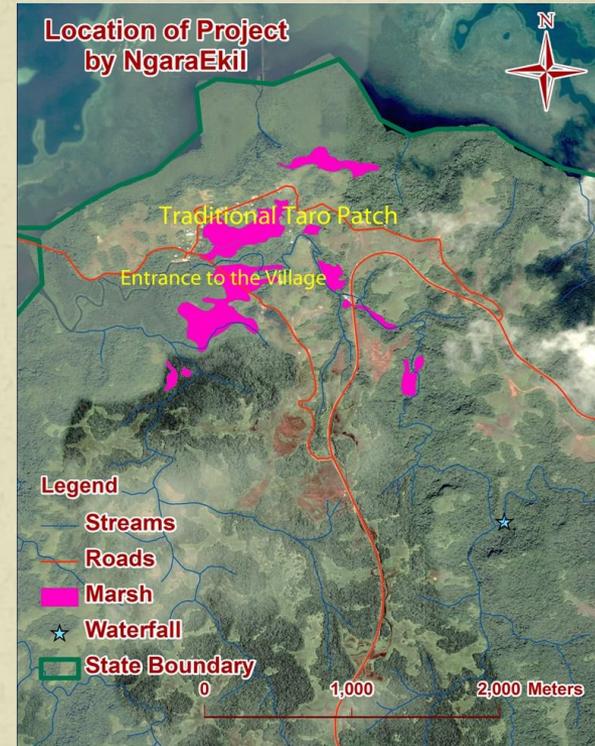
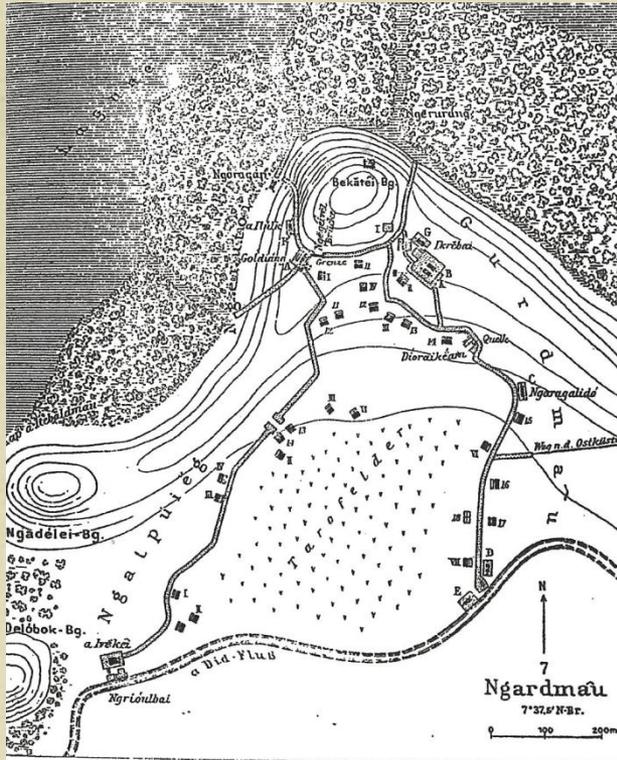
Note Book er a Mechesang:

beldeklel a :

- ngelikellir ar buch el sechal
- challengelir ar ngalk er a blai
- belduchel (ng tela milchudel, udoud er Belau, toluk eng US dollars)etc.
- Ng techa ulmeduchel er a chelebechiil, ududir a rengalek, techel otungel etc.



Project management Orretel a Ureor

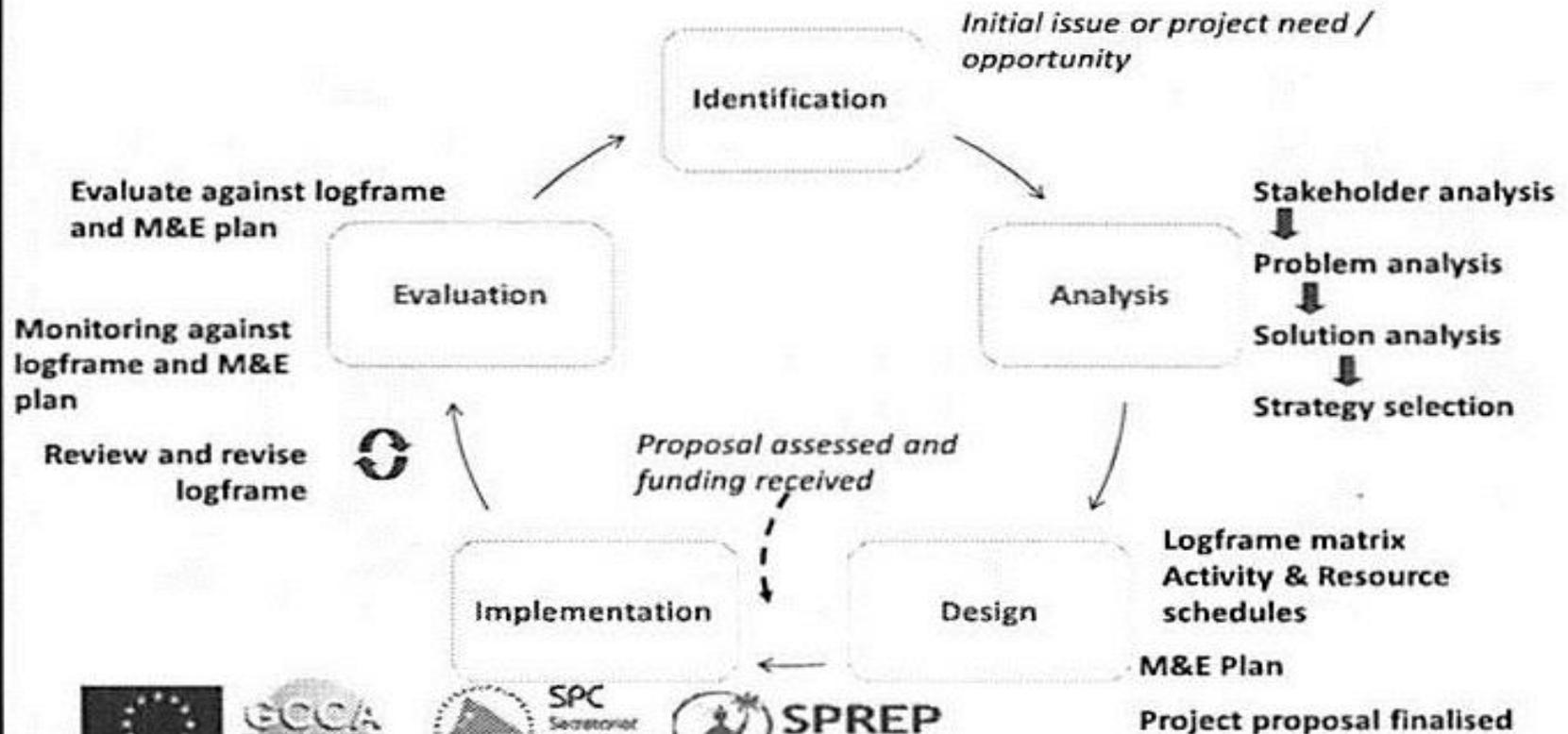


SUPA M&E Workshop
Kedarm
July 26-28 2021

Project Management Cycle

Cherrengelel a Ureor

LFA & Project Management Cycle



What is a project



Definition- belkul a tekoi

an individual or collaborative enterprise that is carefully planned and designed to achieve a particular aim.

Example: ureor beluu

Aim/moktek- kldmokl e ungil beluu

Planned by/ ar melib a ureor : cheldebechel er a beluu

Implemented by/ ar oltaut er a ureor : rechad er a beluu

Components of a project Telengtengil a ureor



Goals/objectives (urungulel tia el ureour)

Action /Implementation plan (ulterkokl el teletelel a ureor)

Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Reporting arrangements (chisel a urelem)

Definitions

- Goal:** Urunguled
- Strategy:** sel rael doaik ngii e
kudmeklii a urunguled
- Objective:** Sel tekoi el lemekedmokl e
ng dmedesii tial rael el mora
urunguled
- Activity/actions:** a ureor el kedmekill



Goal: A delodau el blai (strong family)
Strategy: ke beiusech a medam er a tekoi el
blai me a buai
Objective: A chelsengul (ie. kemeldiil) a blim a
ungil mekedmokl



Your Goal : To protect the traditional taro patch site within Ngardmau State and to strengthen food security and create sustainable income generating activities for the community through the revival of traditional taro cultivation by women and youth in Ngardmau State.



Mosab a Klab se el bocha le Keloll

Poster/ Robert Bishop

YOUR Objectives

- To create additional sustainable livelihood sources for the community (e.g., taro, taro value-added products and taro patch eco-tours).
- To transfer knowledge and skills on traditional taro cultivation for women and youth of Ngardmau.

Action /Implementation plan (ulterkokl el teletelel a ureor)

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Activities/kedmekill el ureor

- omuus a steizai er a Sarah's YumYum
- remous a ngelikellir a rebuch el sechal
- etc. etc.

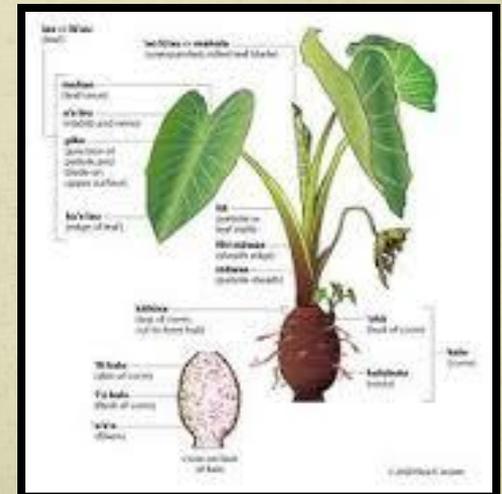


Your Action/Implementation Plan

Objective: Strengthen food security in Ngardmau by reviving taro cultivation in all three hamlets.

Activity:

- Cultivating taro patches along the main entrance to the village.
- set up “mengerakl” schedule
- etc. etc.



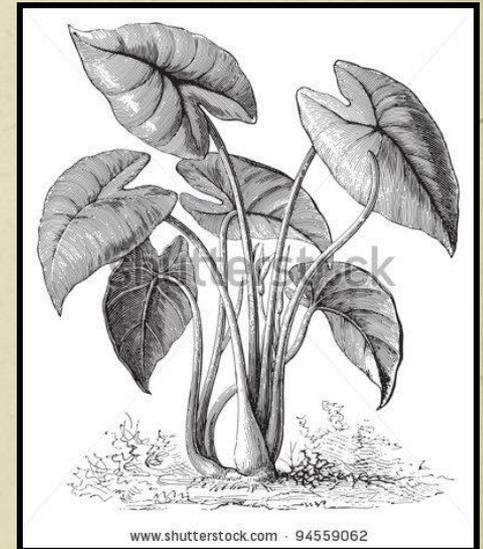
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Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Indicators/ Olangch:



- Ar sbadel a mlei
- A ngerachel a milkedmokl (redil me a sechal)
- Ng klou a belduchel (e mlo ruebet er a rubetellel)



YOUR Monitoring and evaluation plan (sel morritel el kmo ke mlo ungil otutii a ureor me alechub e ng diak)

Objective: Strengthen food security in Ngardmau by reviving taro cultivation in all three hamlets.



- # or percentage of families in Ngedbong, Ngerutoi and Urdmau who harvest and eat taro from patches that were cultivated as a result of this project.



Reporting Arrangements/(chisel a urelem)

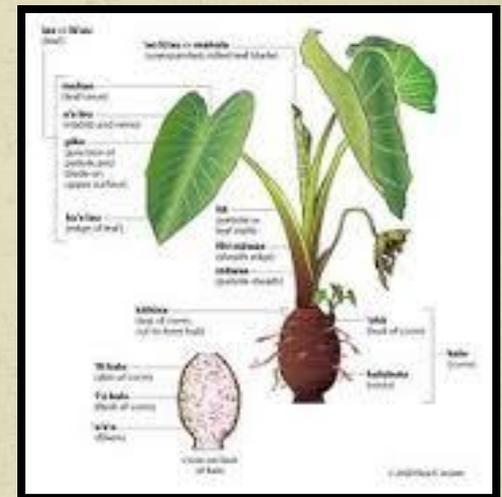
Documenting your work helps with reporting- did you achieve your objectives

Objective: A chelsengul (ie. kemeldiil) a blim a ungil mekedmokl

Note Book er a Mechesang:

beldeklel a :

- ngelikellir ar buch el sechal
- challengelir ar ngalk er a blai
- belduchel (cholcholt, telungalek, kebliil etc.



Reporting Arrangements/(chisel a urelem)

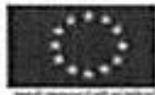
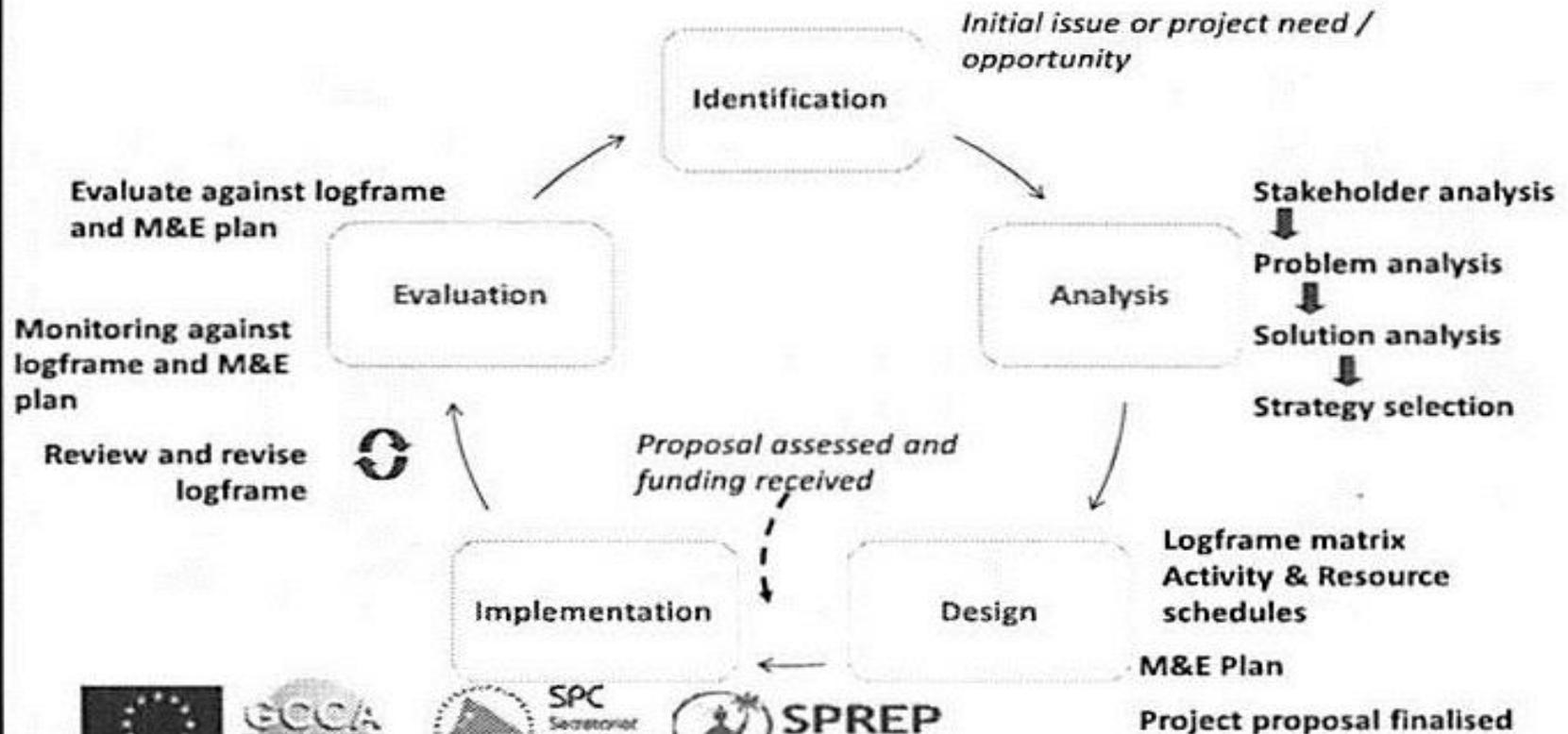
- Keep good records (ng kmal di uai sel Mechesang note book)
- take photos
- Keep receipts
- etc. etc.



Project Management Cycle

Cherrengelel a Ureor

LFA & Project Management Cycle

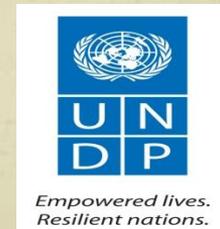


SPC
Secretariat
of the Pacific
Community



SPREP
Secretariat of the Pacific Region
Environment Programme

The Palau Small Grants Program Kom Kmal Mesulang



Describing
our work to ourselves
and others

Outputs, Outcomes and Impacts

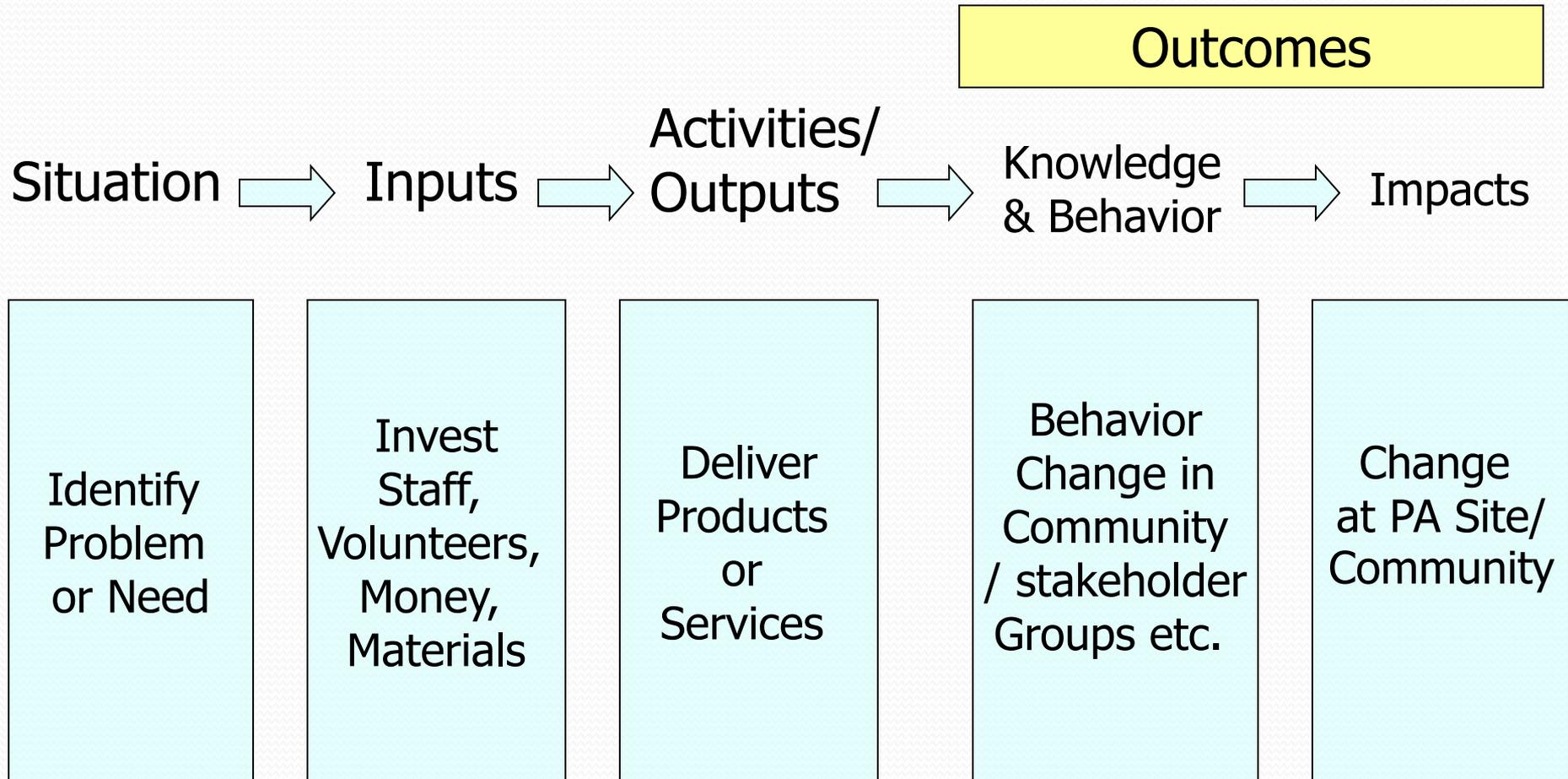
Desired outcome of session

- Understanding the Importance of Defining & Reporting Outcomes
- Understanding of the Differences between Outputs, Outcomes and Impacts
- Understanding the Types of Outcomes

The Importance of Outcomes

- **Program Development** (at site and network level)
 - Maintain and improve the quality of our programs
- **Accountability**
 - Demonstrate individual accountability for providing effective services
 - Demonstrate organizational accountability for use of public funds

Program Action: *theory of change model*



What is the desired Change or outcome that we are looking for

1. Change in Knowledge
2. Change in Attitude/Intention
3. Change in Skill
4. Change in Behavior or Practice
5. Change in Social/Health Condition
6. Change in Economic Condition
7. Change in Environmental/Physical Condition

Main Types of Outcomes

- **Short-term changes ~ Learning Outcomes**
 - Knowledge
 - Attitude
 - Skill
- **Medium-term changes ~ Action Outcomes**
 - Behavior
 - Practice
- **Long-term changes ~ Condition Outcomes (Impacts)**
 - Social/Health
 - Economic
 - Environmental

Learning Outcomes

- **Knowledge**
 - 90% Aimeliik households gain knowledge of 5 techniques for water conservation
- **Attitude/Intention**
 - 60% of Aimeliik households are more willing to use recommended techniques for water conservation
- **Skill**
 - 80% Aimeliik households gain the ability to implement water conserving techniques

Action Outcomes

- **Behavior**
 - 50% of Aimeliik households now conserve water
- **Practice**
 - 60% of Aimeliik households adopted at least one of the recommended water conservation practices

Condition Outcomes

– **Social/Health**

- 20% increase in voluntary compliance to water conservation regulations by residents in Airai State

– **Economic**

- Average reduction of 10% in monthly spending on water for residents in Ngerkebesang

– **Environmental/Physical**

- 5% reduction in water usage in Koror State

Steps for Defining an Outcome:

- **What?** Choose type of change
 - Describe specific change
 - Quantify change, if possible
- **Who?**
 - Describe the group/area that was affected
 - Quantify group affected

Ex. 50 Pest Control Advisors, private consultants, family farmers, field managers will gain 3 skills to identify key pests in field cropping systems.

How do we track our progress?

We measure:

- **Outputs – how efficient are we in implementation**
- **Outcomes – how effective is our implementation**

How will information be collected?	Who will collect the information?	When will information be collected?	How and by whom will information be captured?	Who will analyse the information?	When will analysis take place?
Service Contract Collect contract	MOE	October every year	Signed contract	Attorney General	October every year
Compilation of Data - Through training and monitoring activity	Students Teachers	One week after conducting activity --- trash data micro plastic	Through photos, videos, and the trash talk data sheet by students, teachers, content specialist and PCS rep.	PCS, content specialist and the University of Plymouth	March each year
# of trainings, teachers and students trained, and monitoring activities - Through # of trainings, teachers and students trained, and monitoring activities	MOE/PCS	After each training and monitoring activities	Sign-in sheets, agenda, training evaluation, certificate of completion, student list, schedule of activities, photos, videos, and data sheets	MOE/PCS	After each training and monitoring activities
Materials and Supplies Procured - Through Purchase order	MOE	By July 30	Purchase Order # collected by MOE	MOE	Before August 1st

Project Goal: Strengthen climate resilience through communication

Desired Result	Output	Indicator	Baseline	Mid-Term Project Target
----------------	--------	-----------	----------	-------------------------

<p>At the end of Project, at least 75% of grades 7 and 9 students have increased their knowledge in Ocean Stewardship.</p>	<p>1) Service Contract 2) Report Data Trend 3) Trained teachers and students 4) Materials and Supplies procured</p>	<p>1) Signed Contract 2) Compilation of data 3) # of trainings, # of teachers trained, # of monitoring activities, # of students trained 4) Materials on-hand</p>	<p>1) 0 2) SY 2019-2020 Trash data 3) 1 training (Grade 7) and 1 training (Grade 9) 4) 0</p>	<p>1) 1 Contract Signed 2) 50% data collected 3) 75% teachers and students trained 4) 100% procured</p>
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Who will produce the report/ feedback?	When will the report be completed?	How and to whom will information be disseminated?	Who will disseminate the information?
MOE/MOF	November every year	Handmailed to Contractor	MOE
PCS and MOE	July 30 every year	By email to schools, state offices, and Grantor	Content Specialist and OCC
MOE/PCS	By June 30	Email to MOE, PCS, OCC and Grantor	MOE
MOE	Before August 1st	By phone call to vendors	MOE

, education and outreach in PALAU.	
End of Project Target	Means of Verification

<ul style="list-style-type: none">1) 1 Signed Contract2) 100% data collected3) 75% teachers and students trained4) 100% procured	<ul style="list-style-type: none">1) Contract2) Data sheets, photos, videos3) Reports, sign-up sheets, agenda, training evaluation, certificate of completion, student list, schedule of activities4) Invoices, Receipts
---	---