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ISO 9001:2015 Certified
Quality Management System

MEMORANDUM ORDER
No. _161_
Series of 2024

SUBJECT:	**GUIDELINES ON THE MONITORING AND EVALUATION (M&E) OF THE BUREAU OF PLANT INDUSTRY'S LEARNING AND DEVELOPMENT INTERVENTION**

I. RATIONALE

These guidelines aim to establish standards for conducting monitoring and evaluation activities for the Bureau of Plant Industry's (BPI) Learning and Development (L&D) interventions. The purpose is to ensure alignment with BPI's mandates, programs, plans, and activities, and to measure the effectiveness of training programs by validating the attainment of learning objectives, the application of learning in the workplace, and the overall impact on BPI.

II. SCOPE

These guidelines cover all BPI offices that conduct internal L&D interventions, including training, seminars, webinars, self-paced online training, conferences, and other similar activities

III. MONITORING AND EVALUATION

The Human Resources Section shall regularly monitor and evaluate the effectiveness of all L&D intervention to determine if the intervention really contributes to BPI's performance.

IV. MONITORING AND EVALUATION FRAMEWORK

Monitoring primarily tracks the use of inputs, activities, and outputs, while also considering outcomes to some extent. Evaluation, on the other hand, occurs at specific intervals and assesses an intervention's progress over time, focusing on outcomes and impacts.
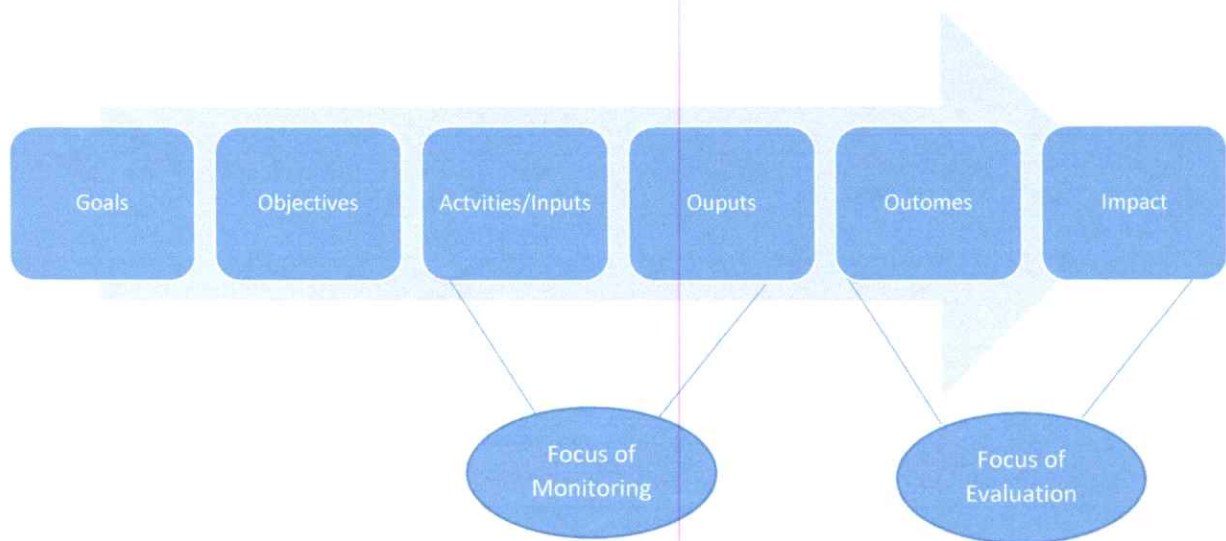
V. MONITORING AND EVALUATION PLAN

The Training Monitoring and Evaluation Plan should be an integral part of the training design. It must include detailed information on how the intervention will be monitored and evaluated, incorporating Annex 1 for Evaluation Section and using Donald Kirkpatrick's Four Levels of Evaluation as outlined in Annex 2, with indicators in Annex 3.

Determine the level of evaluation appropriate for the proposed L&D intervention. All L&D intervention shall have Level 1 and 2, including orientation and seminars, while other interventions like trainings and webinars with 3-5 days duration shall have at least up to Level 3 monitoring and evaluation.

VI. MONITORING AND EVALUATION METHOD/TOOL

Monitoring and Evaluation tools refer to the instruments used to collect data and measure the effectiveness of training programs. These tools can include questionnaires, interviews, and focus group discussions.

The following method and tools can be use:

    a. End of learning evaluation form
    b. Learning application Plan (LAP)
    c. Re-entry Action Plan (REAP)

VII. MONITORING AND EVALUATION SCHEDULE

Timeline or schedule of the Monitoring and Evaluation shall be based on the level of evaluation and duration of L&D program:

DURATION OF L&D PROGRAM	LEVEL	SCHEDULE
1-2 day/s	Up-to- Level II M&E	During the conduct
3-5 days Training Program	Up-to-Level III M&E	During the conduct and after 3 months
6-10 days Training Program	Up-to-Level III M&E	During the conduct and after 6 months
11-20 days Training Program	Up-to-Level IV M&E	After 6 months
More than 21 days	Up-to-Level IV M&E	After 1 year

VIII. PROCEDURES FOR MONITORING AND EVALUATION ACTIVITIES

The concerned office, together with the HRS Monitoring and Evaluation Team, will perform the following:

1. Pre-Activities

   a. Formulate Monitoring and Evaluation Plan
   b. Match the evaluation to the training's purpose, clearly stating expectations from participants.
   c. Identify and prepare appropriate instruments.
   d. Formulate Competency Development Management Form

2. During the conduct of the Training Program

   a. Administer pre-tests.
   b. Observe and document learning experiences and effects.
   c. Record participants' questions/issues and resource persons' responses.
   d. Administer relevant M&E instruments for Levels 1 and 2.

3. Post Conduct of the Training Program

   a. Summarize and analyze data from Levels 1 and 2 evaluations.
   b. Report pre-test and post-test results, using statistical analysis where appropriate.
   c. Prepare end-of-learning and M&E reports.

d. Schedule and conduct Level III and IV evaluations based on the prescribed timeline.

IX.   SUBMISSION OF REPORTS

All reports containing the results of Level I and II evaluations must be submitted within 15 working days after the event. Reports for Levels III and IV evaluations should be submitted within one month after the scheduled M&E activities.

This order shall take effect immediately and shall supersede all other Orders inconsistent herewith.

Done this __14th__ day of ___JUNE___ 2024.

GERALD GLENN F. PANGANIBAN, Ph.D.
Director

ANNEX 1. Monitoring and Evaluation Plan

Level of Evaluation	Indicator (What will you measure)	Method/Tool	Data Source	Schedule	Person/s Responsible
Level 4: Impact					
Level 3: Application					
Level 2: Learning					
Level 1: Reaction					

ANNEX 2: FOUR LEVELS OF EVALUATION

Level 1	Level 2	Level 3	Level 4
Reaction Evaluation The first and most immediate evaluation is defined as capturing how participants find an intervention to be "favorable, engaging, and relevant." This Provides feedback on the participant's satisfaction with the learning environment. Items considered are the facilitator's expertise in the content and in processing learning; training facilitator's handling before, during, and after the training program; the design and the methodologies used in the intervention; and the completeness, appropriateness, and timeliness of the materials used.	Learning Evaluation This level is defined as where resource speakers determine whether the learners managed to acquire the intended knowledge, skills, attitude, confidence, and commitment based on their participation in the learning intervention. This provides feedback on the percentage of the learning content acquired by the participants, and if such sufficiently demonstrates that the learning objectives were achieved. This also provides feedback if the individual participant has acquired the competency to perform specific tasks or jobs.	Application Evaluation This provides feedback if the learning and the acquired competencies are properly applied in the workplace and has improved the participant's performance on the job. This also investigates factors in the workplace environment that may affect the application of the learning in workplace.	Impact Evaluation This provides feedback on how applied learning created impact on the participants' organizational performance and if the desired organization results are being achieved.

ANNEX 3. INDICATORS

Indicators are a quantitative metric that provides information to monitor performance, measure achievement, and determine accountability. Indicators are an essential part of effective monitoring and evaluation and shows how results will be measured.

Level of Evaluation	Indicator (What to be measured)
Level 4: Desired	90% of learners demonstrates improvement in their competencies; and/or 90% of learners shows improvement in their IPCR
Level 3: Application	90% of learners applied the learning and/or 90% of learners demonstrated improvement in job performance
Level 2: Learning	2-point difference in the average of pre and post test 80% of the learners passed the post-test
Level 1: Learner's Reaction	Very satisfactory rating from end-of-learning evaluation and session evaluation