ISN 92002 PD-ABF-721 XD

A.I.D. EVALUATION SUMMARY - PART I

1. BEFORE FILLING OUT THIS FORM, READ THE ATTACHED INSTRUCTIONS.
2. USE LETTER QUALITY TYPE, NOT "DOT MATRIX" TYPE.

IDENTIFICATION DATA

A. Reporting A.I.D. Unit:

Mission or AID/W Office **USAID/Philippines**
(ES# _____)

B. Was Evaluation Scheduled In Current FY Annual Evaluation Plan?
Yes ☐ Slipped ☐ Ad Hoc ☐
Evaluation Plan Submission Date: FY 1991 Q ____

C. Evaluation Timing
Interim ☒ Final ☐
Ex Post ☐ Other ☐

D. Activity or Activities Evaluated (List the following information for project(s) or program(s) evaluated; if not applicable, list title and date of the evaluation report.)

Project No.	Project /Program Title	First PROAG or Equivalent (FY)	Most Recent PACD (Mo/Yr)	Planned LOP Cost (000)	Amount Obligated to Date (000)
492-0439	Evaluation of the Public Sector Component of the USAID Development Training Project, November 1992		9/94	$5,000	$ 4,050

ACTIONS

E. Action Decisions Approved By Mission or AID/W Office Director

Action(s) Required	Name of Officer Responsible for Action	Date Action to be Completed
1. Extension of NEDA/MADECOR host country contract.	Akim Martinez	January/93
2. Expansion of activities to other regions outside of Regions V, VI and XI.	Carmencita Guiyab	April/93
3. Contractor to maintain staff in regions where training is conducted.	- do -	- do -
4. Contractor to furnish NEDA NRO's with reports on various training conducted for validation and monitoring purposes.	- do -	- do -
5. Coordinate activities with other agencies conducting similar programs in the Philippines.	- do -	- do -
6. Contractor to update assessment of training needs, resources and capabilities; and to upgrade quality of speakers, adopt more participatory learning Methodology and initiate follow-up activities.	- do -	- do -
7. Need for additional evaluation and monitoring indicators to enhance the responsiveness and usefulness of the project.	- do -	- do -

(Attach extra sheet if necessary)

APPROVALS

F. Date Of Mission Or AID/W Office Review Of Evaluation: (Month) February (Day) 26, (Year) 1993

G. Approvals of Evaluation Summary And Action Decisions:

	Project/Program Officer	Representative of Borrower/Grantee	Evaluation Officer	Mission or AID/W Office Director
Name (Typed)	Akim Martinez	Carmencita Guiyab	Sulpicio Roco	Thomas W. Stukel
Signature				
Date	3/1/93		3/5/93	3/16/93

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BEST AVAILABLE DOCUMENT

ABSTRACT

H. Evaluation Abstract (Do not exceed the space provided)

The project aims to build a core of highly trained employees in the public and private sectors by providing academic and technical training. The public sector component of the project is being implemented through a host country contract between the National Economic Development Authority (NEDA) and the MANDALA Development Corporation (MADECOR). The mid-term evaluation, conducted by a University of the Philippines Social Action and Research for Development Foundation team, included a review of project documents, visits to three participating regions and interviews with project personnel, participants and their supervisors. The scope of work included the conduct of a monitoring and impact evaluation of the project. The monitoring evaluation addressed the following concerns: (1) whether the project has reached the intended beneficiaries or target population and (2) whether the delivery of services is consistent with the objectives of the project. The impact evaluation determined whether the project has achieved or is achieving the desired effects among the target beneficiaries.

The major findings and conclusions are:

- The project was generally relevant, timely and responsive to the needs of participants and their agencies;
- Project activities were generally appropriate to the overall objectives of the project;
- Reactions of participants and supervisors were generally positive;
- Women were significantly involved with project management and implementation.

The evaluators made the following recommendations:

- The project should be continued and expanded to other regions.
- To improve implementation, the contractor should maintain a staff in the regions and furnish NEDA NRO's with reports for validation and monitoring.
- Review existing implementation arrangements among project contractors NEDA/SAS and NEDA/NRO's.
- Update assessment of training needs, resources and capabilities.
- Coordinate activities with other agencies.

COSTS

I. Evaluation Costs

1. Evaluation Team

Name	Affiliation	Contract Number OR TDY Person Days	Contract Cost OR TDY Cost (U.S. $)	Source of Funds
Carolyn I. Sobritchea	University of the Phils.	AID 492-0432	17,517	Project Funded
Clemen C. Aquino	Social Action and Res. for Devt. Foundation	I-00-2160-00		

2. Mission/Office Professional Staff Person-Days (Estimate) _____

3. Borrower/Grantee Professional Staff Person-Days (Estimate) 41 Person days

A.I.D. EVALUATION SUMMARY - PART II

SUMMARY

J. Summary of Evaluation Findings, Conclusions and Recommendations (Try not to exceed the three (3) pages provided)
Address the following items:

- Purpose of evaluation and methodology used
- Purpose of activity(ies) evaluated
- Findings and conclusions (relate to questions)
- Principal recommendations
- Lessons learned

Mission or Office:	Date This Summary Prepared:	Title And Date Of Full Evaluation Report:
DRM/PT	February 26, 1993	Evaluation of the Public Sector Component of the USAID Devt. Trg. Proj. November 1992

Purpose of Activity or Activities Evaluated:

The objective of the Development Training Project (Public Sector Component) is to upgrade the skills of public officials at the central, regional and local government levels. The local training component of the project is implemented by the MANDALA Development Corporation (MADECOR) through a host country contract with the National Economic Development Authority (NEDA). In line with the Mission's strategy to support the decentralization reform of the Philippine Government, the academic and technical training for local government officials was undertaken by the contractor in cooperation with NEDA Regional offices in Regions V, VI and XI. The host country contract with MADECOR was for a period of two years with a possible extension of 18 months depending on the performance of the contractor.

Purpose of the Evaluation and Methodology Used:

The scope of work included the conduct of a monitoring and impact evaluation of the project with emphasis on the training conducted by the contractor (MADECOR). The purpose of the monitoring evaluation was to determine: (1) whether the project has reached the intended beneficiaries or target groups and (2) whether the delivery of services is consistent with the project. The purpose of the impact evaluation was to determine if the project has achieved or is achieving the intended objectives among the target beneficiaries.

The evaluation team reviewed all the secondary data provided by the project contractor, NEDA/Scholarship Affairs Secretariat and the NEDA Regional Offices. These include reports on the inception and implementation plans, documentation of training activities, evaluation of training programs and progress reports, several end-of-training reports, etc. The research team visited the three pilot regions and interviewed program implementors, selected participants and their supervisors. Also interviewed were NEDA national and regional offices, personnel assigned to provide administrative assistance to MADECOR and academic institutions where participants are enrolled.

These specific questions guided the evaluation:

a) Are the project activities responsive and applicable to participants needs?
b) How does the project affect the participants and their organizations performance?
c) What role(s) do women play in the management and implementation of the project? Are the project activities responsive to the specific need and concerns of women?
d) How well does the project contractor comply with the requirements of the contract?
e) What problems/difficulties does the project encounter?

Findings and Conclusion:

Responsiveness and Applicability of Training Programs.

The evaluation showed that the Development Training Project was generally relevant, timely, and responsive to the needs of the participants and their agencies.

Impact on Performance of Participants and their Agencies.

Perceived effects on performance include enhanced self-confidence to carry out office tasks and responsibilities, improved skills in doing feasibility studies; project monitoring, financial analysis, etc. Some of the feasibility studies developed by participants on the module on project development and management are now being used by local government and line agencies. Better understanding and implementation of the local government code as noted by supervisors.

Compliance of Contractors with Specified Tasks and Responsibilities.

The contractor complied with most of the tasks and responsibilities required to achieve project objectives. The major set-back of the contractor was the delay in the delivery of pre-training services, causing postponement and non-completion of some training programs and post-evaluation and terminal reports.

Role of Women.

Women were significantly involved in project management and implementation. There were women participants in all training activities although they were generally outnumbered by male participants.

Principal Recommendations:

- Continue and expand the project to other regions.
- Clarify the role and assistance required of the NEDA Regional Offices in the implementation of the various local training programs.
- The contractor should maitain its own administrative and coordinating body in the regions.
- The contractor should furnish the NEDA offices with complete copies of training and accomplishment reports for validation and monitoring purposes.
- Update assessment of training needs, resources and capabilities.
- Upgrade training programs by improving quality of speakers, adopt more participatory learning methodology and initiate follow-up activities.
- Establish additional evaluation and monitoring indicators to enhance the responsibeness and usefulness of the project.

Lessons Learned.

- Need to have periodic meetings (at least once a month) between NEDA and MADECOR to provide close monitoring of programs and to resolve any problems on project implementation.
- Need for more field visits from NEDA and USAID staff to monitor training activities in the regions.

UPSARDF's EVALUATION OF THE PUBLIC SECTOR COMPONENT OF THE USAID DEVELOPMENT TRAINING PROJECT

A FINAL REPORT

Submitted to:

USAID/PHILIPPINES

Prepared by:

CAROLYN I. SOBRITCHEA, Ph. D.
CLEMEN C. AQUINO, Ph. D.

with the assistance of :

Leah B. Angeles
Sylvia B. Caidoy
Marife A. Domingo
Estrella G. Hilomen
Jacqueline I. Ortiz
Rosita S. Zamora

U.P. SOCIAL ACTION AND RESEARCH FOR DEVELOPMENT FOUNDATION, INC.
College of Social Work and Community Development
University of the Philippines
Diliman, Quezon City
08 December 1992

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EXECUTIVE SUMMARY

The purpose of this study is to conduct a monitoring and impact evaluation of the USAID supported Development Training Project/Public Sector Component (USAID Project No. 492-0439). The project has been implemented by the Government of the Philippines (GOP), through the National Economic and Development Authority (NEDA) Scholarships Affairs Secretariat with technical and management services provided by Mandala Development Corporation (MADECOR), a private agency.

The monitoring evaluation addressed two key concerns: 1) whether the project has reached the intended beneficiaries or target population; and 2) whether the delivery of services is consistent with intended project. The impact evaluation determines whether the project has achieved or is achieving the desired effects among the target beneficiaries.

The major findings of the study are:

1. *Responsiveness and Applicability of Project*

   The Development Training Project/Public Sector Component was generally relevant, timely and responsive to the needs of participants and their agencies. It achieved the desired number and mix of participants. Project activities were generally appropriate to the overall objectives of the project.

2. *Impact on Performance of Participants and their Agencies*

   Reactions of participants to the training programs were generally positive. Positive effects on performance include enhanced self-confidence to carry out office tasks and responsibilities and improved office skills.

   Feedback of supervisors on post-training performance of their personnel were equally positive. Concrete experiences cited include improved skills in preparation of feasibility studies, project proposals and office reports.

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3. *Contractor Compliance with Specified Terms and Responsibilities*

The project contractor complied with the tasks and responsibilities required to achieve project objectives except the completion of training and related activities.

The major setback of the project was the delay in the delivery of pre-training services, causing postponement and non-completion (within contract period) of some training programs, evaluation of programs and progress reports.

4. *Role of Women in DTP/PSC*

Women were significantly involved in project management and implementation. There were women participants in all training activities although they were generally outnumbered by men.

In light of the foregoing observations and conclusions, the evaluation team recommends that the project continue and be expanded to other regions.

To improve project implementation, it recommends the following:

a. review of existing implementation arrangements among project contractor, NEDA/SAS and NEDA NROs;

b. require contractor to maintain its own staff in the region;

c. require contractor to furnish NEDA NROs with reports for validation and monitoring purposes;

d. update assessment of training needs, resources and capabilities;

e. improve conduct of training programs specifically the line-up of speakers and training methodologies;

f. coordinate activities with other agencies; and

g. include among the monitoring and evaluation indicators the fair representation of the sexes, local government units in varying levels of development and line agencies involved in various aspects of social and economic development programs.

UPSARDF's EVALUATION OF THE PUBLIC SECTOR COMPONENT OF THE USAID DEVELOPMENT TRAINING PROJECT

1. INTRODUCTION

1.1 *Background*

The Government of the Philippines (GOP), through the National Economic Development Authority (NEDA) Scholarship Affairs Secretariat (Implementing Agency), engaged the services of MANDALA Agricultural Development Corporation (MADECOR), a private agency, to provide technical assistance and management services in implementing the USAID supported Public Sector Component of the Development Training Project (USAID Project No. 492-0439). The project officially started on August 23, 1990 and ended August 21, 1992. However, MADECOR's contract was extended for three months (from September 1 to November 30, 1992) to implement some training activities that were not carried out during the two-year contract period and complete the mid-term evaluation of programs.

The Development Training Program/Public Sector Component (DTP/PSC) aims to train GOP employees in planning and implementing projects and to enhance the institutional capability of national, regional and local units to support the decentralization program. The program consisted of academic and non-degree technical training of some 571 GOP employees. About 397 local officials were expected to take technical training (10 in the U.S. and 387 in the Philippines) while 40 were to pursue masteral degrees (10 in the U.S. and 30 in local institutions). National level training was to provide academic scholarships to 35 employees (10 in the U. S. and 25 in the Philippines) and short-term courses to 93 employees (43 in the U.S. and 50 in the Philippines). Sixty percent of the funds were earmarked for the training of local government personnel: the remaining 40 percent, for training of employees in national and regional agencies.

Pilot programs for the project were set up in three selected regions: Regions V, VI, and XI, representing eight chartered cities, 16 provinces and 230 municipalities. There were provisions for holding a limited number of priority training programs for participants from other regions and for extending project activities to three more regions.

1.2 *Purpose of the Study*

The purpose of this study is to conduct a monitoring and impact evaluation of the Development Training Program/Public

Sector Component. The monitoring evaluation addressess two key concerns: 1) whether the project has reached the intended beneficiaries or target population (project coverage); and 2) whether the delivery of services is consistent with intended project (project process). The impact evaluation determines whether the project has achieved or is achieving the desired effects among the intended beneficiaries.

These specific questions guided the evaluation:

a) Are the project activities responsive and applicable to participants' needs?

b) How does the project affect the participants' and their organizations' performance?

c) What role(s) do women play in the management and implementation of the project? Are the project activities responsive to the specific needs and concerns of women?

d) How well does the project contractor comply with the requirements of the contract?

e) What problems/difficulties does the project encounter?

Answers to the questions will help determine the feasibility of expanding the project to other regions and ways of improving its implementation.

1.3 *Methodology*

Techniques of Data Collection

The research team reviewed all the secondary data furnished by the project contractor, NEDA/SAS and NEDA NROs. These include reports on the inception and implementation plans, documentation of training activities, evaluation of training programs and progress reports. Several end-of-training reports, evaluation of degree program and the final copy of the terminal report were not available for analysis and validation (Annex A).

The research team visited the pilot regions between September 28 - October 15, 1992 and interviewed (Annex B) program implementors, selected participants of training programs, and their supervisors. A total of 70 persons served as key informants/interviewees; 16 from Region V, 33 from Region VI, 15 from Region XI, and 6 NEDA/SAS and MADECOR. Interviewed among the project implementors were NEDA, NRO officials and personnel assigned to provide administrative assistance to MADECOR, members of academic institutions subcontracted to handle the training

programs and individuals who served as resource persons (Annex C). Due to time limitations, group and individual interviews of participants were limited to those staying within and close to the cities of Davao, Legazpi and Iloilo.

Framework for Analysis

The assessment of the training programs is based on two criteria: responsiveness and applicability. *Responsiveness* is measured in terms of the extent of representation/participation of a) local government units and agency regional offices, b) men and women, and c) provinces, municipalities and cities. Programs are responsive when they are able to achieve a 60-40 percent representation of LGUs and AROs, respectively, and ensure a fair distribution of participants by sex and geographic spread. *Applicability* is measured in terms of the extent to which the programs have addressed the training needs and performance targets of participants and their organizations.

Data used for the foregoing analyses were taken from the end-of-training reactions and interviews with selected participants and supervisors.

Performance evaluation of project contractor is based on the extent to which it conformed with the requirements of the contract within the context of changes in the socio-political environment.

1.4 *Structure and Contents of the Report*

This report is divided into seven sections: 1) Introduction; 2) Socio-political Context of the Development Training Project/Public Sector Component; 3) Evaluation of Short-term Training Programs; 4) Evaluation of the M.A. Degree Program; 5) Role of Women in the DPT/PSC; 6) Evaluation of Project Compliance with Tasks and Responsibilities; and 7) Conclusions and Recommendations. The report has a bibliography, seven annexes and six tables. An Executive Summary is also provided.

2. SOCIO-POLITICAL CONTEXT OF THE DEVELOPMENT TRAINING PROJECT/PUBLIC SECTOR COMPONENT

The following features of the current socio-political environment have direct bearing on the conduct and impact of the project:

2.1 *The deficiency in the local government's absorptive capacity and its difficulty in responding to the changes and challenges brought about by the enactment of the Local Government Code.*

Many local government officials have been very apprehensive about their ability to assume the new tasks and responsibilities provided by the Code. A perceived lack of technical competence, of adequate personnel and material resources have caused this apprehension. Many problems and difficulties have marred the ongoing process of devolution partly due to lack of common understanding of the implementing guidelines and important provisions of the Code which provide among others, the following:

1. Devolution of basic services from the national government's regional offices to the local government units;

2. Strengthening of people's participation through local government mechanisms;

3. Mandated increase in revenues of local units by the provision of increased shares in nationally-imposed taxes; and

4. Strengthening the powers of local executive officials and councils.

The devolution of basic services (e.g., health and social services, maintenance of public works and highways and environmental protection) has also caused anxiety among regional and local personnel. There are perceived problems about the effects of the devolution on tenure of office, salary structure and office functions. Some employees are said to have turned down invitations for training for fear of losing their jobs if they stay away from work too long.

The ongoing transfer of functions to local government units has increased employees' workload and has demanded fulltime and regular office attendance. This has direct implications on the participation rates and organization of training programs.

2.2 *The notion of public accountability and commitment to public welfare is not yet very strong among many local public officials.*

The culture of patronage politics is still prevalent causing fear from some quarters about the resurgence of "family dynasties" and rise of "decentralized" corruption. The immediate effect of this situation on efforts to professionalize the delivery of services at the local level may be the lack of enthusiasm for skills development programs and difficulty in reaching the most qualified and deserving employees.

2.3. *The trend towards the employment of client participation in policy planning and implementation is a major feature of this alternative approach to centralism.* The trend is manifested in:

2.3.1 The growth of Non-Government Organizations and People's Organizations which are involved in advocacy work for special and political reforms. These organizations provide opportunities through which people's empowerment is institutionalized; and

2.3.2 Greater collaboration between government and non-government organizations.

2.4 *The predominance of poverty in the rural areas makes the task of initiating genuine social and economic reforms at the local level most compelling.* Decentralization must serve to harness local initiatives and resources towards building viable structures and systems that can address the problems of poverty and social inequality.

2.5 *In addition to the problem of economic inequality, there is disparity in access to opportunities and benefits between the sexes. Gender role stereotyping exists in many areas of public life.* Women are generally underepresented in elective and important executive offices. Women constitute only 10.46 percent of all provincial board members, 6.3 percent of all mayors and 7.93 percent of all vice-mayors in the country. In career service positions, they constitute less than a third (29%) of all those in third level positions, 57 percent and 41.9 percent in second and first level positions, respectively. Efforts at strengthening the capacities of local government units and regional agencies must address the low number of women in Key government offices through gender fairness in access to training opportunities (Annex D).

Concern for the success of the decentralization program has encouraged both government agencies and private organizations to assist in upgrading the skills and knowledge of local government personnel. Line agencies like NEDA, DILG and BLGF have conducted short-term programs similar to those being offered by DTP/PSC (Annex E). In September this year, DILG conducted an "Executive Management Training Program" for provincial and local elective officials (governors and city/municipal mayors). DILG also offered a course on "Effective Local Legislation" for vice-mayors and governors, and a seminar on planning and budgeting for local government officials and technical staff. The Local Government Center of the University of the Philippines has conducted training programs on local administration and development in coordination with DILG. The similarity in course content and learning methodologies of these training programs may lead to unnecessary overlaps and wastage of resources. Whenever necessary and feasible, efforts must be directed towards greater program complimentation and collaboration.

3. EVALUATION OF THE SHORT-TERM TRAINING PROGRAMS

The evaluation of the short-term training courses focused on determining the responsiveness and applicability of training received by the participants in each of the regions, in the context of identified training needs. A review of the secondary data and interviews of key informants formed the basis of this evaluation.

On the basis of a two-part Training Needs Assessment (TNA) (Table 1), the project contractor implemented three short-term training programs, namely, Local Administration and Management (M-1), Project Development and Management (M-2) and Local Finance and Revenue Administration (F-1). The TNA shows that priority training needs of the respondents consisted of such topics as national-local partnership under a decentralized system of government, techniques of regional and local problem-solving and decision making, project development and management, to include monitoring and data base analysis, the proposed local government code as well as local finance, fiscal management and revenue generation.

A review of the results of the TNA indicates that MADECOR's conceptualization of the three training modules addressed the priority training needs identified by prospective participants. This shows the responsiveness of the courses to the training requirements of participants and their agencies. Since these courses aim to enhance the institutional capability of different government departments and agencies, it is imperative to provide a fit between the courses and the training needs. The courses implemented were geared towards meeting the priority training needs identified in the TNA.

To evaluate the responsiveness and applicability of the course, the following secondary data were analyzed: a) participants' evaluation of the training programs described in the end-of-training reports, and b) participants' evaluation of the training programs as conducted by MADECOR. The evaluation team also conducted interviews of participants and supervisors to determine their assessment of the responsiveness and applicability of the courses. The key informants consisted of 35 participants from the three training modules and 10 supervisors.

The Responsiveness and Applicability of the Short-Term Courses

Analyses of the secondary data and interviews of key informants showed that the three training courses were generally responsive and applicable to the needs of the participants and their agencies. The Local Administration and Management (M-1), the Project Development and Management (M-2) and the Local Finance and Revenue Administration (F-1) were considered timely, useful and applicable. Further analyses of the

responsiveness of the courses in terms of participant representation according to office (local government unit or agency regional office), geographic distribution and sex are discussed in the following sections. The appropriateness and applicability of the course content and methodologies as well as key informants' suggestions and recommendations are also discussed. A summary of the strong and weak points of the courses is presented at the end of the section.

3.1 *Local Administration and Management (M-1)*

Responsiveness of the Module in the Context of the TNA

The Local Administration and Management (M-1) module implemented by MADECOR addressed the priority training needs identified by prospective participants in the TNA. The TNA shows that such topics as national-local partnership under a decentralized system of government and the understanding of recent developments in national-local relations were identified as key training areas. (Table 1). In the implementation of the module, the five-day course covered such topics as devolution of power and functions, revenue sources and administration and local planning and development. The training methodology consisted of what MADECOR referred to as "how-to-do-it" type of learning, discussions, workshops and case studies. Resource persons included practitioners, educators and trainors on local administration and management. Table 2 shows a summary of the Local Administration and Management Modules conducted in the regions. In the context of the new local government code, the implementation of a course on Local Administration and Management indicated responsiveness to the needs of participants and their agencies.

Responsiveness and Applicability of the Module

Available secondary data and interviews of key informants showed that participants have a positive assessment of the module (Annex C). The course content was considered relevant, timely and useful. In particular, local officials found detailed discussions of the implementing guidelines embodied in the local government code more effective than self-study. A topic on new approaches to service delivery and a lecture on the realities of local administration were also found particularly useful.

However, in terms of addressing the needs of a variety of prospective participants, the composition of participants in the Local Administration and of Management Module indicated an uneven distribution of trainees with respect to sex, designation and

geographic representation. There were more participants in Region V (N=52) and Region VI (N=44) than Region XI (N=19). In Region XI, most participants came from Surigao del Sur. Only three of 19 participants were female and the majority were Municipal Mayors and Sangguniang Bayan members. Governors, Vice-Governors and Provincial/City Administrators were least represented. However, it must be noted that analysis of the distribution of participants is limited by the lack of end-of-training reports and other secondary evaluation data.

The weak points of the module identified by the participants were the ineffectiveness of several resource speakers and time constraints. A five-day seminar was considered too long for local executives.

To improve the module, the following were suggested: more emphasis on such topics as managerial skills, corporate management and banking procedures to enhance the corporate expertise of local government units; an integrated presentation of the three MADECOR modules to give participants an overview of the relevant requirements of the government's decentralization efforts and a feedback mechanism to provide information on developments regarding their proposals and suggestions. A task-force secretariat was also suggested to coordinate conceptualization of and participation in training programs. This can maximize the benefits derived from the course.

It is important to note that a thorough evaluation of the Local Management and Administration module is limited by the insufficiency of secondary materials and the low number of informants available for interview. The latter is due to the fact that not all the participants of this module, who held elective posts were reelected in the May 1992 elections[1]. This reduced the number of potential respondents. In addition, the hectic timetable of local officials further lessened the chances of an interview.

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1 It must be noted that although 115 participants attended the M-1 module, elective officials who did not win the May 1992 elections were no longer considered for this evaluation. Hence, the number of potential informants from this module is lessened. For example, in Region VI, data available at the NEDA NRO and the DILG show that out of the 47 participants of the M-1 module, at least 17 officials were not re-elected in the May 1992 elections, hence, reducing the number of potential informants. In addition, due to the tight schedule of local elective officials, it was not easy to interview them. For example, in Region VI, the field visit coincided with the trip of President Ramos to Bacolod last 1 October 1992.

3.2 *Project Development and Management (M-2)*

Responsiveness of the Module in the Context of the TNA

In response to the identified priority training areas, the Project Development and Management module aimed to enhance skills in project identification, planning and management. It addressed the needs of technical staff concerned with the planning, implementation and evaluation of development projects at local and regional levels of government.

The course consisted of one-month intensive training, including a one-week field exercise. A summary of all seminars on Project Development and Management module in the three pilot regions is shown in Annex F and Table 2. The training design of the Project Development and Management module consisted of two parts. Part I focused mainly on lecture-discussions, workshop and exercises on various topics aimed to impart knowledge and develop skills required in the preparation and implementation of projects. Ten (10) days were alloted for Part I. Part II focused on the application of knowledge and skills gained during the actual preparation of feasibility studies. Twelve (12) days were alloted for Part II.

Although slight variations were noted in the actual implementation of the Project Development and Management module in the three regions, the topics basically covered the following: the need for building local government capability in project development and management; integrated/participative project development and management cycle; project team building; building self-help organizations to promote project sustainability and self-reliance; project identification, formulation, appraisal, strategic analysis of project and project packaging. The preparation of terms of reference (TOR) and goal-oriented project planning were also discussed. The topics also included implementation and support planning, managing on-site projects, participative monitoring and evaluation as well as GO-NGO collaboration in project development and management. Resource persons came from government offices, agency regional offices, the academe and practitioners in the field (Annex F).

The topics mentioned above reflect the priority training areas identified by prospective participants. This indicates the module's responsiveness to the needs of participants and their agencies.

Responsiveness and Applicability of the Module

An analysis of the composition of participants for the Project Development and Management module showed a fair distribution of trainees from the three pilot regions. Out of 365 participants, 140 or 38.4% came from Region V; 103 or 28.3% from Region VI and 122 or 33.3% from Region XI, with concentration of representatives from such areas as Camarines Sur, Albay, Sorsogon, Iloilo, Surigao del Sur and Davao del Sur (Table 3).

The responsiveness of the module is also indicated by the representation of the relevant personnel in both local government units and agency regional offices. Table 4 shows that a majority of the participants was from local government units involved in planning and development work. Municipal planning and development coordinators, mostly from Region V, accounted for 26.3% of the total number of provincial development officers and delegates from agency regional offices.

As in the other training courses, participant representation in terms of sex may still be improved. For this module, female participants (35.90%) were again outnumbered by male participants (64.10%) (Table 3).

Reactions to the application process indicated a variety of sources of information regarding the training course. The data showed that the participants obtained information about the Project Development and Management (M-2) from invitations sent by NEDA to local government units and agency regional offices. One informant read the advertisement in the Manila Bulletin, while another heard about it from friends who attended a similar seminar. It appears that information about the module was effectively circulated. This may have helped ensure a relatively fair distribution of participants.

The secondary data and interviews of key informants indicate a positive assessment of the module. In the context of the implementation of the new local government code, the module was found timely and relevant. *On the whole, the course was viewed to enhance the expertise of personnel involved in local planning, thus meeting the current needs of development and planning offices.*

The strong points of the course lie in the training on feasibility studies and skills learned from the field exercise. The participants perceived the field exercises challenging and useful to project implementation. One of the best indicators for

the applicability of the module is the possible implementation of several projects developed in the course. This includes the renovation of the Miag-ao public market and the construction of a grain center in Region VI.

The usefulness of discussions on pre-feasibility studies was specifically noted by six (6) informants. However, it was suggested that more time be spent on feasibility studies in future seminars. In addition, four (4) respondents identified project evaluation as one of the most useful topics in the course.

To some extent, participants' evaluation of the course was also affected by the quality and effectiveness of the resource persons. In Region VI, Dr. Fred Avestruz and Prof. Williams were considered very effective speakers. In Region XI, Ed Acaylar was also positively evaluated.

Other strong points of the course were the efficiency of the training staff and usefulness of reference materials. The course was perceived to have enhanced self-confidence and personal as well as professional growth.

The training methodologies used were found very useful and effective. Group dynamic exercises and other social activities were appreciated by the participants. In terms of course duration, one informant felt that the one-month session was too long. Informants held varying views on the appropriateness of the course duration.

Considered weak points of the module include the very technical or academic nature of the course, the ineffectiveness of several resource speakers and inadequate preparation of some participants for such topics as accounting procedures and financial analysis. Some informants felt that they were not prepared for some of the topics discussed in the module. One informant from NEDA Region V observed that the topics taken had no immediate and tangible effect on his work.

Appropriateness of the Administration of the Course

Key informants' comments on the administration of the course covered technical as well as personality factors. The approachability of members of the training team figured prominently in the informants' views. The training team from the Central Philippine University (CPU) in Region VI was positively evaluated by the informants. One informant noted that CPU's

administration of the program was very good. It was also observed that participants were generally comfortable with CFU. Three (3) informants specifically noted that the pleasant personality of Dean Milagros Dignadice was a crucial factor in the successful handling of the module.

In Region V, one informant recalled unexpected changes in the schedule of seminar. In Region XI, one informant noted that the USP team showed favoritism in terms of access to computers and other facilities. Another informant recalled that one speaker backed out with no replacement.

Negative comments on the administration of the course focused on time constraints, inadequacy of materials, poor implementation of house rules, personal problems and in certain cases, the lack of a conducive learning atmosphere.

Suggestions and Recommendations to Improve the Module

The end-of-training reports show that the participants perceived the following as important considerations towards a more effective management of the module:

1. Comprehensive Training Needs Assessment - the success of a training program depends heavily on the quality of training needs assessment (TNA). An effective course curriculum is very much dependent on the TNA results. Furthermore, a careful and exhaustive study and analysis of participants' training needs facilitates the levelling off of expectations and ensures a smooth flow of training activities. For example, some participants may find such topics as basic accounting procedures and technical writing necessary.

2. Adequate and Competent Training Team - this involves the following factors:

   a. *Expertise* - this applies both to technical and administrative aspects. The ability to distinguish training from teaching particularly in terms of methodology or presentation is a good sign of a competent technical team. On the other hand, efficient and systematic handling of administrative concerns helps a lot in the learning process.

b. *Interpersonal Relationship* - this includes flexibility, fairness, openness and being approachable. Establishing rapport with the participants at the start of the training is important towards providing a conducive learning atmosphere.

c. *Accessibility/Availabity* - staff visibility and accessibility to participants, both technically and administratively, is crucial in training administration. Providing attention to participants who do 'not participate or those who feel inferior is also a part of training administration.

3. Adequate resources - this includes both physical (facilities) and human resources (training staff). Lack of staff support as well as necessary facilities is considered a problem in running a training course. Key informants suggested that training coordinators include more personnel from their staff to assist in the conduct of the seminar.

4. Follow-up Activities - this may include continuing education for the training graduates or monitoring and evaluation of their projects and activities. The participants' application of knowledge and skills learned from the course can best be checked through follow-up sessions. In addition, key informants also suggested that funding agencies be tapped for the implementation of projects. The notion of people's participation in development projects should also be given emphasis.

Key Informants-Supervisors' Comments on the Applicability of the Module

The supervisors interviewed attest to the usefulness of the module in the training of personnel. Similarly, such topics as development of feasibility studies and project monitoring were considered particularly beneficial. The supervisors generally agree that the Project Development and Management module is supportive of the needs of their offices.

Of particular usefulness to the agencies is the training on feasibility studies and the actual field exercise. It is important to note that several projects conceptualized in the seminar are now being considered for implementation. Some are already awaiting the go-signal of funding agencies. These post-training developments clearly indicate the responsiveness and applicability of the module.

3.3 *Local Finance and Revenue Administration (F-1)*

Responsiveness of the Module in the Context of the TNA

The Local Finance and Revenue Administration (F-1) module addressed the priority training needs of prospective participants indicated in the TNA. MADECOR designed a five-day module to strengthen knowledge on the revenue base of the local government units in support of development efforts in the communities. The training involved budget officers, treasurers and other fiscal officials at the provincial and municipal levels.

The topics covered in the module consisted of the following: financial autonomy, taxation and other revenue, shares of local government units in the proceeds of national taxes and in national wealth, real property taxation administration, credit financing and local debt management, installation and maintenance of local revenue data banks and field monitoring. Table 2 shows a summary of all Local Finance and Revenue Administration (F-1) Modules conducted in the region. The course coverage and design showed responsiveness to the needs of prospective participants and their agencies.

Responsiveness and Applicability of the Module

A majority representation of budget officers and treasurers in the module indicated that the course met its target clients. Table 5 shows that budget officers and treasurers represent more than fifty percent (50%) of the participants. It must also be noted that a few vice mayors, clerks, and municipal secretaries also attended the training program. In the context of the implementation of the local government code, the participation of other government personnel in the module further indicates the appropriateness of the course.

However, due to lack of end-of-training reports, an analysis of the representation of participants by agency, sex and geographic distribution could not be provided. Nevertheless, data from the module conducted in Region XI last September 1992 show the geographic and sex distribution of 35 participants. Unlike the composition of participants in the Local Administration and Management module in Region XI, there was a sizable number of participants from Surigao del Sur. However, like most short-term training modules conducted by MADECOR, there were fewer female than male participants (Table 6).

In relation to the distribution of participants in the module, it is important to consider how the participants received information about the course. The key informants noted that invitations to their offices were sent by the NEDA or BLGF. Participants were then recommended by heads of offices or supervisors. Notice of their acceptance was received from the NEDA. To improve the distribution of participants in future training programs, the effectiveness of the dissemination process requires further review.

The analysis of secondary data and interviews of key informants-participants indicate a positive assessment of the module. (Appendix C presents the list of key informants for the Local Finance and Revenue Administration module interviewed for this evaluation). The course was considered relevant and useful. In the context of current efforts towards devolution and decentralization, the module was perceived timely and appropriate.

The training methodologies were found effective and useful. It included lecture-discussions and open fora on concepts and theories relevant to local finance and revenue administration. Workshops and guided practical application of techniques were also done to apply concepts and theories. Such activities facilitated team work in undertaking particular tasks.

The strong points of the course focused on the course content. Such topics as revenue generation and collection were found particularly useful. The competence and effectiveness of several speakers were noted by the participants.

The weak points of the module focused on the duration of the course and the ineffectiveness of several speakers. Competent but boring speakers received unfavorable evaluation from the informants. To some extent, the evaluation of the course rests on the quality and effectiveness of resource speakers. Commenting on the duration of the course, one respondent noted that if the speakers were very good, the five-day training program would have been too short. Alternatively, five days of uninteresting discussions could be boring.

To improve the course, it was suggested that in the spirit of public service, values education should be included in the program.

Key Informants-Supervisors' Comments on the Applicability of the Course

The positive comments of the key informants-supervisors (Appendix C) attest to the appropriateness of the training course. The supervisors interviewed appreciate the importance of the finance module and the relevance of such topics as financial autonomy and credit financing.

It also appears that former participants of the course are now involved in the preparation of forthcoming Local Finance and Revenue Administration modules in the regions. It was noted that in addition to the actual training, participation in such seminars boosts staff morale and widens the exposure of their personnel. The supervisors would recommend their employees' continued participation in such seminars. The implications of the enactment of the local government code on finance-related agencies make the holding of seminars on this topic even more necessary.

However, it must be noted that since this module was conduted only between May and September 1992, it would be difficult for supervisors to evaluate the actual impact of the training program on the participants.

3.4 *Summary of Evaluation of Short-Term Programs*

A review of the secondary data and interview of participants and supervisors indicate the strong points of the short-term programs:

a) responsiveness of the modules to the priority training needs identified in the TNA

b) relevance of course content, especially in the context of current thrusts on devolution and decentralization

c) applicability of technical training, especially knowledge and skills gained on the preparation of feasibility studies

d) actual usefulness of project studies, several projects developed in the Project Management and Development module are already being considered for implementation or awaiting the go-signal of funding agencies

The weak points of the training program focus on the following points:

a) lack of pre-orientation to determine learning gaps and capabilities of participants

b) ineffectiveness of several resource speakers

c) representation of participants tends to show bias in favor of male participants and those from places close to training center

d) technical and administrative problems like insufficient course materials and inadequate support staff in the regions

4. EVALUATION OF THE ACADEMIC DEGREE PROGRAM

The available secondary data and interviews with scholars and supervisors indicate the appropriateness and importance of the degree program to the different local government units and regional agencies. Generally, scholars and supervisors held a positive assessment of the degree program. However, it is important to note that the evaluation of the academic degree program is limited by the lack of secondary materials. Such materials as the progress or annual report on the degree program, the scholars' evaluation of their course, the administration of the grant were not available. The following evaluation is based on information contained in the Annual Report 1991 (MADECOR, October, 1991) and the results of the field interviews conducted by the evaluation team.

Responsiveness of the Academic Degree Program

The academic degree program is a response to the need for long-term institutional capability required by development offices in the pilot regions. Advanced training in such fields as public administration or business administration boosts current efforts towards devolution and decentralization.

This degree program involves advanced training in such fields as project planning, implementation and administration. Four (4) masteral degree programs were identified for local government units and regional participants. These include Master in Management, Master in Public Administration, Master of Business Administration and Master of Economics with specialization in policy and project implementation. For advanced studies in such fields as highway and bridge design, universities abroad were considered.

Key Informants' Comments on the Responsiveness and Applicability of the Degree Program

Interviews of MADECOR scholars focused on their views regarding the application and selection process and their general assessment of the appropriateness of the degree program. (Appendix C provides the list of scholars interviewed for this evaluation).

One indicator of the responsiveness of the degree program is the extent to which the training caters to the needs of concerned agencies. In this context, the effectiveness of the information dissemination regarding the scholarship grant needs to be considered. The informants reported that announcements regarding the scholarship program were sent

by NEDA to heads of local government units and agency regional offices. Interviews were then set with applicants. Basically, the selection committee consisted of the MADECOR team and the NEDA Regional Director. In Region XI, the informants noted that two employees of the Social Division of the NRO were also involved in the selection process. In so far as the application and selection processes were concerned, no negative feedback was received from the key informants.

The informants were generally satisfied with the course offerings in their academic institutions. They found their courses relevant and useful to their work. For example, it was noted that although they are familiar with the preparation of feasibility studies, graduate studies expose them to the theoretial underpinnings of their work. This enables them to appreciate the broader implications of projects in their offices.

Although the degree programs were positively viewed, several problems were noted by the scholars. In Region VI, it was noted that several professors at the University of San Agustin were not effective in their tasks. Since there are few professors at the university, the scholars are left with no choice in the selection of professors. It was also noted that two years is too short for a thorough preparation of all academic requirements at the University of San Agustin.

Scholars at the University of Southeastern Philippines (USP) in Region XI are also concerned about the lack of current materials in the university library. It was noted that they have to avail of recent materials at the Ateneo de Davao. In addition, the new policy at USP where an adviser is assigned to a student at the beginning of the course to evaluate his/her performance raises some concern over the choice of and working relations with advisers.

Key Informants' Reactions to Organization/Administration of the Degree Program

Some scholars from Region VI and XI indicated a first preference for enrollment at a unit of the University of the Philippines. Informants asked if scholars in the region can study in such institutions as the Asian Institute of Management or the School of Economics at the University of the Philippines. Is it necessary for MADECOR scholars to attend academic institutions in the pilot regions?

There were also reports that despite their full academic load, scholars still report to their offices. At least five (5) of the eight (8) informants still perform office functions. While some informants did not mind this arrangement, others find it difficult to cope with

both academic and office responsibilities. In Region VI, one scholar has reportedly been asked by the municipal mayor to resume his office duties. Demands at work require him to temporarily suspend his graduate studies.

Delays in the provision of various services were noted by the informants. In Region VI, for example, this consisted of delays in the processing of admission papers. Although UP Visayas was the first choice of several informants, they did not meet the university registration schedule. In Region XI, delays were reported in the release of initial registration funds, preventing the students to register on time. In some instances, the stipend also came late.

It was also noted that some of those who were selected for the scholarship program have already started their graduate studies prior to the MADECOR grant. At least two scholars in Region VI were already doing their graduate studies when they were selected for the MADECOR scholarship. However, a scholar also noted that those scholars will be monitored within the same time frame as other grantees who have just started their graduate studies. According to the student, this could also suggest that the time frame of two years might be too short for the completion of all course requirements at the graduate level.

Key Informants' Suggestions/Recommendations

To improve the administration of the degree program, a scholar from Davao suggested that NEDA act as the coordinator of the academic training. However, another scholar from Region VI expressed concern over the bureaucratic red tape which besets government institutions. The decentralization of the release of funds was also suggested in Region VI. Finally, because of the benefits derived from the training, it was suggested that MADECOR take in more scholars.

Key Informant-Supervisor's Comments on the Usefulness of the Training Program

A supervisor of a MADECOR scholar noted that the program helps meet the training needs in their office. A key officer of the Department of Interior and Local Government expressed satisfaction over the performance of the MADECOR grantee from his office. The officer expects the student to immediately join his own staff when the grantee finishes the degree program.

Overall Evaluation of Degree Program

Based on the views of the informants, the academic degree program is found both relevant and useful. It addresses the needs of individual scholars as well as the fundamental requirements of their offices. Since the basic courses taken by the scholars focus, among others, on public administration and business administration, this training supports the current thrust of the government on decentralization and local autonomy. On the whole, the degree training program is responsive and applicable to the needs of the regions:

In the evaluation of the academic degree program, it is also important to highlight the concerns raised by the informants. One of the basic issues noted involves the grantees' academic tasks on one hand, and office responsibilities on the other. It was noted that several respondents continue to report for work despite their full academic load. It was also reported that a scholar has been asked to fully resume his office responsibilities.

While the implications of degree training on long-term institutional capability is recognized in the regions, this is not necessarily matched by full and consistent support. Since the program is still on-going, it is recommended that the scholars' views be considered.

5. WOMEN'S PARTICIPATION IN THE DEVELOPMENT TRAINING PROJECT/PUBLIC SECTOR COMPONENT

The review of documents and interviews with both project implementors and selected participants indicate a lack of gender sensitivity in the planning and implementation of the project. Data gathered from the survey of training needs, resources and capabilities were not analyzed according to gender. The implementation plans and training designs that were subsequently developed were therefore not sensitive to gender-related training needs and concerns. Moreover, there were no specific development objectives for women and consequently no implementation strategies. This poses serious constraints in monitoring and evaluating the project's differential impact on the sexes.

Extent of Women's Participation in the Project Cycle

Several women were involved in carrying out the various phases of the project cycle. A member of the project team is a woman although her role in the project seems limited. NEDA/SAS and NEDA NRCs have several women directly involved in decision-making and administrative activities. The institutions that subcontracted the management of training programs also included several women in their organizing team as well as in pool of facilitators and resource persons. Women's representation in project management and implementation, therefore, is generally satisfactory. Unfortunately, these women failed to push for a more gender-responsive development training project for the public sector.

Specifically, a female NRC official was even responsible for including in the list of criteria for selection of candidates to the degree program, the requirement that "a woman candidate who is in (sic) the family way or who has a child less than two (2) years of age shall be disqualified; provided that on exceptional cases to be decided by the Special Committee on Scholarships, the candidate who has a child of two (2) years of age or less may, under justifiable conditions, be allowed to be nominated. However, a woman candidate with a child over two (2) years of age but less than ten (10) years, shall certify that proper arrangements have been made for the care of the child". Such requirement is definitely sexist. It reinforces the prevailing sexual division of labor where women are expected to be the principal child carer.

Some female members of the training team instituted "special house rules" for women participants, especially those with nursing and small children. For instance, the Training Director of the M-2 Project in

Region XI said that she allowed nursing mothers who live close to the training site, to go home after evening sessions or on weekends, on condition that they seek permission of their team members.

Women's Participation in the Training Programs

Available data on the sexual distribution of participants in the project show that there were generally more men than women who participated in the training programs although the difference is not very significant for some of the modules. Female participation is highest in the training program on Local Finance and Revenue Administration[2] and lowest in the module on Local Government and Management. The training programs on Project Development Management had a better distribution of male (61 percent) and female participants (39 percent) (Table 3). Since there is still a lot of gender stereotyping of occupations, an analysis of the sexual composition of various government positions will be useful in ensuring gender balance in training programs.

Perceived Effects of the Training on Women

Inasmuch as the results of the training needs survey were not analyzed according to gender, it is difficult to assess whether the project was responsive and applicable to the specific needs and concerns of women participants. Nevertheless, the feedback of women participants interviewed by the research team was generally positive. They spoke of having gained self-confidence and acquired new knowledge and skills from the training programs. Several project implementors noted the active role taken by many women participants in group discussions and preparation of assignments.

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2 This information came from one of the members of the training team. The end-of-training reports for the F-1 Module were not available at the time of the evaluation. As such, it was not possible to do a statistical comparison of male and female representation in the training course.

6. EVALUATION OF THE CONTRACTOR'S PERFORMANCE/COMPLIANCE WITH SPECIFIC TASKS AND RESPONSIBILITIES

6.1 *Introduction*

The contract between the Philippine government through NEDA/SAS, as implementing agency, and MADECOR specifies that the latter perform the following tasks:

Implementation of the Local Level Training Activities.

The project contractor was to coordinate and work closely with representatives from NEDA Regional Offices and local government agencies in the three regions to develop implementation strategies and install systems for undertaking the project. These responsibilities called for the preparation of a detailed local level implementation plan, training plans and designs, assessment of training needs at the local level, identification of appropriate local and foreign degree and non-degree programs, and dissemination of information about the training opportunities to local and regional government agencies in the target regions. The project also required the development of a decentralized system of screening and selection of training applicants, screening of applicants to be done jointly with NROs, coordinating with NEDA/SAS and USAID the processing of nomination papers for U.S. short-term and third country scholarships, providing information to local participants on GOP processing requirements for study in the U.S. and third countries and providing NEDA/SAS and USAID with documentation on the screening and selection processes.

Administration of All In-Country Training.

MADECOR was to provide administrative services for the implementation of the degree and non-degree training programs. This task involved placement arrangements with local schools and training institutions, special group training arrangements, subcontracting for services and providing such services as payment of tuition and related fees of scholars, providing stipend, book allowances, informing participants of schedules and others.

Monitoring and Training Progress.

MADECOR was responsible for monitoring all the training activities. It was to set up and maintain a project data base

(with gender-specific data) containing the following key monitoring indicators: a) public sector grantees (national, regional and local levels by agency), b) geographic areas covered, c) fields of study and type of training received, d) place of training, objectives of the course, cost and expected benefits.

Submission of progress and technical reports.

The contractor was to prepare and submit quarterly and annual reports on the progress of the project, problems encountered and suggestions to improve implementation.

These tasks and responsibilities were to have been completed within the two-year contract period.

6.2 *Compliance with Pre-training Activities*

In the first year of the project cycle, MADECOR effectively laid the groundwork for the implementation of the training programs. It established linkages with participating agencies, produced and distributed the promotional materials, completed the assessment of training needs, knowledge and skills gaps, and training resources and capabilities in the three regions. It was able to set up a system for the recruitment, screening, and selection of candidates to the masteral programs.

However, there were delays in the delivery of these services. The report on the assessment of training needs, resources and capabilities was delayed. This caused further delays in the preparation of the updated consolidated implementation plans and the training designs, and in the conduct of training programs.

These activities were supposed to have been undertaken in the first year of the project cycle, but were moved to the second year: the overseas training of candidates from local government units, the conduct of Local Finance Finance/Revenue Administration (Module F-1), and follow up training on Local Government Administraion (Module M-1) in the three regions. NEDA/SAS claims that MADECOR failed to finalize the list of candidates for overseas training, to indicate the specific fields of study to be pursued and places of training.

The project team attributes the delays in the delivery of aforementioned services to several factors, namely: a) difficulty

in retrieval (from the regional offices) of the questionnaires for the application forms for both masteral and short-term training applicants and other papers: b) difficulty of training institutions to come up with an acceptable training module; c) difficulty of coordinating the work with NEDA NRO's due to distance between offices of implementing agencies; and d) inefficient communication facilities. The training of local elective officials (Module M-1) was postponed until after the May, 1992 elections (only one training was conducted in Region XI) in anticipation of changes in composition of local government offices.

NEDA NROs confirm that these factors indeed contributed to the delays. At the same time, they also have negative comments about the performance of the project team (Annex G). Several key informants complained about the "insufficient time" spent by the project contractor in the regions. They said that most of the clerical and administrative tasks and responsibilities were left to the personnel of NEDA NROs. For their part, the project team argued that the budget did not allow for field staff support so it had to depend a lot on regional partners.

6.3 *Compliance of Requirements of Training Needs Assessment*

<u>Compliance with requirements for screening and selection of participants</u>

As far as can be ascertained, the project contractor has satisfactorily complied with the requirements for the screening and selection of participants. *The system was participatory and consultative.* Regional representatives were actively involved in the selection process. The rules and procedures instituted generally ensured the selection of the most qualified and deserving candidates.

<u>Short-term Training Programs</u>

The selection of participants for the short-term programs on the basis of position and office functions was very effective in ensuring the fit between the subject of training and trainees' needs. However, there may be problems at the agency level: heads of offices to whom training invitations are sent, may invoke particularistic criteria (e.g., choosing a favorite employee over the more deserving ones) instead of adhering to the selection guidelines of training organizers. Some key informants mentioned

that it is common practice in local government units for training invitations to go to mayor's "favorite" employees. In one training program, two mayors signified their intention to attend but later sent their secretaries instead.

The list of agencies and local government units represented in the programs indicate bias for certain agencies and units geographically close to the place where the programs were conducted. NEDA NRO officials claim that this had nothing to do with the selection criteria as letters of invitation were sent to as many offices as possible. The problem was attributed to the difficulty of communicating with distant units and agencies and the inability of officials to send representatives due to budgetary constraints and lack of personnel.

Among Agency Regional Offices, there seem to be a bias against those involved in the delivery of welfare services (e.g., DSWD and DH). Although it is true that many topics in the training programs may not be suitable to employees in the social sector, there is a need to reach out to these units inasmuch as they are directly affected by the ongoing decentralization program.

Academic Degree Programs

Requirements for admission to the masteral degree program include a nomination and application for admission. Prospective participants were interviewed, selected and placed in various selected institution starting in academic year 1991-1992.

The general criteria adopted by the NRO Evaluation Committees as basis for selection were personality (35%), education, training experience (30%), and relevance of the program to present activity (35%). To measure communication skills, the applicants were required to submit a 2-page essay on two topics : a) the concept of decentralization and its significance to development process, and b) the prospective participants' role in the planning and implementation of development in local government unit agency. In addition to the above criteria, placements were also determined on the basis of the university admission requirements and the applicants' ability to take a two-year leave of absence from their work. A region included a selection requirement that limited the participation in the program of women with young children (see page 25 for a detailed discussion of this topic).

Except for the criterion limiting the participation of women, selection criteria were generally reasonable and fair considering the standards imposed by academic institutions for graduate work.

The problem was with local government agencies which did not have enough personnel to assume the work of the person who would be on study leave for two years. The research team observed in their visits to the regions that some scholars reported for work regularly even if the requirement is for them to be relieved of office work for the entire duration of the scholarship. At least five of the eight scholars interviewed reported for work despite full academic load. While some did not mind this arrangement, others found it difficult to cope with both academic and office responsibilities.

Although the scholars were generally satisfied with the program, there were complaints about delays in remittance of stipend and book allowance. Others were not satisfied with the academic institutions where they were enrolled. There were complaints about lack of guidance from program advisers, inadequate reading materials and "incompetent" faculty members.

6.4. *Training Needs Assessment*

As stipulated in the contract, the project contractor carried out an assessment of training needs, resources and capabilities in the three pilot regions through the use of several methods of data collection. These included a series of one-week preliminary field visits to the regions, interviews and consultations with regional officers, and administration of a training needs assessment survey. The survey used two questionnaires, one to elicit baseline information of identified respondents in relation to duties and expertise, and the other, to validate previously identified training needs.

Results of the survey and feedback from elective and line agency officials of the three regions indicate that the assessment was adequate and useful.

However, some participants felt that the needs assessment was not thorough enough since it was not able to identify some of their training needs. The training needs assessment could have been more responsive if the data were disaggregated by gender, type of municipality or city from which the respondents come, and other significant differentiating variables. Such information could have helped training organizers refine the procedures for selection of participants and organization of training topics. One of the NRO Directors noted that the project contractor could have visited selected local government units to validate the respondents' claims. His personal observation was that many local government personnel needed training in more basic subjects like statistics, accounting and technical writing. The more urgent need of fifth and sixth class municipalities, he said, was

assistance in preparation of socio-economic profile and this required skills in data collection, analysis and preparation of reports.

6.5 *Compliance with Requirements for the Conduct of Short-term Training and Degree Programs*

Of the eight types of training programs recommended by the project contractor, only three were completed between August 1990 and August 1992. These are the three (3) five-day training programs on "Local Administration/Management" (Module M-1), nine (9) 24-day programs on "Project Development/Management" (Module M-2), and three (3) five day programs on "Local Finances/Revenues Administration" (Module F-1).

The project exceeded the expected total number of participants but failed to conduct the other modules recommended in the consolidated implementation plan. Failure to offer the rest of the training programs has been a source of disappointment with the project contractor in the regions. The wide dissemination of promotional materials about the project raised the expectation of regional and local personnel, especially of many participants who wished to participate in other training programs.

A member of the technical team explained that the project concentrated on the three modules, particularly "Project Development and Management" (Module M-2) because these were able to "capture a wider range of participants," and cover topics that local government units needed most at the moment. As mentioned earlier, the Module on Local Government Administration and Management was postponed until after the May 1992 elections. The Module on Local Finance/Revenue Administration was offered after the promulgation of implementing guidelines on the Local Government Code.

The training modules that were not offered were just as relevant inasmuch as they were prepared to fill the training needs of local government officials and employees from the three pilot regions. The project contractor should have exerted more effort to implement them.

The recommended training designs stipulated the class to have about 25 participants. As it turned out, the training programs had 48 to 60 participants. This is not a good practice since it decreases quality of learning, especially when the training methodologies are not very participatory and trainee-centered.

Forty three (43), out of the 48 programmed scholarships were awarded during the contract period. Of this number ten (10) went to Region V; eleven (11) Region VI; eighteen, Region XI and two, National Capital Region. Two grantees dropped out.

6.6 *Compliance with requirement for Monitoring and Evaluation*

One of the conditions of the contract was the development of a project data base containing gender-specific information and key monitoring indicators. Interviews with members of the project team and review of secondary data indicate that efforts were made to comply with this requirement. However, the project does not have a data base with sex disaggregated information nor comprehensive listings by geographic spread or agencies represented by participants. A member of the project team claimed that all these information would be included in the terminal report presently being completed.

The system for project monitoring and evaluation that was set up consisted of three phases namely: a) pre-training evaluation, b) during-training evaluation and 3) part-training evaluation. Pre-training evaluation involved the collection of baseline information about training needs and awareness of subject areas. As mentioned earlier in this report, the training needs assessment was useful in designing the courses. It brought out salient information about training needs, skills gaps, available reources and training capabilities of each region.

Participants' reactions to the content and organization of the courses were solicited at the end of each training program. These consisted of scaled responses and unstructured remarks about the topics, learning methodologies, resource persons and facilitators, physical arrangements and others.

The usefulness of the data for comparative analysis is limited, however, since the evaluation instruments varied for the different training programs. Only the three training programs under the F-1 Module, conducted from May-July, 1992 used the same evaluation instrument. The format of end-of-training reports (process documentation) was not also uniform. Some contained detailed information about the training while others did not.

Post-evaluation for the short-term training program was conducted in mid-January, 1992. This covered only two training programs, M-1 and M-2, since the others have yet to be completed

at that time. On the whole, the post-evaluation validated the participants' end-of-training feedback and provided information about ways to improve training activities.

The monitoring and evaluation procedures were generally adequate and useful. However, regional partners suggest the inclusion of more objective post evaluation measures to determine the actual and differential impact of the project on local and line agencies. This may be done through on-the-job in-depth follow-up studies of selected participants.

6.7 *Submission of Progress and Technical Reports*

Three types of progress/accomplishment reports were submitted by the project contractor to NEDA/SAS. These were the monthly, quarterly and end-of-first year (annual) reports. Included here were descriptions of accomplishments for the period in review, issues and problems encountered and suggestions for improving project implementation. The technical reports, on the other hand, included the inception report, implementation plans (this was revised a few times), training designs and evaluation reports.

Key informants from NEDA SAS claimed that one of the problems it had with the implementing team, especially during the first year of the project, was its inability to comply with the submission reports on time. There were serious delays in the implementation of the short-term and degree programs because of this. In some cases, the submission of reports was staggered (e.g., Interim Report and Post-Evaluation Reports of the Training Porgrams) as details about accomplishments or recommended plans were submitted piecemeal.

One of the project activities that suffered serious delays was the selection of participants for overseas training. This was supposed to have started as early as 1990. The list was eventually given in May 1991 with incomplete information. The report did not identify the training programs that matched the qualifications of participants and the universities where they could go.

The evaluation team noted many discrepancies in the progress and technical reports. For example, different data or figures were given for number of participants who attended certain training program or number of respondents to training evaluations. The total number of participants to the training on Project Development (M-1), for instance, was listed at 114 in one report and 115 in another. In other cases, descriptions of training modules varied and changed across reports without initially

explaining the changes made. For example, a report Module III described as a course on Project Development, Administration and Management. In subsequent reports, it was changed to Team Building.

6.8 *Summary*

The strong points of the project as conceptualized and implemented by MADECOR are:

a) The high quality of training designs that were developed which is indicative of the competence of the project team in the field of public administration and familiarity with local political culture;

b) Flexibility in adjusting project activities to make them more responsive to changes in the socio-political environment; and

c) Openness to participatory and consultative approaches and processes.

The weak points of the project are:

a) Weak administrative and management system that caused the delays in delivery of some services and too much reliance on regional partners; and

b) Weak organizational support considering the magnitude of work involved.

7. CONCLUSIONS

7.1 *Summary of Findings*

Responsiveness and Applicability of Training Programs.

The evaluation shows that the Development Training Project/Public Sector Component was generally relevant, timely and responsive to the needs of participants and their agencies. This is supported by the following observations:

a) The expected number and percentage share of participants from local government units and regional offices were achieved;

b) There was a generally fair representation of various local government units (municipalities/cities) and regional offices, with slight bias against agencies in the social sector and local offices located far from place of training;

c) Both sexes were represented in all training programs although men outnumbered women;

d) The short-term and academic programs generally fit the training needs of participants and their agencies.

e) There was fit between training objectives and topics, and qualifications of participants. However, some did not have the background to hurdle very technical topics while a few did not have any immediate use for the training.

f) Project activities-- assessment of training needs, resources and capabilities, development of training designs, selection processess and monitoring/evaluation, and conduct of training programs-- were generally appropriate to the overall objectives of the project.

Impact on Performance of Participants and Their Agencies

a) Reactions of participants to the training programs were generally positive. Perceived effects on performance include enhanced self-confidence to carry out office tasks and responsibilities; improved skills in doing feasibility studies, project monitoring, financial analysis and others. However, some participants spoke of lack of opportunities to practice what they learned from the training.

Some of the feasibility studies developed by the participants of the module on Project Development and Management are now being used by local government and line agencies.

b) Reactions of supervisors to the post-training performance of their personnel were very positive. Concrete experiences cited include, among others. improved skills in preparation of feasibility studies. [illegible] proposals and other office reports; and clearer understanding of the provisions of the Local Government Code resulting in its faster implementation.

Compliance of Project Contractor with Specified Tasks and Responsibilities

The project contractor complied with all the tasks and responsibilities required to achieve project objectives except the completion of training programs and related activities.

The major set-back of the project was the delay in the delivery of pre-training services, causing postponement and non-completion (within contract period) of some training programs and the post-evaluation and terminal reports.

Role of Women

Women were significantly involved in project management and implementation. There were also women participants in all training activities although they were generally outnumbered by men.

7.2 *Issues/Problems in Implementation*

Project Management and Organization

Some members of NEDA NRO's are reluctant to provide the same kind of assistance to the project contractor should the project continue for another 18 months. The popular sentiment is for the project contractor to field its own staff to handle the coordination of activities and administrative work in the regions. Those from Regions V and VI want to limit their involvement to monitoring and evaluation.

Constraints Posed on Employee Participation by the Ongoing Devolution of Government Functions

The increased workload of local personnel and employee anxieties over the on-going reorganization would continue to affect the participation of local government units. in training

programs. This must be considered in planning future training activities. The date and duration of training are important factors to consider to ensure attendance especially of local elective officials.

Limitations to Performance Improvement by Participants

Some participants had misgivings about their ability to initiate changes in their offices because of resistance or lack of appreciation for innovative ideas by supervisors and officemates. This explains why some participants suggested that elective officials, especially mayors and members of the legislative councils, be given priority in training programs. Others suggested the "core-group" approach to training where several employees in an agency, not just one or two, attend the same training programs together. As a group, they are in better position to initiate changes in their offices.

7.3 *Conclusions and Recommendations*

The Development Training Project/Public Sector Component has been well received in the three pilot regions especially by participants. This is because of its responsiveness and applicability to training needs created by the ongoing devolution of government functions.

> ...."*It is recommended that the project continue and be expanded to other regions.*"

The evaluation team offers the following recommendations to improve project implementation:

Project Management

Review existing implementation arrangements among the project contractor, NEDA/SAS and NEDA NEOs. There is a need to clarify the extent of assistance of regional partners to the project contractor. Other institutions like regional non-government organizations or other line agencies like DILG may be included in the implementing team.

Require project contractor to maintain its own administrative and coordinating body in the region. This will help facilitate completion of tasks.

Require project contractor to furnish NEDA NRO's with complete copies of training and accomplishment reports for validation and monitoring purposes.

7.4 *Pre-training Activities*

Update assessment of training needs, resources and capabilities. The results of assessment must specify the differential needs of the sexes and different types of municipalities/cities. Training needs of growth centers must be separate from those of underdeveloped localites. These information can help develop training designs that are sensitive to the sexes and communities in varying levels of development.

Some regional non-government organizations (NGOs) and training consultancy agencies in the regions have the resources and capability to conduct training programs. Their familiarity with local developments and better linkages with regional and local units make them good alternatives for academic institutions. They should be considered as possible subcontractors of training programs.

7.5 *Training Programs*

Several suggestions were given by participants to improve training implementation. The more important ones are : a) recommendations to upgrade the quality of resource speakers; b) adopt more participatory learning methodologies and less academic teaching approaches: c) initiate follow-up activities especially for participants of local government units identified to have more need for training assistance.

In view of the increase in training activities for local government personnel at the moment, there is a need to coordinate DTP/PSC activities with agencies engaged in similar work. It may be necessary to reorient the training program and change some subjects to avoid unnecessary duplication.

For monitoring and evaluation purposes, the project contractor and subcontractors must be required to adopt uniform and standard instruments and outline of process documentation. This will facilitate comparative analyses of reports.

7.6 *Additional Monitoring and Evaluation Indicators*

The results of this evaluation suggest the need of additional monitoring and evaluation indicators to enhance the responsiveness and usefulness of the Public Sector Component/Development Training Project.

a) *Gender Fairness of Training Programs*

The training programs must ensure the fair representation of women especially those in the elective offices and in agency positions where constitute the minority. The organization of training activities must be sensitive to gender-related needs and concerns.

b) *Fair representation of the "poor" and "underdeveloped" local government units*

Training assistance is needed most by "poor" local government units. They should be given priority, if not equal opportunity, to access training programs. These LGU's include the fourth, fifth and sixth-class municipalities and cities.

c) *Fair representation of line agencies and employees of LGU's involved in socio-cultural aspects of development*

The bias against agencies and personnel involved in social development (e.g., DOH and DSWD) contributes to the persistence of compartmentalized views of and approaches to development. The PSC/DTP must ensure the fair participation of social development workers and provide opportunities for their closer interaction with those who are, in turn, involved in the formulation and implementation of economic and physical (infrastructure) development programs.

The evaluation of effects of training on personnel and agency performances, must be based on more effective indicators (e.g., specific instances where skills and knowledge learned from the training were applied, concrete evidence of improvement in office work) rather than on self-assessment of participants.

For this purpose, the use of survey instruments for impact evaluation may be complimented with field visits and actual observation of selected line agencies or LGUs whose employees participated in the training programs. The evaluation of participants' past-training performance by their immediate supervisors should be an integral component of the impact evaluation methodology.

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Annex A

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Annex B-1

UP SOCIAL ACTION AND RESEARCH FOR DEVELOPMENT FOUNDATION, INC.

Interview Schedule for Project Implementors
in the Region

I. Nature of Respondent's Involvement in the Project

1. *Name*

2. *Designation.*

3. *How long were you involved in the project?*

4. *What were your specific responsibilities in the project?*

5. *Did you encounter any difficulty in carrying out these responsibilities and tasks?*

6. *If yes. what is it/what are they?*

II. Assessment of NEDA'S Role/Performance in the Program

1. *To what extent was the NEO involved in the program? (Needs assessment, conceptualization and implementation of training programs.)*

2. *What problems/difficulties did NEDA encounter in performing its functions?*

III. Assessment of MADECOR's Performance

How would you assess MADECOR's Performance in terms of

1. *Training Needs Assessment*

   - *Was the assessment adequate in gauging the needs of the target group?*

2. *Training Program*

   - *What can you say about the way the training team organized and coordinated the training program?*

   - *Did the training program adequately respond to the needs of the participants and the agencies they represented?*

   - *Is the Training Program sensitive to gender issues and concerns?*

3. *Choice of Topics*

   - *Were the topics chosen relevant to the course?*

4. *Training Methodologies*

   - *Is the training methodology adequate in meeting the demands of the course?*

5. *Resource Persons*

   - *Were the resource persons effective competent in handling the topics identified for the module?*

IV. Dissemination of Information on Training Opportunities

1. *What can you say about the way MADECOR handled the dissemination of information on the training opportunities?*

V. Monitoring and Evaluation

Were the monitoring and evaluation mechanisms set up by MADECOR effective? If not, what were its weak points?

VI. Impact on Women

To what extent were the women involved in the implementation of the project?

2. *To what extent were women involved in the training program?*

3. *Were the interests and role of women taken into account in the conceptualization and implementation of the program?*

VII. Recommendations

1. *What suggestions can you give to improve the course?*

2. *What specific aspects of the project would you like to expand or abolish?*

Other Comments

Annex B-2

UP SOCIAL ACTION AND RESEARCH FOR DEVELOPMENT FOUNDATION, INC.

Interview Schedule for Participants of Short Term Courses
(M1, M2, F1)

I. Background Information on Participants

1. *Name*
2. *Designation*
3. *Office/Agency*
4. *Training Module*
5. *Duration of the Seminar*
6. *Venue*

II. Job Description

1. *What are your tasks/responsibilities in the organization?*
2. *Who is your immediate supervisor?*
3. *What are the current thrusts, projects and programs of your agency?*

III. Selection Process

1. *Who was responsible for the dissemination of information on the training program in your agency?*
2. *How were you chosen as a participant to the training program?*
3. *What problems/difficulties did you encounter in the selection process?*

IV. Suitability of the Training Program

1. *Did the training program adequately respond to your needs as a participant?*
2. *Did the training program adequately respond to the needs of your organization?*

V. Suitability or Effectiveness of Specific Components of the Training Program:

1. *Were the topics taken relevant to the needs of the participants/agencies identified?*

2. *Were the resource persons effective/competent in handling the topics identified for the module?*

3. *Were the projects undertaken relevant?*

4. *Was the time frame adequate in meeting the demands of the course?*

5. *What can you say about the way the training team organized and coordinated the training program?*

6. *Is the training program sensitive to gender issues and concerns?*

VI. What were the program's strongest points?

VII. What were its weakest points?

1. *What problems/difficulties did you encounter in the course of the training program?*

VIII. Identification of Progress Indicators

1. *How has it benefitted you (personal/career goal(s))?*

2. *How has it benefitted your agency/organization?*

3. *What will be the program's impact in the next two years?*

IX. Evaluation of NRO/MADECOR Involvement

1. *To what extent was NRO involved in the program? How would you assess their role/performance in the program?*

2. *To what extent was MADECOR involved in the program? How would you assess their role performance in the program?*

X. Recommendations

1. *How can the course be improved?*

XI. *Other comments*

Thank you very much

Annex B-3

UP SOCIAL ACTION AND RESEARCH FOR DEVELOPMENT FOUNDATION, INC.

Interview Schedule for Supervisors of Participants
of Short-Term Training Courses
(M1, F1, M2 & Graduate Students)

1. Name

2. Designation

3. How was (give name of a participant) chosen to attend the training program?

4. Were there problems encountered in the selection process?

5. How do you think did your office benefit from sending (give name of participant) to the training program?

6. Was (the name of the participant) given new tasks or position after attending the training program?

7. Are there other training need of your office that should be given priority? What are these?

8. Other remarks

Annex B-4

UP SOCIAL ACTION AND RESEARCH FOR DEVELOPMENT FOUNDATION, INC.

Interview Schedule for Short Term Courses
Masteral Students
(M1, F1, M2)

I. Basic Information on Participants

1. *Name*
2. *Designation*
3. *Office/Agency*
4. *Degree Program*
   a. *Institution*
   b. *Date Started*

II. Job Description

1. *What are your tasks/responsibilities in the organization?*
2. *Who is your immediate supervisor?*
3. *What are the current/thrusts/projects/programs of your office?*

III. Selection Process

1. *Who was responsible for the dissemination of information on the training program?*
2. *What were the methods employed in the selection of participants to the training program?*
3. *What were the problems encountered in the process?*

IV. Participant's Evaluation of the MA Program:

1. *What can you say about the course offerings of the program?*

2. *What can you say about the quality of instruction?*

3. *Was the program able to adequately respond to your needs as a participant?*

4. *Is it suitable to the needs of your agency?*

5. *What are the strong points of the program?*

6. *What are its weak points?*

   a. *What were the problems encountered during the program's implementation?*

7. *On the administration of the grant*

   a. *How would you evaluate MADECOR's performance as program administrator?*

   b. *Is the financial support adequate?*

   c. *How would you assess NEDA's involvement in the program?*

8. *Recommendations*

   a. *How can the course be improved?*

   b. *How can the administration of the grant be improved?*

9. *Other Comments*

Thank you very much.

Annex C

List of Informants

1. Project Implementors

1.1 NEDA/SAS

Mrs. C. Guiyab
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President

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Training Coordinator of the DTP/PSC Program

1.4 REGION VI

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Hector Esguerra
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Ma Suzette Monos-Agcaoili
Regional Director
DSWD, Region V

Marlene Rodriguez
Acting Asst. Regional Director
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Nazario Libiran, Jr.
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With Dual Roles

Marlene Ca. Rodriguez
Acting Asst. Regional Director, NEDA, Region V and Supervisor of M-2 participants, Xavier Guanzon

Mayor Triunfante
M-1 participant and supervisor of F-1 participants, Oneate and Alcantara, Region V

Simeon Leal
F-1 particpant and supervisor of M-2 participants ass PPDO Department Head, Region VI

Froilan Rigor
Madecor Scholar and supervisor of Danilo Mendog, M-2, Region XI

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Annex D

STATISTICAL PROFILE OF WOMEN

A. Women in Elective Positions

Region	Congresswoman	Governor	Vice Governor	Provincial Board	Mayor	Vice Mayor	TOTAL
NCR	3					1	4
CAR				2	7	1	1
Region I			1	6	7	10	24
Region II				3	9	8	20
Region III	2		1	8	6	7	24
Region IV	2	1	2	17	7	13	42
Region V	1	1		2	8	11	23
Region VI	1	1	1	4	12	16	35
Region VII	2			1	12	13	28
Region VII		1		6	15	12	34
Region IX	3			7	3	6	19
Region X	3		1	6	9	14	33
Region XI	4			3	2	12	21
Region XII				3	4	4	11
TOTAL	21	4	6	68	101	128	328

Source: Congressional Research and Training Service, 1992

B. Percentage of Women in Elective Positions

POSITIONS	TOTAL	No. of Seats	Percentage of Total
Senators	24	4	16.67%
Representatives	200	21	10.50%
Vice Governors	73	6	8.22%
Provincial Board	650	68	10.46%
Mayors	1,602	101	6.30%
Vice Mayors	1,602	127	7.93%
TOTAL	4,151	327	7.88%

C. Percentage of Women in Career Service by Branch and Level of Government

	1ST	2ND	3RD
National	43%	59%	25%
Corporation	39%	43%	28%
Local Government	41%	55%	15%
State Universities	36%	60%	50%

D. Percentage Share of Government Personnel in Career Service by Level of Position and Sex, 1991

	MALE	FEMALE
First Level	58.1%	41.9%
Second Level	43.0%	57.0%
Third Level	71.0%	29.0%

Source: Congressional Research and Training Service, 1992

E. Employed persons by sex and major occupation, April, 1989

	Female	Male
Professional, Technical & Related Workers	62.4%	37.6%
Administrative, Executive & Managerial Workers	26.6%	73.6%
Clerical Workers	54.1%	45.9%
Sales Workers	66.1%	33.9%
Service Workers	59.5%	40.2%
Agriculture, Animal Husbandry & Forestry Workers Fisherman and Hunters	26.2%	73.6%
Production & Related Workers, Transport Equipment, Operators and Laborers	21.6%	73.4%

Source: NEDA Congressional Yearbook, 1990

Annex E-1

Training Programs Conducted
by the Local Government Academy
September, 1992

A. Executive Management Program

COURSE CONTENT

Topic	Speakers
Management of Change in the Context of RA 7160	*Dr. Ma. Conception Alfiler*
- Development Concepts/ Perspectives	
- Challenges, Opportunities and Strategies for Development	
- Development Interventions	
Local Development Planning	*Asst. Dir. Nanette Bacani*
- Development Platforms	
- Other Concerns of Elected Local Official	
- Priorities Identified in the SEP	
- Concept/Importance of Planning	
- Planning Bodies	
- Planning Process	
Ethics in the Public Service	*Dir. Noriel Devanadera*
- Value Clarification	
Devolution of Basic Services to Local Government Units	
- Devolution strategies by the Affected National Agencies	

- Changing Roles of Local Officials

- Devolved Powers, Functions and Responsibilities

Local Government Structure — *Dir. Noriel Devanadera*

- Changing Structures, Functions and Processes of Local Administration

Personnel Administration — *Dir. Noriel Devanadera*

- Implications of the Code on Personnel Movement and the Local Civil Service

Local Government Finance — *Asec. Milwida Guevarra*, *Angel Veingco*, *Lina Figueroa*

- Revenue Generation

- Revenue Policies

- Credit Financing

- Real Propety Tax Administration

- Financial Accountability

Private Sector Participation in Local Governance — *Dir. Angelita Cunanan*

- Role of NGO's and Sectoral Representative in Local Development

Action Planning

- Development Agenda of Local Chief Executives

METHODOLOGY

Experiential based-learning, audio-visual presentation, case discussion and other participatory methodologies shall be utilized during the activity. Active involvement of all the participants shall be encouraged thru workshops/exercises to reinforce learnings gained in the sessions.

Value re-orientation is interwoven in all of the topics/activities to deepen their commitment to public service.

Certain managerial skills such as planning, leadership, decision-making, etc., which local officials need in the performance of their functions shall be incorporated in the workshops/exercises.

The participants will reflect on the platforms and design their Development Agenda for the next three (3) years in line with the provisions of the local Government Code. To further capture/sustain the interest of the participants, the Development Agenda shall be presented for critiquing. This methodology shall serve as a forum where issues and problems on local governance are expeted to come out.

When necessary, individual or group consultations between the management staff and the participants shall be arranged in order to discuss specific relevant topics, provide a forum for threshing out problems, and promote closer camaraderie.

STRATEGY OF IMPLEMENTATION

The target participants for this training program are the seventy five (75) governors and sixty (60) City mayors of the country.

DURATION AND VENUE

The training for governors and city mayors shall be a four day each live-in activity to be held on the 3rd quarter of 1992 at DAP, Tagaygay, Philippines.

The 3rd school composed of the municipal mayors will be conducted in their respective regions/provinces for four days.

B. <u>Effective Local Legislation</u>

COURSE CONTENT

a. Composition of the Sanggunian

- nature
- membership

b. Internal Rules of Procedures

- LGC provisions governing Sangguniang members in special bodies

c. Powers of the Sanggunian

- enactment of ordinances
- provision of measures when necessary and appropriate
- oversight functions
- quasi-judicial/executive functions

e. Duties of the Sanggunian

- disclosure of personal interest
- promotion of general welfare
- provision for basic services and facilties
- enactment of budget and other necessary ordinances
- appropriate organizational structure
- effetiveness and effective governance

f. Responsibilities of the Sanggunian

- local development plan
- general welfare
- timely and appropriate legislative
- adequate basic services and facilities

g. Parliamentary Rules and Procedures

h. Legislative Procedures

i. Executive and Legislative Issuances

j. Requisites and Drafting of Sanggunian Rules of Procedures

k. Legislative Review Process

l. Administrative Investigation Procedures in Sanggunian.

METHODOLOGY

The training shall extensively utilize the experiential-based learning process, along with lecture discussion, role play, workshop and simulation of legislative deliberation to facilitate the internalization of meaningful insights that could be useful in actual legislative proceedings.

PARTICIPANTS

Sangguniang Panlalawigan Members	675
Sangguniang Panlungsod Members	660
Sangguniang Bayan Members	15,400

C. Planning and Budgetary System

COURSE CONTENT

Phase I : Development Planning

Environmental Scanning

- Data Sets
- Data Generation
- Data Presentation
- Data Analysis and Interpretation
- Report Writing
- Action Planning on the Preparation of Socioeconomic Physical Profile

Land Use Planning

- Overview of Land Used Planning
- Types of Land Used Plans and their Linkages
- Contents/Components of RPFP, NPFP
- Land Use Planning Process
- Land Use Planning Tools and Techniques
- Sectoral Cross Integration
- Land Use Sruvey
- Land Use Accounting
- Plan Implementation
- Monitoring and Evaluation

Plan Formulation

- Vision Setting
- Strategy Formulation
- Program and Project Identification
- Formulation of Local Development Plan
- Plan Legitimization

Plan Implementation, Plan Monitoring, Evaluation and Replanning

Phase II : Investment Planning

- Concept/Process/Structures on Investment Planning
- Available Resources for Investment Programming
- Techniques in the Projection of Revenues and Expenditures and the Fiscal Gap
- Project Identification/Prioritization/Packaging
- Logical Framework for the Formulation of Priority Sub-sector Activities
- Formulation of PSAS
- Integration of LDIP

Phase III: Budgeting

Local Budgeting

- Overview of Fiscal Administration
- Pertinent Provisions of LGC of 1991 on Local Budgeting
- Kinds of Funds
- Budgeting Process
- Work and Financial Plan Preparation

METHODOLOGY

To maximize the participants learning, the training shall be highly experiential and participatory in approach. Adult learning principles will be applied based on the participants entry knowledge and experiences. It will also allow participants to acquire new skills by utilizing hands-on techniques. The training techniques to be used are the following:

1. Group workshops which will rely on individual decisions and group consensus.

2. Simulations and role plays which will aid the participants to assimilate learnings and prepare them for actual field practices.

3. Structured learning exercises which will use personal experiences of participants.

4. On-the-job training

DURATION AND VENUE

This training program shall be implemented within the 3rd and 4th quarters (July to December) at the regional centers nationwide.

PARTICIPANTS

Members of the Local Finance Committee and Chairman of the Committee on Appropriation of the Sangguniang Bayan.

Source: Terminal Report, Trainors Enhancement Training on Capability Building Program for 1992 by Education and Training Division, LGA

A DIRECTORY OF EDUCATION AND TRAINING PROGRAMS CONDUCTED
BY THE LOCAL GOVERNMENT CENTER-COLLEGE OF PUBLIC ADMINISTRATION,
UNIVERSITY OF THE PHILIPPINES
(1960 to date)

Annex E-2

Education and Training Programs	Objectives, Content, Institutional Prerequisites and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Courses
Local Programs						
1. The Local Administration and Development Program (LADP): First to Thirty-Second Courses	A ten-week non-degree certificate training program conducted by the LGC-CPA,UP in collaboration with the Bureau of Local Gov't. Supervision (BLGS) of the Dep't. of Local Gov't.(DLG) intended to develop and upgrade knowledge and skills and enhance effectivity and competence in performing administrative and technical function in local administration and dev't. Most year courses cover basic areas and special issues in public adm. and dev't. such as: local government administration; local fiscal and personnel administration; development planning; evaluation research; politico-administrative reforms; and special problems in local administration	Elective local executives, members of local legislative bodies, appointive heads & staff of various local administrative and technical departments from various provincial, city and municipal governments; and representatives from the academe, foreign governments and national line agencies	Manila, Tagaytay City Baguio City	1968 to 1985	32 courses	1,149
2. Seminar-Workshops on Organizing for Local Development (for provinces and municipalities)	A five-day training program on organization & management, development planning, financing local development, technical assistance to local governments, program/project development, local personnel administration and market administration	Elective and appointive officials from various local governments	Surigao del Norte; Rizal; Roxas City; Surigao del Sur; So. Leyte; Sorsogon; Tawi-Tawi; Basilan; Angat, Bulacan; Nasugbo, Batangas; Abra; San Pablo City; Silang, Cavite; Isabela; Bauan, Batangas; Vigan, Ilocos Sur; Uacon	1968 to 1979	39 courses	3,764
3. Various Seminar-Workshops conducted under the Local Development Training Program (LDTP)	This training program covered the following: [illegible] development planning, [illegible] municipalities in local development, capital improvements, budget making and administration, basic research, [illegible]	[illegible] members of the [illegible] development [illegible] local [illegible]	Baguio, Manila, Naga, Legazpi, [illegible], Ilocos, [illegible] Cagayan de Oro	1974 to 1977	21 courses	1,136

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total no. of Partici. Who Compl. the Course
4. Seminar-Workshop sponsored by the Local Government Supply Management Association of the Philippines (LGGSMAP)	This training program focused on: property & supply management, pre-requisition planning, supervisory dev't., procurement and inventory procedures and performance budgeting	City and municipal treasurers, supply officers, and other employees in the treasury	Baguio, Manila, Naga, Legazpi, Cebu, Iloilo, Davao, Cagayan de Oro	1974 to 1977	16 courses	3,171
5. Workshop-Conference of Provincial Engineers and City Public Works Supervisors of the Philippines	The course was conducted primarily to stress the role of Provincial Engineers and Public Works Supervisors in national and local development.	City and Provincial Engineers	Pasig, Rizal	1974	1 course	123
6. Seminar-Workshop on Making the Provincial Board a Relevent and Dynamic Policy-Making Body in the New Society	The seminar-workshop stressed the roles, functions & responsibilities of Provincial Boards in prov'l. administration and development	Provincial Board Members	Manila	1975	1 course	104
7. Seminar-Workshop on the Effective Administration of Health Services	-	Provincial, city and municipal health officer	Baguio, Legazpi	1975 to 1976	2 courses	169
8. Orientation-Seminar for Members of the Sangguniang Bayan (SB)	An orientation-seminar on the organization, powers, roles and functions of the municipal council and its relationships with the executive branch of the local govt	Members of the Sangguniang Bayan	Tagaytay, Davao, Cagayan de Oro, Zamboanga City	1976 to 1977	4 courses	272
9. Seminar-Workshop on the Position Classification and Pay Plan	-	Local budget personnel officers	Davao and Zamboanga City	1978	2 courses	370
10. Seminar-Workshop on Personnel Administration and Development	The program highlights the implications of PD 1136 on local governments, position classifications, staff meetings, problem solving and decision-making procedures.	Provincial and municipal appointive heads and staff of various technical departments	San Fernando, Pampanga	1978	1 course	117

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Complete the Course
11. Seminar-Workshop on Leadership and Organizational Innovations	The program highlights: implications of PD 1136 on local governments, position classifications, staff meetings, problem solving and decision-making procedures	Provincial and municipal appointive heads and staff of various technical departments	Zamboanga, Cotabato, Iligan City	1978	3 courses	165.
12. Seminar-Workshop on Municipal Development Administration and Preparation of the Municipal Profile	-	Municipal mayors, mun. development staff	Baguio City, Abra, Ilocos Sur	1978 to 1979	3 courses	193
13. Training Trainers for Local Development	-	-	Manila	1980 to 1981	2 courses	29
14. Seminar-Workshop on Employee Development	-	Chieves of offices, technical & administrative staff members	Quezon City	1980	4 courses	550
15. Development Administration Training Course	-	Devt. planners & field officers of various national line cep'ts.	Manila	1982	1 course	52
16. Seminar-Workshop on Nutrition Awareness	Conducted by the LGC-CPA, UP in coordination with the National Nutrition Council of the Phil. The s/w aimed to acquaint local govt. officials in Region V with the nutrition program of the national government	Local govt. officials and implementors of nutrition programs from national line agencies	Legazpi City	1983	1 course	27
17. Seminar-Workshop on Revenue Generation for Local Resource Management (LRM) Provinces	The training program was conducted under the Local Resource Management (LRM) Program of NEDA. It covered the following areas: resource generation, allocation monitoring and control	Provincial and municipal officials involved in local financial operations	Southern Leyte, Eastern Samar, Antique, Leyte, Capiz, Legazpi City, Catanduanes	1984	7 courses	413
18. Seminar-Workshop on Organization [illegible] Financial [illegible] for [illegible]	A component of the LRM training program	Provincial and municipal officials involved in local financial operations	Legazpi City, [illegible]	1985	7 courses	[illegible]

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Numb of Particip Who Comple the Course
19. Seminar-Workshop on Organization for and Managing Local & Regional Development	Sponsored by the Zamboanga del Sur Development Project (ZDSDP), the s/w was designed to provide the participants a knowledge of the various aspects of local & regional administration & development, e.g., structure and functions of local & regional institutions, regional-local relations, fiscal administration, dev't. planning & persnl. mgt.	National and local officials managing rural development programs	Pagadian City, Zamboanga del Sur	1985	2 courses	93
20. Seminar-Workshop on Local Budgeting	A component of the LRM training program which dealt on the modernization of the local budgeting system	Provl. & mun. appointive officials involved in local financial operations	Baguio City, Legazpi City, Catanduanes, Cebu City, Iloilo City	1985	5 courses	400
21. National Seminar on the Administration of the Metropolis and Highly Urbanized Cities	The seminar focused on the issues and problems in the delivery of urban services, e.g., transport, sanitation, garbage, etc.	City mayors of Metro Mla. & highly urbanized cities and other national officials	Manila	1986	1 course	61
22. National Seminar on Decentralization Towards Rural Development	The seminar served as a forum to review and discuss the decentralization thrust, policies and the approaches of the national government and to propose measures to the identified problems in the operationalization of the decentralization policies of the government	Appointive heads and technical staff from various national executive departments and technical agencies and elective local executives	Manila	1986	1 course	60
23. Seminar-Workshop on Local Fiscal Administration	This three-day s/w served to develop the knowledge and skills of local government officials and staff on revenue generation, allocation and utilization and financial management and control	Provincial and municipal treasury staff, provincial and municipal budget staff, provincial governors'/municipal mayors' staff	U.P. at Los Banos, Laguna	26-28 March 1987	1 course	60
24. [illegible]	[illegible]	[illegible]	[illegible]	[illegible] November [illegible]	1 course	70

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Complete the Course
25. Orientation-Seminar on Local Administration and Development (Metropolitan Manila Module)	A five-day seminar-workshop designed to develop the technical and administrative capabilities of the newly elected and appointive officials of Metropolitan Manila	City and municipal mayors, councilors, technical staff and administrative heads of offices, other appointive officials	Manila	25-29 July 1983	1 course	31
26. Seminar-Workshop on Local Administration and Development	A five-day S/W non-degree certificate training course funded by the Asia Foundation and designed to develop the administrative and technical capabilities of elective local executives, members of local legislative bodies, appointive heads and staff of local administrative and technical departments of local governments at the provincial, city & municipal levels on various areas of public administration and special issues in development	Provincial/city, municipal and barangay elective executives, elective members of provincial boards and city/municipal and barangay councils, appointive department heads, and staff of local administrative and technical departments of local governments from the provinces of Albay, Iloilo, Southern Leyte, Zamboanga del Norte, Panay Island, Laguna and Benguet	Baguio City; Tanague, Isabela; Maasin, So. Leyte; Dipolog City; Zamboanga del Norte; Iloilo City; Los Banos/Bay, Laguna; La Trinidad Benguet	19-23 Sept. 1982; 10-15 Oct. 1982; 21-25 Nov. 1982; 29 Nov.-3 Dec. 1983; 16-20 Jan. 1989; 17 June-22 July 1989; 28 Aug.-1 Sept. 1989	7 courses	693
27. Training-Orientation Seminar-Workshop on Barangay Administration and Development for the Barangay Officials of Quezon City	A three-day live-in seminar-workshop training orientation course conducted jointly with and sponsored by the Quezon City Gov't. and designed to develop the administrative & technical capabilities of Q.C. barangay officials in barangay administration and development	All the elective barangay officials i.e. punong barangay and kagawads from the 142 barangays of Quezon City	Tagaytay City, Cavite and Los Banos, Laguna	24 April-2 Aug. 1989	7 courses	267
28. Transforming the Bureau of Local Government Development (BLGD) into a Resource and Referral Bureau for Local Government Development	A two and a half-week course designed to strengthen the BLGD as a resource and referral bureau using training modules on: 1) Coaching Consultants for Local Government Development to develop the knowledge and skills of BLGD personnel in specialized areas of local government development; 2) Supervisory Training for Managers; Skills application and [illegible]	Heads of offices, administrators, staff, and other personnel of the BLGD of the Department of Local Government	Manila	July to Sept. 1989	1 course	[illegible]

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course
29. Conference-Discussion on Decentralization	Funded by the USAID, the Conference served as a forum for the presentation of LGC research findings and policy recommendations based on the evaluation of the administrative capabilities of local governments towards the greater enhancement of decentralization and local autonomy	Members of the Senate and House of Representatives of the Fil., technical appointive officials and staff from various national executive departments and technical agencies; representatives from the academe and various local government leagues	Manila	July 1, 1989	1	24
30. Symposium on Achieving a More Authentic Decentralization and Local Autonomy	As a joint collaborative project undertaking of the LGC-CPA,UP and the Friedrich Ebert Stiftung (FES) of the Republic of Germany, the one day symposium served as a forum for critical and enlightened discussion on various politico-administrative issues and problems of political decentralization and local autonomy	Elective and appointive officials and staff from the Senate, House of Representatives, Executive Departments and Technical Agencies, and representatives from the various Local Government Leagues and the academe	Manila	November 8, 1989	1 course	60
31. Roundtable Conference-Discussion on Local Autonomy and Decentralization.	Organized by the LGC-CPA, UP and sponsored by the Education, Research and Assistance Program (ERAP) Foundation, the one-day conference-discussion served as a forum for analysis and discussion of selected critical issues and problems and for the formulation of specific policy proposals and a specific legislative agenda on political decentralization and local autonomy	Elective and appointive officials and staff from the Senate, House of Representatives, Executive Departments and Technical Agencies; Office of the President; and the Constitutional Commission; and representatives from the various Local Government Leagues and the academe.	Quezon City	July 19, 1989	1 course	44
32. Seminar-Workshop on Local Administration and Development: Issues on Selected Aspects of Urban Development and Management for the Local Legislator	This 4-day course sponsored by the FES and conducted by the LGC-CPA, UP sought to: 1) augment knowledge on the various concepts, principles and practices in urban development and management; 2) sharpen skills in proper & effective application of basic management techniques in local	Elective local executive; members of local legislative bodies, appointive officials and staff of various local government units; technical and staff departments from the provincial and various municipal governments of the province and repre-	La Trinidad, Benguet	15-18 March 1989	1 course	50

Education and Training Program	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course(s)
	working environment; 3) develop knowledge of and skills in Human Resource Development specifically on the use of the training function and enhance capabilities in proposing new ways and means in improving the organization and management of local institutions	sentatives from the academe, various non-government organizations and field local offices of various national line departments and technical agencies				
33. Seminar-Workshop on Local Administration and Development: Module on Program Planning and Management for the Enhancement of the Socio-Economic Development of the Province of Abra	This 4-day course sponsored by the FES and conducted by the LGC-CPA, UP aimed to: 1) increase knowledge of; 2) sharpen and upgrade skills in; 3) enhance expertise and competence, in utilizing the various concepts, principles, approaches and methods in program/project planning, development and management in the context of the program/project development cycle	Elective local executive members of local legislative bodies, appointive heads and staff of various local administrative and technical departments from the provincial and various municipal governments of the province; and representatives from the academe, various non-government organizations and field local offices of various national line departments and technical agencies	Bangued, Abra	8-11 May 1990	1 course	100
34. S/W on Local Administration and Development: Module on Project Feasibility Studies for the Province of Kalinga-Apayao	This 5-day course sponsored by the FES and conducted by the LGC-CPA, UP aimed to increase knowledge on concept and tools in program and project development and management, specifically 1) the project approach to development; 2) concepts and skills in project design and implementation; 3) inter-agency coordination and institutional frameworks for project management	- do -	Tabuk, Kalinga-Apayao	3-7 July 1990	1 course	65

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Complete the Courses
35. Seminar-Workshop on Developing and Strengthening the Local Government Leagues for Local Autonomy	This one-week course sponsored by the various Local Govt. Leagues of the Phil. and the German Foundation for Int'l Development (DSE) and conducted by the LGC-CPA, UP served: 1) as a forum for discussing the roles of various local govt. leagues in promoting local autonomy; 2) to consolidate and strengthen the confederation; develop and improve the organization and capabilities of the various leagues; and 3) to formulate recommendations to increase organizational effectivity, to develop more efficient working methods and to formulate policy proposals governing such recommendations	Officers and members of the executive directorate of the various local government leagues of the Philippines	Quezon City	10-14 Sept. 1990	1 course	18
36. Seminar-Workshop on Developing and Strengthening of League of Cities and the League of Municipal Mayors for Local Autonomy	This one-week course sponsored by the League of Cities and the League of Municipal Mayors of the Phil. and the DSE and conducted by the LGC-CPA,UP served: 1) as a forum for discussing the roles of these two leagues in promoting local autonomy; 2) to consolidate & strengthen these confederations, develop and improve the org. and capabilities of the various leagues; and 3) to formulate recommendations to increase organizations effectivity, to develop more efficient working methods and to formulate policy proposals governing such recommendations	Officers and members of the executive directorate of the league of Cities and the League of Municipal Mayors of the Philippines	Los Baños, Laguna	17-21 Sept. 1990	1 course	20
			Tagaytay, Batangas	5-7 July 1990	1 course	[illegible]

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course
37. Roundtable-Discussion on the Status of Cordillera Autonomy	This one-day conference-discussion sponsored by the FES and conducted by the LGC-CPR, UP provided the venue for the presentation of major findings for education and training programs jointly conducted by both proponents for the Cordillera region, an assessment of the state of Cordillera autonomy, and a forum for discussing development and decentralization approaches, perspectives, strategies, policy proposals and a developed agenda for the region.	Provincial governors, municipal and city mayors, congressmen & congressional staff members, regional directors of national departments and representatives of the non-government organization in the various provinces of the Cordillera region	Quezon City	22 September 1990	1 course	22
38. The Local Administration and Development Program (LADP): Thirty-third (33rd) Course	Sponsored by the Local Govt. Academy (LGA) of the Dept. of Local Govt. (DLG) and conducted by the LGC-CPR, UP, the seven-week non-degree certificate course is intended to develop and strengthen knowledge, upgrade and sharpen skills, enhance expertise and competence in technical and administrative aspects of local adm. and in fulfilling roles in and responding to development challenges. Modular courses in: local administration and development; organization and management; local personnel administration; local finance and fiscal administration; development planning, development and management and evaluation research are included	Elective local executives at the municipal level	Quezon City; Los Baños and Nagcarlan, Laguna; Capas, Tarlac	24 Sept. to 9 Nov. 1990	1 course	30

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course
39. Seminar-Workshop on Local Administration and Development: Module on the Implementing Strategies of the Cordillera Autonomous Region - The Case of the Province of Ifugao	This two-day seminar-workshop sponsored by the FES and conducted by the LGC-CPM, UP sought to provide the forum for analyzing and discussing: 1) development problems and issues in the region; 2) the legal, social and political issues in the operational enactment of the Cordillera Organic Act; 3) the state of intergovernmental relations, administrative structures, and technical capabilities of the region; 4) development approaches, strategies, problems and issues; 5) problems and issues in operationalizing decentralization and local autonomy	Elective local executives, members of local legislative bodies, appointive heads and staff of various local administrative and technical departments from the provincial and various municipal governments of the province; representatives from the academe, various non-government organizations, and field/local offices of various national line departments and technical agencies	Baguio City	21-22 November 1990	1	43
40. Seminar-Workshop on Economic Promotion by Local Authorities	This two-week seminar-workshop sponsored by the DSE and the Bureau of Local Government Supervision (BLGS) of the DLG and jointly conducted by the LGC-CPM, UP and the Institute of Small-Scale Industries (ISSI) of UP sought to develop the roles, functions and competencies of local authorities in the promotion of local enterprises as a vehicle for social and economic development. The course sought to increase and enhance knowledge on, upgrade and sharpen skills in various technical aspects of: 1) enterprise culture development; and	Technical staff members of the BLGS-DLG, Metro Manila Authority, Dev't Academy of the Phil., National Economic and Development Authority; elective and appointive local government officials	Quezon City; Taguytay City and Alfonso, Cavite; Malolos and Hagonoy, Bulacan; Capas and Tarlac, Tarlac; Pasay City	3-14 December 1990	1	23

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Courses
	2) formulating local enterprise programs, support systems, business plans, policy options and assistance measures. Problems, issues and trends in local economic promotion were discussed. Case comparisons with German experiences, and field trips were also included.					
41. Seminar-Workshop on Local Administration and Development: Module on Strengthening Local Development through Effective Project Implementation and Management - The Case of Mountain Province	This three-day seminar-workshop sponsored by the FES and conducted by the LGC-UPM, UP served to enhance and broaden knowledge on, and upgrade and sharpen skills in the project implementation management stage of the project development cycle. It focused on the functions and importance of this stage in operationalizing local development thrusts and on related issues such as promoting transparency through effective monitoring strategies, leadership accountability and inter-agency coordination in the context of the development concerns, problems and issues of Mt. Province.	Elective local executives, members of local legislative bodies, appointive heads and staff of various local administrative and technical departments from the provincial and various municipal governments of the province; and representatives from the academe, various non-government organizations, and field/local offices of various national line department and technical agencies	Bontoc, Mountain Province	17-19 December 1990	1	48
42. Seminar-Workshop on Strengthening the League of Municipal Mayors and the League of Cities in Region VI (Western Visayas) and Region VII (Central Visayas) - Local Dimension.	These five-day seminar-workshops sponsored by the DSE and conducted by the LGC-UPM, UP in coordination with the League of Municipal Mayors and the League of Cities for Regions VI and VII are elements of the continuing three year (1988-1990) joint collaborating program undertaking signed between the DSE and the LGC-UPM, UP. These	Officers and executive directors of the Leagues of Cities and the Leagues of Municipal Mayors for Regions VI and VII; representatives from the DILG	Iloilo City and Cebu City	11-15 February and 18-22 Feb. 1991	1	57

Education and Training Program	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course
	intended to enable these leagues to effectively perform their expected roles and functions in local and national development. Specifically, those seminars served: 1) as convenient fora for discussing the roles and functions of the Leagues of Cities and the Leagues of Municipal Mayors in promoting local autonomy; 2) to improve the organization and management of the leagues and to strengthen their confederation; 3) as venues to formulate measures and policy recommendations to increase the effectiveness of and to develop more efficient working methods in the leagues; and 4) to acquaint participants with various issues/problems confronting cities, municipalities and the country in general.					
45. The Local Administration and Development Program (LADP): Thirty-Fourth (34th) Course	Conducted by the LGC-CPA, UP and sponsored by the LGA-DILG, this seven-week non-degree certificate course is intended to develop and strengthen knowledge, upgrade and sharpen skills, enhance expertise and competence in technical and administrative aspects of local administration and in fulfilling roles in and responding to development challenges. Modular courses in: local administration and development; organization and management; local personnel administration; local finance and fiscal administration; development planning; program/project planning development and evaluation; [illegible]	Elective local executives at the municipal level	Quezon City; Los Baños, Laguna; Makiki, Batangas; Baguio City	4 March to 28 April 1981	1	34

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Numbe of Particip Who Complet the Course
44. Seminar-Workshop on Strengthening Personnel Management in the Local Public Service	This five-day seminar-workshop was jointly conducted by the LGC-CPA, UP and the DSE, in coordination with the DILG. Sponsored by the DSE, it is a component of the continuing five-year (1990-1994) joint collaborative program undertaking by and between the DSE and the LGC-CPA, UP. It aims to provide local authorities with the knowledge and skills, to develop the attitudes and behaviours relevant to their jobs and to develop their capabilities to enable them to perform new responsibilities to be devolved by the national government. Specifically, it aims to: 1) develop a greater awareness of the implications of important issues and the latest developments in national-local relations effecting personnel management in local governments; 2) provide a forum for the articulation and discussion of local personnel management problems in the Philippines; and 3) enable participants to formulate proposed policy changes and solutions to promote and ensure an efficient, accountable and effective personnel management. It was divided into two parts. Part I was concerned with various operational problems and issues effecting local personnel management. Part II focused on critical discussions of relevant policy concerns in local personnel management.	City and municipal mayors; local personnel officers; regional directors from regional/field offices of selected national line agencies; policy and technical experts from selected national line agencies, the Civil Service Commission and the Metropolitan Manila Authority; and representatives from the various leagues of local authorities and the academe.	Davao City and Quezon City	30 September to 4 October 1991; 7 to 11 October 1991	1	1

ation and Training Programs	Objectives, Content, Institutional Programs and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Courses
K. Orientation Seminar-Workshop on the New Local Government Code for the Provincial and Municipal Officials of Zamboanga del Sur	A three-day orientation seminar-workshop jointly sponsored with the Municipal Mayors' League of Zamboanga del Sur designed to: 1) develop greater awareness and deeper appreciation of the implications of the new Local Government Code on local government administration; 2) provide a forum for the articulation and discussion of the problems, issues and latest developments in the relationship between the central and local governments; and 3) to facilitate the formulation of proposed policy changes and solutions to problems, in the promotion and establishment of an efficient, accountable and effective local government administration.	Municipal mayors, provincial board members and selected appointive officials of national government agencies with regional/field offices in Zamboanga del Sur; the city mayor and selected councilors of Pagadian City.	Pagadian City, Zamboanga del Sur	19-21 November 1991	1 course	10[illegible]
L. The Seminar-Workshop on Economic Promotion by Local Authorities	This five-day seminar-workshop was jointly conducted by the LGC-CPA, UP and DSE in coordination with the Bureau of Local Government Supervision of the DILG. It is a component of the five-year (1990-1994) joint collaborative program undertaking by and between the DSE and the LGC-CPA, UP. In recognition of the need to increase and enhance the technical and administrative capabilities of local administrators/managers in managing and operating local public enterprises, this seminar-workshop was designed specifically to: 1) provide an understanding of the concept, tool and policy framework for the promotion and local [illegible] enterprises; 2) identify and critically analyze the [illegible] and problems affecting [illegible] in [illegible] and [illegible]	Department heads and technical staff of provincial, city and municipal planning and development offices and economic enterprise departments; representatives from the academe (LGC-CPA, UP and DLS), [illegible] the LGC-DILG and non-governmental organizations	Baguio City, Benguet and Bauang, La Union	20-24 January, 1992	1	26

[illegible] and Training Program	Objectives, General, Institutional Components and Other Information	Participants	Venue	Date and Year	Number of Courses Completed	Total Number of Participants Who Complete the Courses
	of local economic enterprises; 3) examine and facilitate the adoption of viable and innovative policies and administrative measures that would accelerate the development of local economic enterprises; and 4) increase and enhance the technical and administrative capabilities of local administrators/managers in local economic enterprise administration.					
4. The Seminar-Workshop on the Roles, Functions and Organization of the League of Cities for Local Autonomy	This five-day seminar-workshop which constitutes a component of the five-year (1980-1984) joint collaborative programme undertaking by and between the LGC-UPM, [illegible] and the [illegible] responds to the need to develop and strengthen the League of Cities of the Philippines not only as a consultative body but also as a pressure group which would work in behalf of local government interests. It aims to enable the League to effectively perform its mission, role and functions in local and national development by: 1) serving as a venue for discussion and analyzing the roles and functions of the League in promoting local autonomy; 2) improving the organization and management of the League and strengthening its constituency; 3) providing the forum for the formulation of measures and policy reform mechanisms to increase the [illegible] and to develop [illegible]	[illegible] and other high ranking officers of the League of Cities of the Philippines; local chief executives and appointive local [illegible] [illegible] department heads of various city [illegible] members; technical staff from the LGC-UPM; directors and other high ranking officers of the Metropolitan Manila Authority; technical staff from the academic [illegible] LGC-UPM, [illegible] and the Development Academy of the Philippines.	Pasay City and Manila	27-31 January 1982	1	24

Education and Training Program	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Courses
16. The Orientation-Seminar on the New Local Government Code for the Members of the Episcopal Church in the Philippines	This two-day orientation seminar was conducted by the LGC-CFM, UP and sponsored by the Episcopal Church of the Philippines. In response to the need to provide a forum for continuing discussions on the provisions of the new Local Government Code among local officials and other interest groups, this orientation-seminar was designed to: 1) develop a greater awareness on the implications and consequences of the new Local Government Code on local government administration and the roles of non-governmental organizations in local development; and to 2) provide a forum for the articulation and discussion of the problems and developments on the role of non-governmental organizations in local development.	Members of the Episcopal Church of the Phil.: clergymen, development programme managers, and social workers	Quezon City	28-29 August 1992	1	14

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course
B. International Programs (Asia-Pacific Region)						
1. Training Local Government Training Officers, conducted in collaboration with the German Foundation for International Development (DSE)	A two-week course on training technology	Personnel and training officers and some local administrators from the Philippines and Asian-Pacific countries	Manila	1979	1 course	35
2. The Role of Local Administration in Economic Promotion conducted in collaboration with the German Foundation for International Developme[illegible]	Th[illegible] us of the two-week [illegible] en was on planning [illegible] administration of [illegible] nomic development at [illegible] regional and local [illegible]		Manila	1980	1 course	32
3. Management of Rur[illegible] Development Projects conducted in collaboration with the Asian-Pacific Development Centre (APDC)	A four-week course designed to improve the managerial capability of the participants in managing rural development projects. The program has four modules, namely: Approaches to Rural Development; Project Approach to Rural Development; Areal Focus in Rural Development; and Rural Development Administration	Senior officials of local and national agencies managing rural development programs: from the Philippines and Asian-Pacific countries	Manila, Pangasinan, Baguio City	1981 to 1983	3 courses	46
4. Seminar-Workshop on Local Government and Rural Development, conducted in collaboration with the German Foundation for International Development (DSE)	A two-week course which provides opportunities for determining the tasks of local administrators in rural areas with respect to promoting balanced economic and social development; analyzing the administrative obstacles hampering fulfillment of these tasks; and identifying ways and means to overcome these obstacles	Senior officials of local and national agencies managing rural development programs: Philippines and Asian-Pacific countries	Manila and Baguio City	1983	1 course	31

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course(s)
5. Seminar-Workshop on the Implementation of a Policy of Decentralization with the Aim of Strengthening Local Self-Administration	Conducted by the DSE in co-operation with the LGC-CFA, UP as part of their five-year (1990-1994) joint collaborative program undertaking; this seminar-workshop aimed to: 1) promote ongoing discussions on decentralizing state decision making & administrative apparatuses; 2) emphasize the advantages of an efficient and citizen-oriented local administration, and 3) facilitate the enactment of laws to improve and increase the level of local financial and personnel resources.	Elective local executives and members of local legislative bodies; national and regional heads of national line agencies; and representatives from the academe	Berlin, Federal Republic of Germany	29 July to 12 August 1991	1	15
6. Seminar-Workshop on the Position, Tasks and Organization of Local Authority Associations	Also a component of the five-year (1990-1994) joint collaborative program undertaking between the DSE and the LGC-CFA, UP, this seminar-workshop was designed to: 1) clarify problems of internal organization of the leagues; 2) promote effective cooperation among various local government leagues at different administrative levels for the benefit of their members; 3) enhance an awareness and appreciation of the value and significance of joint representation of local interests vis-a-vis legislative and executive bodies of a centrally organized state for the further development of local autonomy; and 4) clarify the roles of the various leagues in the exchange of experiences among their members and in the advisory activities to the established local government units in the field of administrative [illegible]	Officers and executive directors of the various local government leagues; legislators and staff from the Senate and the House of Representatives; members of the academe, bureau and regional directors of the DILG.	Berlin, Kiel, and Russeldorf, Federal Republic of Germany	1-16 June 1991	1	20

Education and Training Programs	Objectives, Content, Institutional Proponents and Other Information	Participants	Venue(s)	Date and Year	Number of Course(s) Completed	Total Number of Participants Who Completed the Course(s)
7. The Seminar-Workshop on Economic Promotion by Local Authorities	This seminar-workshop also constitutes a component of the five-year (1990-1994) joint collaborative programme undertaking by and between the DSE and the LGC-CPA, UP. This seminar is the third in the series to be held in Germany and the eleventh overall in the programme. Starting from the general assumption that local government units play an important role in the promotion of economic development, this seminar-workshop aims at: 1) an exchange of experiences between local government experts from the Phil. and from Germany on the practical possibilities of utilizing local resources more effectively; 2) discussing methods to assess the interests of potential investors; 3) familiarizing the participants with the organizational instruments and forms of economic promotion within the national, regional and local framework and; 4) assessing the instruments of local economic promotion and its critical management.	Provincial governors, city and municipal mayors, technical staff members from the DILG and the National Economic and Development Authority (NEDA), and representatives from the academe (LGC-CPA, UP)	Berlin, Magdeburg and Cologne, Federal Republic of Germany	9-21 August 1992	1	20

Prepared by the [illegible] Services of the Local Government Center, College of Public Administration, University of the Philippines.

Annex F

LIST OF TOPICS; RESOURCE PERSONS AND FEASIBILITY STUDIES GENERATED PER M-2 MODULE

Project Development and Management (M-2)
February 25 - March 21, 1991
BUCA, Guinobatan, Albay
Region V

TOPIC	RESOURCE PERSON
The Need for Building Local Government Capability	J. Ingeniero
Population Dimension in Project Development Planning	M.C.P. Rodriguez
Project Team Building	Dr. W. Olano
The Integrated Participatory Project Development and Management	W. Carada
Advocacy of NGO Participation in the PDM Process	J. Arboleda
Goal Oriented Project Planning	W. Carada
Problem Analysis	J. Arboleda
Objective Analysis	W. Carada
Alternative Analysis	-do-
Organization and Management	J. Williams
Planning Matrix	W. Carada
Project Identification	J. Arboleda
Identification of Poverty Alleviation Project	-do-
Organization Management and Design	J. Williams
Financial Study	-do-

Financial Analysis and Development Project	J. Williams
Economic Analysis	-do-
Environmental Analysis of Projects	M. Ca. Rodriguez
Project Packaging	G. Layesse
Implementing Support Planning	Dr. P. Bragais Jr.
Managing On-Site Project Implementation	-do-
Potential Problem Analysis in Project Implementation	-do-
Building Self-help Organization to Promote Project Sustainability and Self-Reliance	J. de Leon
Project Monitoring and Evaluation	Dr. Olano
How to Prepare TOR	-do-
Preparation of TOR for for conduct of Field Exercise	-do-

Feasibility Studies Generated

PROJECT	GROUP
Community Settlement Project	Albay Group
Albay Dairy Plant for Cooperative Management	Masbate Group
Community Integrated Coconut Processing Project	Catanduanes Group
Soybean Production and Processing Project	Sorsogon Group

Project Development and Management (M-2)
June 24 - July 19, 1991
BUCA, Guinobatan, Albay
Region V

TOPIC	RESOURCE PERSON
Need for Building Local Government Capability on Project Development and Management	Dir. Jesus Ingeniero
Integrated/Participatory Project Development and Management	Engr. Guillermo Tulod
Participatory Monitoring and Evaluation	-do-
Building a Project Team	Dr. Philip Gamar
Project Identification and Selection	Prof. Daniel Sodia
Technical Aspect of Project Study	-do-
Socio-cultural Analysis of the Projects	Dr. Lazara Julianda
Market Study	Mrs. Cynthia Perpetua Berces
Strategic Analysis of Project (Financial Management)	Dr. Jimmy Williams
Preparation of Terms of Reference	Prof. William Cerada
ZOPP/GOPP Goal Oriented Project Planning	-do-
Managing On-site Project Implementation	Dean Justino Arboleda
GO-NGO Collaboration	Dr. Ofelia Vega

Feasibility Studies Generated

TOPIC	GROUP
Guinobatan Waterworks System Project	Lambada Group
Camalig-PNR Abandoned Lines Housing Development Project	Pinatubo Group
Construction of Ognoy Bridge and Rehabilitation OPF Paulba-Oma-Oma Road	Pinatumba Group
Daraga Bus Terminar	Tagulid Group

Project Development and Management (M-2)
February 18 - March 1992
Region V

LIST OF TOPICS/DISCUSSION LEADERS

This training program shall be implemented on a discussion and workshop basis. The discussion leaders are from various agencies/ academic institutions with expertise in project development and management. The fieldwork exercise portion will be under the direct supervision of Training Coordinator of the Project with assistance from NADECOR Technical Team and representatives from NEDA Regional Office/

	TOPICS	DISCUSSION LEADER
LD1	Building Local Government Capability in Project Development and Management	A. Basquinas
LD2	Building a Project Team	Wilfredo G. Olana Chairman Regional Reconciliation and Development Program Inter-Agency Task Group Region V
LD3	Integrated/Participatory Project Development/ Management Cycle	W. Carada
LD4	Ziolorientatiate Project Planning (ZOPP) Goal Oriented Project Planning a) Participation Analysis (Participation Matrix) b) Problem Analysis (Problem Tree) c) Objective Analysis (Objectrive Tree) d) Project Planning Matrix (PPM) Logical Framework (Log Frame) e) Activities Planning Sheets	W. Carada/ Gener Talatala University Extension Specialist Research Management Center College of Economics and Management U.P. Los Baños
LD5	Project Identification/Election	-do-
LD6	Aspects of Project Formulation	-do-

LD7	Technical Study	W. Carada/ Gener Talatala University Extension Specialist Research Management Center College of Economics and Management U.P. Los Baños
LD8	Org. and Mgt. Study	-do-
LD9	Financial Aspects	Jimmy Williams Instructor U.P. Los Baños
LD10	Economic Analysis	-do-
LD11	Environmental Analysis	R. Maghirang
LD12	Project Packaging	-do-
LD13	Implementation Support Planning a) Organizational Structure b) Management Process and Systems c) Operating Procedures d) Personnel Management Systems e) Resources and Input Requirements f) Personnel and Staff and Project Management g) Monitoring and Evaluation h) Conflict Management	P. Bragais Jr.
LD14	Managing On-Site Project Implementation	-do-
LD15	Building Self-Help Organization to Promote Sustainability and Self-Reliance	Ramon San Pascual Local Center Coordinator Bicol Community Development Center
LD16	Participatory Monitoring/ Evaluation	Wilfredo G. Olano Chairman Regional Reconciliation and Development Program Inter-Agency Task Group Region V
LD17	Preparation of TOR	-do-
LD18	GO-NGO Collaboration in Project Development and Management	Goyena S. San Pascual Vice Chairperson Board of Directors NGO Housing Cooperative

Project Development and Management (M-2)
September 9 - October 4, 1991
Central Philippine University
Region VI

TOPICS	RESOURCE SPEAKERS
Project Identification of Workshop Exercise on Identification of Poverty Alleviation Project Financial Aspects Strategic/Economic Analysis of the Project	Dr. Fred Avestsruz Fulbright Professor in Economics Central Philippine University
Overview of Project Formulation: The Market Study and the Technical Aspects	Dir. Z. Teruel DOST-VI
Organization and Management Aspects Socio-Cultural Analysis Project Team Building Building Self-Help Projects	SP Vicente Molejona
Environmental Impact Analysis	Dir. Aplinario Marquez FMS, DENR-VI
Implementation Support and Planning Managing On-Site Project Implementation	Engr. Mariano Grino Chief. MICAD, NEDA-VI
Participatory Monitoring and Evaluation	Mr. Fred de Guzman PPDO, Iloilo
Preparation of Terms of Reference (TOR)	Mr. Martin Daquilanea

Feasibility Studies Generation

TOPIC	GROUP
Zarraga Waterworks Supply System	Desert Storm Group
Badiang Multi-Purpose Cooperative and Training Center	The Builders Group
Peoples' Bank	The Patriots Group
Duck Raising for Egg Production	The Ninja Turtles Group

Fesaibility Studies Generated

TOPIC	GROUP
PILI Farmers Integrated Vegetable Project	Agila Group
CERD Project	Japayuki Group
Rangas Irrigation System	Tantiation Group
Construction of Irrigation System	Movers Group

Project Development and Management (M-2)
March 31 - April 30, 1992
Central Philippine University
Region VI

TOPIC	RESOURCE SPEAKERS
Group Learning Intervention Socio-Cultural and Economic Impact Analysis	Dr. Milagros Dignadice Dean, College of Commerce CPU, Iloilo City
Local Government Code Regional Development Framework The Need for Building Local Government Capacity in Project Development and Management	Dir. Alex Umadhay NEDA-VI
Population and Development Organization and Management of Social Development Projects	Mrs. Estela Paredes NEDA-VI
Situational Analysis. Problem Identification. Project Identification and Preparation Market Study	Ms. Loida Mojica UP Los Baños
Technical Aspects Organization and Management: Project Feasibility Organization and Management for Operations of Project	Mr. Mario Tajanlangit DTI, Roxas City

Feasibility Studies Generated

TOPIC	GROUP
Mango Processing	D Framer Group
Small Water Impounding Project	The While Iwi-iwi
Meat Processing	D'Planners Group
Consumer's Coopeative	JORMMEZ

Project Development and Management (M-2)
September 22 - October 19, 1991
November 4 - 30, 1991
January 15 - February 15, 1992
University of Southeastern Philippines
Davao City

Balance Sheet Preparation (Financial Aspect)	Prof. Ed Acaylar MBA. Asian Institute of Management
Regional Development Framework Project Identification	Prof. Santiago Enginco. Jr. MPA, University of the Philippines
HR Communication: Giving and Receiving Feedbacks Community Organization and Resource Mobilization	Ms. Aurora Pelayo Asst. Regional Director, NEDA XI
Economic Analysis Aspect in Feasibility Studies Preparation	Engr. Juan Evangelio Jr. MS. Economics and Social Studies. University of Swansea. Wales
Marketing Aspect Forcasting Technique Marketing Plan	Mr. Gil Garcia Senior Trade and Industry Development Specialist DTI-XI
Time Value of Money	Mr. Noel Quiratman
Management Tool	Engr. Esa Bajani Manager, COPPLAN, SPDA, Davao City
Technical Aspect of the Feasibility Study	Prof. Rusela Pecito Graduate School, USP
Project Appraisal and Financing	Mr. Bonifacio Tamayo Department Manager, DBP Branch
Experience and Lessons in Implementing Projects	Engr. Wilfredo Valencia
Organizational/Operational Aspects	Dr. Hospicio Cónanan Jr. Graduate School of Business Ateneo de Davao University

Socio-Cultural, Political and Environment Assessment	Mr. Gerardo Concepcion Asst. Regional Director, DBM, XI
Building a Learning Community Achieving Effective Work Relations	Ms. Maria Milagros Aviles-Ty Consultant, Module Coordinator, Micro-Enterprise Course Canada-Asia Partnership, Davao City

Feasibility Studies Generated

September 22 - October 19, 1991

TOPIC	GROUP
Improvement and/or Expansion of Ferry Boat Landing at Anda Extension, New Matina, Davao	Group I
Establishment of a Regional Integrated Laboratory	Group II
Comprehensive Water System for Sto. Tomas, Carmen and Panabo	Group III
Village Level Integrated Coco-Processing	Group IV

November 4-9, 1991

Prioritization of the City Slaughterhous	Group I
Garments Subcontracting	Group II
Apiary Project in Apokon, Tagum	Group III
Handmade Paper Production, Buhangin, Davao City	Group IV

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January 29 - February 15, 1992

TOPIC	GROUP
Rattan Furniture Manufacturing	Group I
Conversion of Matina Public Market and Display Center	Group II
Basket Weaving Industry	Group III
Kiln Drying Facilities for Furniture Manufacturing	Group IV

Annex G

Comments/Impressions
About the Project Team (MADECOR)

POSITIVE

1. "I am generally satisfied with the way MADECOR did its work". (Region XI)

2. "MAADECOR did a good job in designing the training programs". (Region VI, XI)

3. "MADECOR team has very good rapport with LGUs". (Region XI)

4. "In terms of the needs assessment nothing was missed. The same with vision of the program". (Region XI)

5. Topics chosen are adequate and relevant to the needs of the region. (Regions V, VI and XI)

6. It is better to renew the contract of MADECOR because they already have established rapport with people in the region. (Region VI, XI)

7. "On a scale of 1 (poor) to 10 (excellent), I would rate MADECOR's performance between 7-8." (Region VI)

8. As training coordinators, we have established good working relations with the MADECOR team. We would like to work with them again. (Region VI)

NEGATIVE

1. "The scholarship program was not managed well during the time of Dr. Oamar. Papers and stipend of scholars were always late". (Region XI)

2. "MADECOR" can be given the contract the second time if it can get better experts and identify better institutions to subcontract the training programs".

3. "NEDA can administer the scholarship program by itself and there is no need for MADECOR's involvement". (Region VI, XI)

4. "Members of the team came during the opening ceremonies, left and then came back for the closing ceremonies". (Region XI)

5. The methodologies used for the needs assessment were not adequate. MADECOR did not bother to validate or check responses through field visits to offices of respondents". (Region XI)

6. Mr. Oamar did not stay in the region long enough to be able to facilitate the preparation of the program and coordinate the work with co-implementing institutions. (Region XI)