

PD-ABP-947
95433

INTERIM PROGRAM EVALUATION

AUGUST 1982 - JULY 1983

COMMUNITY BASED INTEGRATED RURAL DEVELOPMENT PROGRAM

GRANT # 492-0345-G-00-1137-00

**USAID/PHILIPPINES
DEVELOPMENT INFORMATION CENTER**

Save the Children Federation, Inc.
Nueva Valencia, Guimaras
November 15, 1983

BEST AVAILABLE COPY

TABLE OF CONTENTS

<u>Section</u>	<u>Page(s)</u>
I. Table of Contents	i
II. List of Tables	ii
III. Introduction	1
IV. Methodology	2
V. Year I : Results and Conclusions	3
VI. Summary and Recommendations	24
VII. Appendices	
Appendix A : Training Sessions and Actual Graduates by Phases	26
Appendix B : Training Sessions and Actual Grāduates by Barangay	28
Appendix C : Individual Training Session Questionnaires	30
Appendix D : Pretest/Postttest Data by Specific Session and Phase	40
Appendix E : Average Pretest/Postttest Scores by Training Phase	49
Appendix F : Average Pretest/Postttest Scores by Barangay	51
Appendix G : Percentage of Male/Female Participation by Training Phase/Barangay	52
Appendix H : Training Sessions Participation Index by Barangay	55
Appendix I : Percentage Dropouts by Training Phase	57
Appendix J : CTB/PDM Training Sessions/Seminars Co-Facilitated by Grāduates	59
Appendix K : Sample Trainee Comments	61
Appendix L : Percentage of Training Grāduates Prācticing Skills Obtained by Participating in Meetings/Projects and Other Activities	67
Appendix M : Barangay Development Council Meeting Data by Barangay	69
Appendix N : Percentage of Community Contributions for Year I Sectoral Projects	71
Appendix O : Barangay Development Council Assessment	72
Appendix P : Process Factor Questionnaire and Addendum	83
Appendix Q : Barangay Development Council Questionnaire	90
Appendix R : Benchmark Data: Qualitative Indicators by Barangay	96
Appendix S : Year One: Qualitative Indicators by Barangay	98
Appendix T : BDCQ Data Tabulation Sheet by Individual Barangays	100
Appendix U : BDCQ Data Tabulation Summary Sheet: Impact Area	106

LIST OF TABLE

<u>TABLE/GRAPH</u>	<u>PAGE(S)</u>
TABLE I : Intermediate Output Indicators	4
TABLE II : Quantitative Short Term Indicators	12-13
TABLE III : Qualitative Short Term Impact Indicators	18-19
TABLE IV : Barangay Development Committee Questionnaire Key	21
TABLE V : BDCQ Equivalent Scores	22

INTRODUCTION

Save the Children's Country Program in the Philippines has been operational just over one year now. During this period the staff have been working fulltime on the implementation of the program. The focus of our first year's activities has been on community training in the areas of leadership, team building, and project development and management. In addition Barangay Development Councils have been formed and a few sectoral projects were implemented. While CBIRD as a methodology incorporates training in its activities, to the best of our knowledge we have been the first program to focus on community training over an extended period of time as a means of building a foundation within rural communities for their future development. We believe that this approach was essentially successful and have based on this past year's experience learned many lessons. The transition from focussing on community training to the community's implementation of small sectoral projects occurred with the start of year two. The implementation of several sectoral projects is occurring now. As time passes and the community residents involved in these projects gain more experience it is expected that more sophisticated projects will be designed and implemented.

In February of 1983 a comprehensive evaluation plan was completed and submitted to the office for Food for Peace and Private Voluntary Cooperation in USAID/Philippines. This was in fulfillment of a contractual agreement that is part of our Co-Finance Grant Agreement with USAID. While this was to fulfill a grant agreement it was not done solely to meet this requirement. On the contrary, the Save/Philippines Staff has been and is to this date interested in program evaluation. It is believed that the program and communities that we are working in would ultimately benefit from the effort put into monitoring and evaluating the various aspects of our program. Hopefully, the end result will be a program that better meets the communities' needs as time progresses. Lastly, adhering to this process of monitoring and evaluation allows a program to establish permanent records on the progress made and lessons learned which can be used later to review from a historical perspective, how the program grew and matured.

The evaluation plan that was previously submitted was comprehensive in the sense that it was developed to cover not only program evaluation as traditionally looked upon in terms of quantitative impact but also process evaluation at the program level and internal office evaluation. This evaluation report deals with the program component of the evaluation plan. Qualitative indicators known as "process factors" are included in the program evaluation component. While quantitative indicators are objectively verifiable resulting in their being relied upon in most evaluations, it is believed by some that an evaluation plan can benefit by the inclusion of these qualitative process

2

factors that will help assess the community's progress as a whole with the development process. This is especially important when dealing with community development programs that have components on training and skills transfer.

As initially presented in the evaluation plan two evaluations have been planned for the first three year period of the program. The first evaluation is to take place after the completion of Year I (August 1982-July 1983) with the final evaluation occurring the end of Year III (August 1985). This report covers the results of the Year I evaluation with the main focus on the community training aspect, the primary concern of our first year program activities. The evaluation report though not only reviews information relating to training, but also other relevant indicators suitable at this time in the development of the program.

The main body of the report is composed of sections on methodology, results and conclusions followed by summary and recommendations. Lastly, numerous appendices are attached to the report containing more detailed information and data for the main tables presented in the results and conclusions section. These appendices are for the more daring readers with special interests in evaluation and/or our program. The original information from which the tables and appendices were formed is on the file in the Save/Philippines Office and is open for review by those who are interested and have a chance to visit us in Iloilo.

METHODOLOGY

The evaluation plan contains a great deal of information relevant to the evaluation process that need not be duplicated here. It suggested that the reader refer to the plan for a review of the specific objectives and indicators on which this evaluation is based. More information of the means of verification and the assumptions behind the indicators are given. Lastly a complete list of the measuring tools and monitoring forms are included. These are all important materials giving background information on the evaluation.

The actual methodology or design followed was rather simple involving the collection and compilation of data over several months. A complex research design was not used for conducting the evaluation. Emphasis was place at beginning of the program to keep the monitoring and evaluation activities at a practical level so as not to overburden the program staff.

The core of the evaluation plans is the regular submission of monthly monitoring forms for data relating to our selected indicators. On a monthly basis during Year I, the field coordinators completed these forms and submitted them to the Field Office. Upon submission

the information on these forms were consolidated and placed in the permanent program files for future reference. In addition logbooks were kept on the activities in each barangay on a monthly basis. Starting September 1983, after the completion of Year I, a complete review of the monthly monitoring forms was conducted. That data was compiled into many of the tables that compose the main body and appendices of this report. At the same time the individual pre/post questionnaires for each training session were reviewed and analyzed. The program staff then completed the process factor questionnaires on each barangay which was used to measure the progress made under the qualitative indicators. This was followed by the completion of a questionnaire (BDCQ) by several Barangay Development Council members in each barangay. This was considered a valuable part of the evaluation process since it gave a chance for direct input on the part of several residents in each barangay. Most of October was spent finalizing the tables and completing notes for the final copy of the report.

The next section reviews the program's Year I results based on the indicator's listed in the evaluation plan. This is followed by a section containing a brief summary and list of recommendations.

YEAR I:

RESULTS AND CONCLUSIONS

This section constitutes the main portion of the evaluation report. It will be composed of three main subsections covering the three sets of program indicators. Each subsection will have a corresponding table and will be composed of two parts, results and then conclusions. The tables presented in this portion of the report are the main tables. Several appendices containing additional tables and other information are referred to in this section. Please be careful to note as needed this additional data and information.

INTERMEDIATE (OUTPUT) INDICATORS

- A. Results: Please refer to Table I: Intermediate (output) Indicators that covers the results of the training and organizing activities for Year I. There was a total of 499 graduates out of a targetted 550. Of this total 147 completed the Barangay Leadership Training (BLT), 206 Community Team Building (CTB), 129 Project Development and Management (PDM) and 17 special area(s) training. The percentage completion of the Year I target for each phase is as follows: 147% BLT; 103% CTB; 64.50% PDM; and 34.00% for special area(s) training. The total of 499 graduates for all training sessions accounts for 90.72% of the total target of 550. In addition five Barangay

TABLE I

INTERMEDIATE (OUTPUT) INDICATORS

TRAINING/ORGANIZING PHASE	INDICATORS	BENCHMARK	TARGET YEAR I	ACTUAL YEAR I	PERCENTAGE COMPLETION
<u>Training Phase I:</u>					
Barangay Leadership Training	No. of residents completing the barangay leadership training	0	100 (80)*	147	147%
<u>Training Phase II:</u>					
Community Team Building Training	No. of residents completing the community team building training	0	200 (160)	206	103%
<u>Training Phase III:</u>					
Project Development/Manage- ment Training	No. of residents completing the project development/management training.	0	200 (160)	129	64.50%
<u>Training Phase IV:</u>					
Special Area Training	No. of residents completing the special areas training	0	50 (40)	17	34.00%
Training Totals	-	0	550 (440)	499	90.72%

*Note: Represents minimum standard of performance which is 80% of the target.

TRAINING/ORGANIZING PHASE	INDICATORS	BENCHMARK	TARGET YEAR I	ACTUAL YEAR I	PERCENTAGE COMPLETION
Organizing: Barangay Development Councils	No. of organized Barangay Development Councils organized/strengthened	0	5 (5)	5	100%
Organizing: Information and data banks	No. of data banks established in the impact area	0	5 (5)	5	100%

Development Councils were organized and held regular meetings and five information and data banks were established but only partially implemented.

An average of 18 residents graduated from 27 separate training sessions. The average number of graduates by phase and by barangay are available in appendices A and B. The highest average number of graduates per phase was the BLT phase with 25 and the lowest was 13 for the PDM sessions. Barangay San Antonio had the highest average number of graduates per training session at 24 with Lanipe the lowest at 13.

Previous to the implementation of the first community training session, the program staff developed individual training session questionnaires for each of the three main phases. Samples of these questionnaires (English version) are included in this report under appendix C. For each training session a pretest and posttest set of questionnaires were completed by the participants. This was done to assess whether the participants themselves felt they had gained any knowledge/skills from the sessions. Appendix D contains the pretest/posttest scores for each session of each phase. The data in this form is cumbersome and difficult to use. To facilitate an understanding of how the residents reacted to the training averages of the pretest and posttest scores by training phase and barangay were computed. The specific data for these are in Appendices E and F. The scores are based on the following scale: 1 - not able; 2 - rarely able; 3 - occasionally able; 4 - usually able; 5 - always able. These of course relate back to individual questions on each training phase questionnaire. What is important when reviewing the average pretest/posttest scores is the magnitude and direction of change. For all training phases the difference between the average pretest and posttest scores showed a positive change. The average posttest scores showed an increase over the average pretest scores in each phase. The increase for each phase are as follows: BLT - +.44, CTB - +1.26, PDM - +1.38 and special area(s) - +2.00. As should be expected when the scores are reviewed by barangay there also is an increase in all the average posttest scores over the average pretest scores.

Looking at the test scores is just one way of assessing the training component. It is important also to look at the participation aspect of the community residents. Appendix G contains percentages on the question of male/female participation by training phase and by barangay. The average for all training sessions was 69.03% females and 30.97% males. The BLT training sessions were fairly evenly attended by males and females while the CTB and PDM sessions were more heavily attended by females than males. Three Barangays (Igdarapdap, San Antonio, Lanipe) leaned heavily towards females attending the sessions while the other two (Cabalagnan, Canhawan)

7

were somewhat more balanced. Canhawan was the only barangay where the percentage males was greater than females.

In order to more effectively show the participation by barangay. The participation index is computed by dividing the number of graduates in a barangay by the total population multiplied by 1000. Appendix H contains a table with the participation indices for each barangay. While these are not truly weighted indices they do allow for a rough comparison of participation among the barangays. Igdarapdap and San Antonio had the highest indices with 131 and 178 respectively. Canhawan had the lowest at 55. Proportionwise there were more residents involved in the training activities.

Additional information concerning the percent of dropouts by phase was gathered and is presented in Appendix I. A dropout was a resident who registered for a training session on the first day but failed to complete the training. The percentage of dropouts for all of the training phases combined was 13.20. The percentage of dropouts for the respective individual phases is as follows: BLT - 5.66%; CTB - 12.50%, PDM - 22.28%; special areas - 0.00%. The increase in the percentage of dropouts in the three main phases over time is an important factor that will be referred to again in the conclusion section.

The last pieces of information to be presented in this subsection relates to graduates of our training sessions. We call these graduates who took part in assisting with these sessions, co-facilitators. The co-facilitators assisted with the preparations for each session and joined in as an active trainor when the sessions were taking place. Appendix J contains information of the percentage of CTB/PDM training sessions co-facilitated by training graduates. The percentage of CTB/PDM training sessions in the impact area that had at one co-facilitator was 50.00%. The percentage by individual barangays was highest for Igdarapdap and Lanipe at 75.00% and 66.67% respectively. Canhawan was lowest at 0.00%

B. Conclusions: In general we were quite successful in reaching our goals and feel the training program helped established the program and create a firm foundation for Year II. Four areas can be looked reviewed quickly that deal with the community training aspect of our program.

We were successful in meeting an overall target level for training graduates for the impact area based on the statistic presented previously. The targets for the BLT and CTB components were more than met while the PDM target was not fully met. It is felt by the staff though that the response to the PDM training phase was quite good since many members of the Barangay Development Council took part in these sessions. They are a critical group and it was

satisfying to see their participation. After completing this first year it is felt that the target levels were too ambitious and should have been lower. This would have allowed for completion of the training component sooner and the start-up of the transition phase to full-time implementation of sectoral projects during the last two to three months of the first year.

Without a doubt though the participants learned a great deal as the data from the pretest/posttest questionnaires show. Knowledge and possibly some basic skills were transferred. The ultimate test will be the years (two onward) that follow when the emphasis is sectoral project implementation and sectoral areas training that relate directly to project related skills. It is hoped that many community training graduates will participate actively in the implementation of these projects. At the conclusion of Year I we were seeing signs of this. An example is that of the informal women's group in Sitio Tubod, Igdarapdap. Approximately twenty women completed the CTB and PDM training sessions in this sitio. Since the end of Year I they have planned and started to implement a small simple income generation project involving preservation of fruits. Marketing is being done on a small scale in the barangay market. This is the first step to expanding the project later on. This shows the link between the training component and the sectoral projects. We believe they are better organized and capable of following through on the project because of the training they received.

Appendix K contains several sample comments made by the community trainees. They were collected from the numerous posttest questionnaires that we have on file. Granted the comments are subjective along with the process for selecting them, but we feel that they do accurately represent the feelings of the trainees. The comments were overwhelmingly positive (pro) with some negative (cons) comments relating to needing better participation by the community, more training, etc. A review of all the trainee's comments on the posttest questionnaires show them to have felt that they learned something and appreciated the training.

The participation of the community residents in the training component was in general good but not without room for improvement. For the first year though we are satisfied with the results in terms of participation. Females were much more likely to participate than males as is reflected in the data previously presented. In some barangays it was very one sided in favor of females. Canhawan was the the only exception to this due possibly to the fact that they never

9

completed all the training phases. As noted in the impact area data breakdown, CTB and PDM sessions were predominantly composed of females. The PDM session for Canhawan was scheduled for the first quarter of Year II. Generally though, for the whole impact area women participated more than man. This is possibly due to cultural and sociological roles involving the distribution of work responsibilities in an agricultural economy. Men were more likely to be in the fields during the day. It seems possible also that women have historically and culturally taken more of a lead role in "developing" their communities in respect to children, youth, and families. It would be good to see more males participating in the future.

The staff were pleased to see some graduates take part as co-facilitators in other training sessions. Some of the graduates took part in more than one session and some sessions has more than one co-facilitator. Fifty percent of the CTB and PDM sessions were co-facilitated which was higher than we had hoped for in the beginning. The co-facilitators were individuals who has done well in their training sessions and were respected by other members of the community.

The information previously presented under "results" shows an increasing percentage of dropouts over time. This is reflective of two main factors. The first is that at the rural life, as in most parts of the country, revolves around the agricultural seasons. As are training sessions progressed we were getting closer and closer to planting time. Eventually they overlapped during the PDM sessions. A sense of urgency was also evident when planting occurred since it has been delayed by the drought that affected many areas of the Philippines. Men had to go to the fields and many wives and children joined in the planting season thereby affecting the chances of their participating in the late year training sessions. Secondly, the community training component while very valuable should have been shortened. The period of time it took to cover all three phases was too long and difficult for some residents to complete. This resulted in some residents being impatient and frustrated which would have been less likely if more sectoral projects had been started the last two-three months.

The general impression among the staff is that several lessons have been learned from this year's implementation of the community training component. Everyone believes a great deal was accomplished and feel that the approach of implementing community training sessions as a means of developing core groups in each barangay then leading into sectoral projects was appropriate. In hindsight though there are several

modifications that could be made to make it more effective. These have been partly or wholly presented in previous descriptive reports but should also be included here for readers who may be not previously reviewed these points.

1. Training Component Length: It has been noted here that the total time period of the component could have been shortened with the transition to full-time implementation of sectoral projects occurring sooner. Actual implementation of training sessions covered a nine month period. A six month period should be considered as an alternative.
2. Training Target Levels: The target levels were generally too high. More realistic level in the CTB and PDM components should have been adopted. Large target levels and the urge to meet them has the tendency to create a drive of its own.
3. Training Phases: The phasing pattern with the training sessions being BLT followed successfully by the CTB and PDM was not a problem. However, two other patterns have emerged that would be somewhat more practical and would allow for a shorter overall training period. The first alternative would involve focussing on the core groups of leaders in each barangay the first year with training sessions covering barangay leadership and project development and management. Other interested residents could join in or could possibly be targetted for additional sessions with this same direct sequence for BLT to PDM. During Year II sessions involving community team building topics could then be implemented. The second alternative would have only the core leaders take part in BLT and PDM sessions. Later during the second year the training component could make the next step to cover general community residents involving community team building activities and project development and management skills. Both alternatives would allow for a shortened training period during Year I but would still keep training as an integral part of developing the core group and the foundation for implementation of sectoral projects.
4. Agricultural Season and Barangay Fiestas: These two factors has an effect on the overall implementation of the training sessions. Prior to the final planning of training sessions and review of the proposed training activities in relation to the start of planting season(s) and the barangay fiesta dates should be considered. Training activities should be developed around fiestas dates and implemented more during time when planting/ harvesting activities are not occurring.

5. Skill Levels: The skill levels of the participants in each training sessions varied. Some participants were highly educated such as teachers while others had completed elementary school only. The content of each phase, while at times technical, was presented in a simple direct manner.
6. Integration: There was a lack of understanding among some people on how the training phases were interrelated and how they ultimately tied into the process leading to the implementation of projects. The staff focussed on this during any training session where this materialized as a question. This should be incorporated as a closing topic of the PDM sessions.
7. Staff/Participants Ratio: The staff felt that large training sessions were difficult to organize and also affected the quality of training. The optimum level was 20 participants or less per session which ensures a 1 to 10 ratio at the most for staff to participant. Each training session was conducted by two program staff members.
8. Split Sessions: Initial training sessions were conducted in the Poblacion of each barangay. It became evident early on that it would be beneficial to split sessions off into distant sitios. Residents from distant sitios were less likely to join the training sessions held in the Poblacion of the barangay due to the distances involved. Training sessions held in the sitios were well received and worth the effort.

The last results covered in this section dealt with the formation of the Barangay Development Councils and the information and data banks. Specifics on the BDCs will be reviewed in the next section. It was previously noted that the information and data banks for each barangay were developed from the survey completed in November 1982. These data banks are card files containing information on the households in each barangay. So far they have been useful for referring to for specific family information and for composing sponsorship lists. Their development was in theory for use by the staff and BDC members. The evolvement of their use has not yet reached that stage and will not in the near future. More updating of each file is needed. Additionally the BDCs are not yet ready to keep these updated. It is believed that the concept of an information and data bank would be valuable to the leaders of the barangays and our staff and its full implementation is still being considered. However, it has turned out to be more complex than initially realized and will take time to make fully operative.

QUANTITATIVE SHORT TERM IMPACT INDICATORS

- A. Results: Table II contains seven short term impact indicators with their

TABLE II
QUANTITATIVE SHORT TERM IMPACT INDICATORS
TARGET AND ACTUAL FIGURES

INDICATORS	BENCHMARK	YEAR I : TARGET	YEAR I : ACTUAL	DIFFERENCE
Percent of residents (Graduates) practicing skills obtained in training by participating in meetings/projects and other activities	0	25% (20%)	29.55%	+ 4.55%
No. of BDCs organized and active	0	5 (5)	5	-
No. of functioning Sub committees of the BDCs in the Impact Area	0	10 (8)	20	+10.0
No. of members of the BDCs (Core Group)	0	40 (32)	47	+ 7.0

INDICATORS	BENCHMARK	YEAR I : TARGET	YEAR I : ACTUAL	DIFFERENCE
No. of completed/on-going community projects (economic, social, infrastructure) in the impact area.	3	3 <u>additional</u> (3)	4 <u>additional</u>	+ 1.0
No. of lectures/seminars conducted by graduates of the impact area training sessions.	0	5 (4)	11	+ 6.0
Percent of community contribution for the projects (SCF)	0	25% (25%)	47.0%	+ 22.0%

Year I targets and the actual figures attained during that time period. The first indicator refers to the percent of training session graduates who were practicing skills obtained from their training. This is in reference to their participating in meetings, projects, and other activities that are related to the SAVE program. The figure for this indicator was difficult to complete and required many long hours of reviewing and cross referencing attendance sheets for all the training sessions, meetings, etc. A final impact level figure was computed to be 29.55% which was 4.55 percentage points higher than we originally had hoped for at the end of year one. A graduate was considered practicing his/her skills when they took part in minimum of four meetings or activities involving the barangay and SAVE. Appendix L contains a breakdown by barangay of those graduates practicing acquired skills by participating in meetings and other activities. Igdarapdap was highest at 42.31% and Lanipe lowest at 22.62%.

The next set of three indicators refer to the Barangay Development Council (BDCs), subcommittees attached to it, and the number of BDC members. At the end of year one the project five BDCs had been organized with their being originally a total of 20 subcommittees. There were 47 members of the BDCs, not including members of the attached subcommittees. These figures represent the BDCs as they were initially formed. However, a change in the BDC structures occurred towards the end of year one which has important implications. This will be discussed fully in the conclusion subsection. All the main targets for year one were met though. Appendix M contains data on the number of BDC meetings by barangay and the average number of participants per BDC meeting. Most barangays averaged around seven BDC meetings for the eight month period from December 1982 to July 1983. The average number of participants was 19. During a typical month there was an average of over four BDC meetings.

The next indicator refers to completed or on-going community projects. For a benchmark we utilized the number of on-going projects when we entered the impact area that were being conducted by the Municipal or Barangay authorities. This was to give credit to the fact that while limited there was some activity in the area of projects before our entry. The benchmark in reference to SCF projects is of course zero. The target for year one was three. The actual figure at the end of year one was four (basketball facilities, two wells, health project).

We initially had hoped to see graduates take part in conducting some lectures/seminars as part of our program activities. As noted previously several graduates co-facilitated training sessions with our program staff. In total 11 sessions composed of 10 CTB/PDM sessions and one youth leadership

training were co-facilitated. This went beyond our target of five for Year one.

Lastly we initially set a target of 25% for the percentage of community contributions for the sectoral projects. Based on the three projects that were completed by the time the data for this report was collated the average community contribution for the sectoral projects was 47.0%. Appendix N contains a breakdown by project of the planned community contributions and the actual community contribution.

B. Conclusions: When computing the data on the percentage of graduates practicing acquired skills we calculated on the assumption that participation in four or more events was the minimum acceptable level to be classified as a "practicing" graduate. This seemed reasonable. Utilizing this as a minimum we still obtained a percentage of 29.55% which was quite good and surpassed the target level. If however one was to lower the minimum acceptable level to "3 or more" or "2 or more" events the percentage of graduates practicing skills based on our definition of participating in meetings, etc would be 44.59% and 64.12% respectively. These values are substantially higher. Without getting into debates over definitions of the phrase "practicing skills", I think it is fairly obvious that the graduates of the training sessions had a reasonable level of participation in SAVE's and the communities' activities and at least indirectly supports that they were practicing some skills obtained from the community training sessions.

The formation of the BDCs and organizing of regular meetings over the past year is a fairly complicated story. We do feel that a great deal has been accomplished but a great deal more has to be done. The figures presented in the results section tells only a small segment of the BDC saga. All five BDCs were organized at the beginning of the second quarter of year one. The original BDC structure was composed of the Barangay Captain, Councilmen, Treasurer, Secretary, and KB President. Four subcommittees were then attached to this. Each subcommittee had four members plus a councilman as chairman. This original structure based on MLG guidelines was cumbersome but workable. The average BDC had eight core members with four attached subcommittees. Around April 1983 new guidelines were issued for the reorganization of the BDCs by the Ministry of Human Settlements (MHS). These reorganized BDCs are composed of the members noted in the previous structure with the exception of the KB President. In addition, representatives from government and private agencies working in the Barangay are included in the new BDC structure. Eleven brigades based on MHS's eleven basic needs replaced the original four subcommittees. The net result has been an increasingly

cumbersome structure with more members and subunits. The new structure is much less workable than the older one. We have focussed on the core members of the BDC when holding BDC meetings which has kept it at a more workable number of eight or nine people.

The BDCs hold one regular monthly meeting and have special meetings, in addition to their regular meeting, when they are working on projects. In four out of the five barangays there has been a fairly regular occurrence of BDC meetings. In Canhawan though this has not yet occurred. In general though the frequency of BDC meetings has been adequate but needs to be improved.

There were three major problems with the BDCs during year one. The first, which has actually already been mentioned, is that the original structure and the reorganized structure results in the BDCs being too large to easily handle and work with initially. Secondly, the reorganization of the BDCs was disruptive and delayed our work with them. Lastly, the general leadership and management capabilities of the members of the BDCs are weak and need to be developed much more.

Three other problems occurred during the first year that affected at least one or more BDC. Attendance was sometimes a problem. Some BDCs had problems with members understanding their roles with the BDC structure and the community. Lastly, one BDC was strongly dominated by three or four leaders who essentially ruled the barangay and manipulated the Barangay Captain.

Upon the completion of Year I the program staff reviewed each BDC and at the Director's request a memo was written summarizing the comments that were part of this review process. A copy of this memo can be found under Appendix O for those who wish to delve into the details of the program staff's assessment of each barangay. Comments on each barangay are given on the organizational structure, regularity of meetings, members awareness of roles, linkages with other barangay organizations, general comments, and recommendations. This method of assessment is of course subjective in nature but the reader will find the comments open and objective.

In summarizing the experience with the BDCs over the first year it is important to note that it was a conscious decision on SAVE staff to form a village council within the present barangay structure as defined by MLG and later MHS. We felt it was better to do this than to form a completely separate council for three reasons. First, it would eliminate the possibility of intercouncil conflicts which could have resulted if we set up our own entity. Secondly, it would not result in duplication of functions of councils within the barangays and lastly working within the official BDC structure would be more supportive of the barangay system and the government's efforts

in strengthening the barangays. It was a critical decision which has led to complications but we still feel the initial reasoning was valid and that we should continue to work with the BDCs. It was actually a big step just in organizing the BDCs so that they were no longer only paper entities. Progress has been made in establishing regular meetings of the BDCs and in having the members become involved in the first steps of development. We are happy to have seen it reach this stage but realize that there is much to be done for in order for the BDCs to become truly viable and fully active coordinators of development within their respective barangays. This realistically will take several years.

The co-facilitators who assisted the program staff in conducting community training sessions worked well and at times surprised the staff at how well they handled their presentations during a session. These individuals were more than assistants in preparing the sessions. They actively took part in presentations involving short lectures, fielding questions and presenting critical examples of situations that were used for discussion. It would be pleasing to see some of these individuals over time continue their involvement with the training aspect of the program. Ideally one would like the next step to occur with these individual lectures/discussions in their individual sitio on topics covered during our more larger organized training sessions. However, this spread effect will probably not occur in so organized a manner for quite some time.

We were surprised at the rather high level (47%) of community counterpart for the first few projects. It was encouraging to see this. With more projects starting we may see this drop somewhat if the community contributions were in a sense artificially high due to the BDCs eagerness to start an initial project. The levels for this indicator should be met with little difficulty during years two and three of the project. What we have learned is that the BDCs and community residents involved in the projects are willing to contribute materials and labor.. It is a good start and something to build on over the coming years.

QUALITATIVE SHORT TERM INDICATORS

- A. Results: This third section covers qualitative indicators concerning the development process in the barangays and the impact area as a whole. The method utilized in attempting this involves two parts: the process factors questionnaire (PFQ) and the Barangay Development Council Questionnaire (BDCQ).

Appendix P contains a copy of the process factor questionnaire and an addendum composed of definitions and possible indicators for these

TABLE III
QUALITATIVE SHORT TERM IMPACT INDICATORS
TARGET AND ACTUAL FIGURES
FOR ALL FIVE BARANGAYS (IMPACT AREA)

INDICATORS	BENCHMARK	IMPACT AREA		DIFFERENCE TARGET - ACTUAL
		YEAR I : TARGETS	YEAR I : ACTUAL	
Needs Assessment/Diagnosis	1.4	2.0 (1.6)	2.4	+ .4
Consciousness	1.2	2.0 (1.6)	2.4	+ .4
Programmatic Involvement	1.2	2.0 (1.6)	2.4	+ .4
Organization	1.0	2.0 (1.6)	2.2	+ .2
Comprehensiveness	1.0	2.0 (1.6)	2.4	+ .4

Process Factors

INDICATORS	BENCHMARK	IMPACT AREA		DIFFERENCE TARGET - ACTUAL
		YEAR I : TARGETS	YEAR I : ACTUAL	
Finances	1.2	2.0 (1.6)	2.4	+ .4
Linkages	1.0	2.0 (1.6)	2.2	+ .2

* Difference : Actual-Target

The date for the BDC questionnaires is presented in Appendices T and V on data tabulation sheets by individual barangays and an impact area summary. The questions had four scoring categories: never, some(sometimes), usually, always(fully). No attempt was made to statistically analyze the results of the BDCQ. This would take more time than was available without affecting program staff time for activities. What has been done is to compare sets of questions from the BDCQ to their related process factors. The BDCQ was developed from the definitions of the process factors and are generally related to them. This relationship is shown below in Table IV.

TABLE IV

Barangay Development Committee Questionnaire Key

<u>Process Factors</u>	<u>Questions Relating to Process Factors</u>
1. <u>Needs Assessment/Diagnosis</u>	Questions 1-3
2. <u>Consciousness</u>	Questions 4-8
3. <u>Programmatic Involvement</u>	Questions 9-12
4. <u>Organization</u>	Questions 13-15
5. <u>Comprehensiveness</u>	Questions 16-18
6. <u>Finances</u>	Questions 19
7. <u>Linkages</u>	Questions 20-21

The comparison between the process factors and BDCQ answers can be shown in general terms only using descriptive terms representing the majority percentages for the answers given to the questions. No attempt is being made to show exact figures or comparisons. What is of interest is general similarities or differences only. The general responses to the sets of BDCQ questions is presented next followed by Table V containing the general equivalent process factor score that each set of questions represents.

For questions 1-3 the majority of the respondents felt the barangays are sometimes able to identify, explain the causes and benefits, and prioritize their problems. The majority of respondents for questions 4-8 felt that the barangays have some understanding of the concepts of self-sufficiency and self-reliance and have some awareness of the need for planning and working for future benefits with the feeling that they can affect the outcome of their lives through their own efforts and activities. Additionally there is the feeling that the barangays are sometimes open to and desire change, with the residents usually having a feeling of cooperation with each other. Based on the responses to questions 9-12, the BDC members feel that the barangays are sometimes able to plan

process factors. This questionnaire contains seven process factors (needs assessment/diagnosis, consciousness, programmatic involvement, organization, comprehensiveness, finances, and linkages) in which a score of 0 to 5 can be given signifying none to full capacity, awareness or ability for the respective indicator. For a detailed understanding of each process factor please read carefully the questionnaire and addendum in Appendix P. The staff as a group completed the PFQ for each barangay and an average score for the all five barangays was computed.

The Barangay Development Council Questionnaire (English version) is available for the readers review under Appendix Q. The BDCQ consists of 21 individual questions that can be generally related to the seven process factors of the PFQ. The BDCQ was completed by 37 members from the five BDC.

It is believed that some attention should be given to assessing at what stage the barangays have reached in the development process. This of course is at best a rough estimate and is accomplished by using a subjective method, but it is not without value in helping form a general impression of where each barangay had the impact area as a whole stands. Secondly, the BDCQ was devised and included as part of the evaluation to allow for some input into the evaluation process. Hopefully with time the barangay's role be expanded within this process.

Table III lists the target and actual year one figures for each of the seven process factors in reference to the impact area as a whole. The benchmark figures for the impact area are listed also. Readers interested in the benchmark and year one figures for each individual barangay can refer to appendices R and S. Note that the benchmarks for the seven process factors were computed in October 1982 and range from slight (1) to somewhat higher (1.4) than slight capacity, awareness or ability. The targets for year one were set at 2.0 which would indicate some capacity, awareness or ability in relation to the process factors. The year one PFQs were completed in one setting by the program staff without referring to the original benchmark scores. The computed year one scores show a 1 to 1.2 level increase to some capacity, awareness or ability. None of the process factor scores reached a 3.0 level signifying moderate capacity etc. The target levels for all seven process factors were surpassed by .2 or .4 of one unit.

As noted previously Appendix S contains the individual breakdown for each of the process factors by individuals barangay. It also contains a barangay average of the seven process factor scores for each barangay which can be used as a general comparison of each barangay's progress in relation to each other. The barangay average is highest for Cabalagnan (2.7) followed by Igdarapdap (2.6), Canhawan (2.4), San Antonio (2.1) and ending

steps to achieve objectives, supervise the implementation of project plans, and evaluate and analyze their progress. For questions 13-15 the majority of the respondents felt that the barangay is sometimes capable of organizing itself effectively, the leaders are usually open to new ideas and usually there is a large amount of cohesiveness and cooperation among BDC members. Based on the responses to questions 16-18, the BDC members also feel that the participation of the members in the BDC meetings is sometimes to usually active. The general barangay involvement with the BDCs meeting and work is sometimes active. In addition the respondents feel that the development activities are usually distributed equitably throughout the community. The majority of respondents for question 19 replied that the barangay residents usually show a willingness to increase the communities' contribution to future activities and projects. For the remaining two questions (20,21), the majority of the respondents stated that the barangays are sometimes capable of identifying and have some awareness of local resources (individuals and organizations).

Table V contains the process factor scores for Year I and the BDCQs general equivalent scores.

TABLE V

BDCQ EQUIVALENT SCORES

<u>Process Factor</u>	<u>PFQ Year I</u>	<u>BDCQ Equivalent Score</u>
1. Needs Assessment/Diagnosis	2.4	2.5
2. Consciousness	2.4	2.5
3. Programmatic Involvement	2.4	2.5
4. Organization	2.2	3.0
5. Comprehensiveness	2.4	2.75
6. Finances	2.4	3.5
7. Linkages	2.2	2.75

B. Conclusions: Based on the process factor questionnaire results it can be generally concluded that the staff feels that the barangays in the impact area have made progress over the past year. All targets for year one were met and surpassed. Some barangays made more progress than others which is evident from the specific data in the appendices, but this was not unexpected. Each barangays has in a sense its own personality and differs from other barangays. The communities have some ability to identify their needs and problems. There is also some understanding of the concepts of development, self-sufficiency and their roles

in the development process. Additionally there is some ability among members of the community to be involved in identifying objectives, plan projects, and actually implement them. All these programmatic skills though can be developed much further over the next few year. The score for the organization factor while somewhat less than other scores was still above the Year I target. But there is still some organizational capacity in the barangays. Leadership capabilities could be strengthened as we discussed in an earlier section. Some equity in distribution of program benefits is evident along with some participation by the barangay residents in the development of the communities. In this sense there is some comprehensiveness. The self-help aspect as represented by the residents' abilities and willingness to contribute its resources to developing their communities is also important. There is some community financing (self-help) capacity in all the barangays. Lastly some linkages with resources outside the barangays have been established. These linkages can surely be expanded and improved upon over time.

Please refer back to Table V for a comparison of the BDCQ equivalent scores and the process factor scores. The important aspect is to note the similarities and differences between the staff and BDC members' perceptions. The first three process factors relate to identifying needs and problems, awareness of the need for planning, identifying objectives, developing and implementing plans and other technical program skill factors. The scores given by the staff and computed from the BDCQ are very close. In general there seems to be similar perceptions among the staff and BDC members as to the overall status of the barangays for these skills or abilities. This is the case also for the question of comprehensiveness which reflects equity in the distribution of program benefits and the participation of the barangay residents.

There are however fairly significant differences in the scores and BDCQ equivalent scores for the organization and finance process factors. For the organization factor the higher equivalent score is due to the perception of the BDC members that the leaders in the barangays are usually exhibit openness to new ideas and that there is usually a large amount of cohesiveness and cooperation among BDC members. The staff have a more conservative estimate concerning these points especially on cohesiveness and cooperation. These are noted in the BDCs assessment, Appendix O. This is most likely reflecting of a biasness on the part of the BDC members concerning questions that reflect upon themselves. The difference in the PFQ score and BDCQ equivalent score for the finance (self-help) process factor are less easily explained. Both show a willingness in the barangays for community development. The difference lies in the degree of willingness.

24

Previously we have shown that based on the quantitative short term indicator for community contributions that a fairly high percentage of the total projects costs were covered by community contributions in the form of materials and labor. This is supportive of the BDC members perceptions. Possibly the difference is partly due to the staff assessing not just the willingness but also the ability of the barangay residents at this stage. The BDCQ question referred to "Willingness only". The last factor concerning linkages shows some difference between the scores but it is difficult to say whether it is significant or not. Needless to say there are perceived linkages by both the staff but there is room for developing this further also.

SUMMARY AND RECOMMENDATIONS

The activities of Year One concentrated on the community training phases: Barangay Leadership Training, Community Team Building, and Project Management and Development. This first year strategy called for the development of the community residents' knowledge and skills as a precursor to the full-scale implementation of sectoral projects involving the participation of community residents. The first year's focus on training seems from this perspective an appropriate one and it appears there has been success with this. The net result has been the development of a initial foundation in the communities from which to better implement the sectoral projects beginning with Year Two. This is not to say a perfect foundation has been formed. It is obvious from the comments in this report that while we feel the program activities were successful, the year passed not without problems. The critical factor is that core groups of individuals have been organized and trained along with the development of an awareness among many residents of the potential for developing their communities. It has been a start towards a long process of development over several years for these communities.

In concluding this evaluation report covering the first year's activities, it seems appropriate to review four major recommendations that are an outcome of our experiences over the past year.

1. The concept of utilizing community training as a precursor to implementation was valuable and should be considered as an alternative approach by others.
2. The phases of the training component should be consolidated into two: Barangay Leadership Training and Project Development and Management during the first year implementation. This would increase the effectiveness on the training component. Alternatives are presented in the Results and Conclusions section.

3. Consideration should be given to reducing the length of the training component to a maximum of six months during the initial year of a program.
4. Initiation of full-scale implementation of sectoral projects should occur earlier during the first year. The latest would preferably be at the beginning of the fourth quarter of the program year.

Lastly, please see free to give any suggestions and comments concerning the year one activities and the information presented here.

Appendix A

TRAINING SESSIONS AND ACTUAL GRADUATES BY PHASES

TRAINING SESSIONS AND ACTUAL GRADUATES
BY PHASES

PHASE	NUMBER OF SESSIONS	NUMBER OF GRADUATES	AVERAGE NUMBER OF GRADUATES PER SESSIONS BY PHASE (ROUNDED OFF)
Barangay Leadership	6	147	25
Community Team Building	10	206	21
Project Development/ Management	10	129	13
Special Areas	1	17	17
Total	27	499	18

Appendix B

TRAINING SESSIONS AND ACTUAL GRADUATES BY BARANGAY

TRAINING SESSIONS AND ACTUAL GRADUATES

BY BARANGAY*

BARANGAY	BARANGAY LEADERSHIP SESSIONS (GRADUATES)	COMMUNITY TEAM BLDG. SESSIONS (GRADUATES)	PROJECT DEV./MGM'T SESSIONS (GRADUATES)	TOTAL SESSIONS (GRADUATES)	AVERAGE NO. OF GRADUATES PER SESSION BY BARANGAY (ROUNDED)
Cabalagnan	1 (22)	2 (36)	2 (22)	5 (80)	16
Igdarapdap	1 (22)	2 (41)	2 (27)	5 (90)	18
San Antonio	1 (14)	1 (52)	3 (54)	5 (120)	24
Lanipe	1 (13)	3 (53)	3 (26)	7 (92)	13
Canhawan	1 (17)	2 (24)	0 (0)	3 (41)	14.0
All Barangays: Youth**	1 (59)	-	-	1 (59)	(N.A.)

*Note: Special areas not included/
one session involved individuals
from four barangays

**Note: Youth Leadership
Training Session

INDIVIDUAL TRAINING SESSION QUESTIONNAIRES

SCF Phil. Field Office
Training Form No. 1

BARANGAY LEADERSHIP SKILLS ASSESSMENT TOOL

Name: _____ Barangay: _____

Date of Birth: _____ Today's Date: _____

Education : _____

Work Experience (Other than farming/fishing activities) Check one:

Pre-Training _____

Interests _____

Post-Training _____

SPECIFIC SKILLS AREAS:

Note: The measurements of the skill ability ranges from 1 to 5.

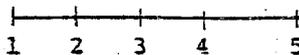
- 1 - not able
- 2 - rarely able
- 3 - occasionally able
- 4 - usually able
- 5 - always able

Please circle the number that best represents your ability for each question!

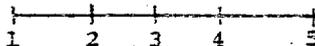
I. Communication and Human Relations: Ability of community members to communicate and relate among themselves harmoniously and productively. (Note: community members refers to those taking part in the Barangay Leadership Training.)

ARE YOU ABLE TO:

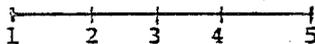
A. Express ideas and feelings clearly, objectively and comfortably in a group?



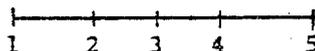
B. Give feedback and opinions or criticisms about certain issues/ concerns in a group?



C. Listen to others ideas, opinions and feelings patiently?



D. Relate with other members of a group harmoniously and openly both in work and social activities.

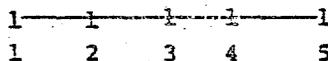


II. Leadership and Management Skills: This refers to the community residents ability to initiate, maintain, and support project activities. (Note: Residents should look back on some of the past projects and/or other activities undertaken by themselves.

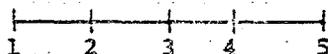
Leadership

ARE YOU ABLE TO:

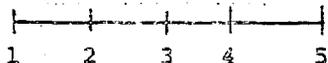
A. Delineate specific tasks and responsibilities within a project activity?



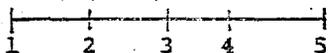
B. Address projects to the greater number of beneficiaries/ members of the community?



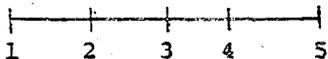
C. Make critical decisions affecting the community as a whole?



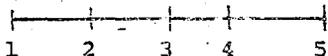
D. Solicit opinions and suggestions from other community members on issues/concerns of the community?



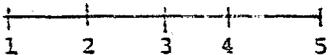
E. Identify/define specific alternative plans and solutions for problems?



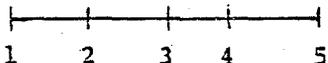
F. Prioritize needs and problems?



G. Prioritize different courses of action for solving problems?



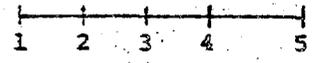
H. Act on specific decisions when they are made?



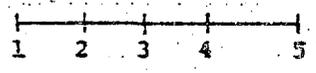
Management: This refers to the ability of the community residents to plan, implement and evaluate individual projects.

ARE YOU ABLE TO:

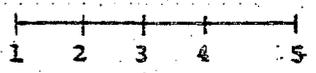
A. Prepare specific plans for any project or activity you may undertake?



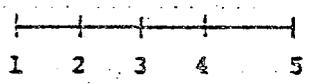
B. Identify and define tasks for implementing a project or other activity?



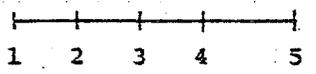
C. Prepare a budget for a planned project/activity?



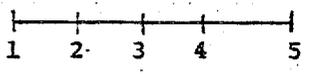
D. Conduct specific activities on a time schedule?



E. Assess (Evaluate) the outcome of the project/activity objectively and openly?



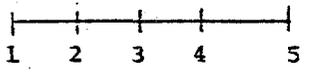
F. Identify strengths and weaknesses of your project implementation?



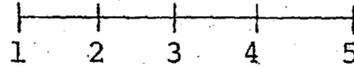
III. Self-reliance and Dependency: This refer to the specific attitude of the leader towards development, hiw own future and his acceptance of his abilities.

ARE YOU ABLE TO:

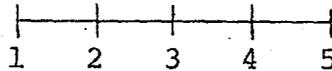
A. Define your strengths and weakness as an individual?



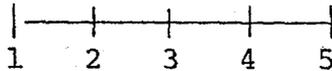
B. Discuss with other residents his ambitions and goals in life?



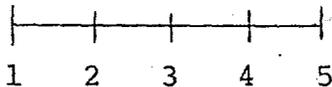
C. Identify reinforcing and restraining forces towards meeting his ambitions?



D. Identify available resources in the community for individual projects and activities?



E. Tap resources available in the community for individual projects?



IV. Development and Participation Perception: This refers to how an individual perceives development and what a "group " or "community" role is to achieve development.

Please complete the following statements!

A. I envision my community in five (5) years time to be.

B. The community members' roles in their community are.

COMMUNITY TEAM BUILDING ASSESSMENT TOOL

Name: _____
Classification: BDC Member _____
Other Resident _____

Barangay: _____
Today's Date: _____
Check One:
Pre-Training _____
Post-Training _____

Introduction: This evaluation tool is being administered to all the participants (Barangay Development Council Members and other residents) of the Community Team Building Seminar. This is to measure the extent of "Teamness" achieved by the individuals, their ability to work together and facilitating skills.

Note: The measurements of the skill ability range from 1 to 5.

- 1 - not able
 - 2 - rarely able
 - 3 - occasionally able
 - 4 - usually able
 - 5 - always able
- or Yes/No for questions under task/output

Please circle the number that best represents your ability for each question!

A. Task/Output

1. Are community plans drawn together by BDC and some Barangay residents?

Yes No

2. Are action plans and their schedule defined by both the BDC and Barangay residents?

Yes No

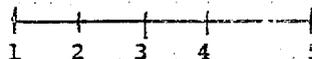
3. Are the responsibilities of each of the above defined/described?

Yes No

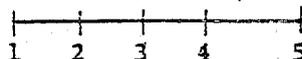
B. "Teamness"

ARE YOU ABLE TO:

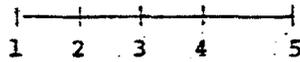
1. Exhibit an atmosphere of trust, confidence and openness with others?



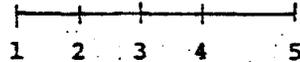
2. Verbalize feelings, ideas, opinions and issues about the community with others?



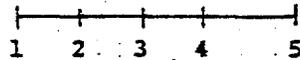
3. Support the ideas and feelings of others in a group?



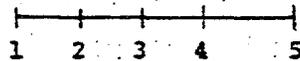
4. Actively listen to suggestions/ideas coming from other members in a group?



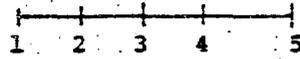
5. Give and receive feedback in a group freely and openly?



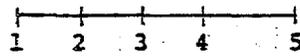
6. Define the tasks of a "leader" and a "member" in a group?



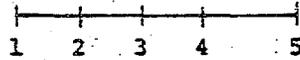
7. Define different leadership styles?



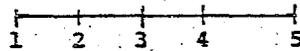
8. Define different levels of communication and their relationship?



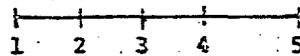
9. Define the "vision" of your community?



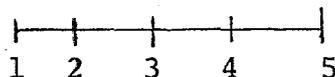
10. Analyze needs and problems critically and prioritize them?



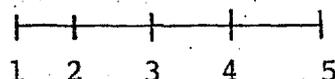
11. Identify resources inside and outside of the community?



12. Set goals and objectives for an activity?



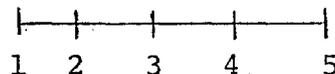
13. Define the role and responsibilities of a "leader" and a "member" towards the achievement of set goals?



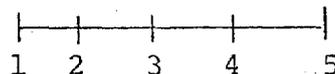
C. Facilitative Skills:

ARE YOU ABLE TO:

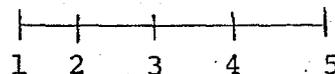
1. Facilitate group discussions and activities with ease?



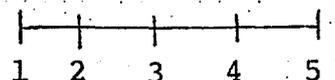
2. Maintain enthusiasm and interest in a group through sharing and discussing?



3. Encourage participation among community members in the discussion of issues and problems?



4. Manage conflicts over ideas and opinions about certain issues among your fellow community members?



PROJECT DEVELOPMENT ASSESSMENT TOOL

Name : _____ Barangay : _____

Classification: BDC Member _____ Today's Date: _____

Other Resident _____ Check One:

Pre-Training _____

Post-Training _____

Introduction: This evaluation tool is being administered to all the participants of the Project Development Seminar. This is to assess the extent of the level of project development skills among the participants both before and after the seminar.

Note: The measurements of the skill ability range from 1 to 5.

- 1 - not able
- 2 - rarely able
- 3 - occasionally able
- 4 - usually able
- 5 - always able

Please circle the number that best represents your ability for each question!

ARE YOU ABLE TO:

A. Define the steps in preparing a project proposal?

1 2 3 4 5

B. Define the components and functions in the area of project management?

1 2 3 4 5

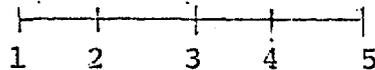
C. Manage a simple accounting system, including bookkeeping and cash balance statement?

1 2 3 4 5

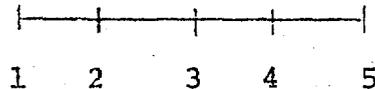
D. Prepare a sample project proposal for a community activity?

1 2 3 4 5

E. Outline a specific yearly plan for the implementation of projects agreed upon by the community?



F. Describe Save the Children proposal format (FORS System)?



Thank you!

Appendix D

PRETEST/POSTTEST DATA BY SPECIFIC SESSION AND PHASE

COMPARATIVE STATISTICAL TABLE
BARANGAY LEADERSHIP TRAINING EVALUATION

CRITERIA	CABALAGNAN		LANIPE		IGDARAPDAP		SAN ANTONIO		CANHAWAN	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
I. Communication & Human Relations	3.75	4	2.75	4.25	2.75	4	3.5	3.5	4.5	5
II. Leadership & Mgmt Skills										
a. Leadership	3.85	4	3	4.57	2.85	3.71	3.14	3.85	5	4.5
b. Management	2.7	4	3.7	5	2.4	4.1	2.6	4.3	4.4	4.9
III. Self-Reliance & Dependency	3.33	3.66	3.16	4	2	4.16	2.83	3.83	3.16	4.66
Total	13.63	15.66	12.61	17.82	10	15.97	12.07	15.48	17.06	19.06
Average	3.41	3.92	3.15	4.45	2.5	3.99	3.02	3.87	4.26	4.76
Difference	+ .51		+1.30		+1.49		+ .85		+ .50	

Scale: 1 - Not able
2 - Rarely able
3 - Occasionally able

4 - Usually able
5 - Always able

COMPARATIVE STATISTICAL TABLE
COMMUNITY TEAM BUILDING TRAININGS
1ST SESSIONS

CRITERIA	Jan 24-26, 1983		Feb. 22-24, 1983		March 9-11, 1983		Feb. 22-24, 1983		March 21-23, 1983	
	SAN ANTONIO		CANHAWAN		IGDARAPDAP		LANIPE		CABALAGNAN	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Task/Output	Yes-66.66%	Yes - 96%	Yes66.66%	Yes-94%	Yes - 96%	Yes98.66%	Yes-84.33%	Yes-94.66%	Yes- 59.66%	Yes- 16.33%
	No -32.66%	No - 4%	No-33.33%	No - 6%	No - 4%	No- 1.33%	No -15.66%	No - 5.33%	No - 40.33%	No - 23.66%
Teamness	2.31	3.85	1.92	4.30	2.23	2.53	2.69	4.00	3.15	3.61
Facilitative Skills	2.25	3.75	1.25	4.25	1.75	2.75	3.00	3.25	2.00	4.00
Total	4.56	7.6	3.17	8.55	3.98	5.28	5.69	7.25	5.15	7.61
Average	2.28	3.8	1.58	4.27	1.99	2.64	2.85	3.63	2.57	3.80
Difference	+ 1.52		+ 2.69		+ .65		+ .78		+ 1.23	

Scale: 1 - not able 4 - usually able
2 - rarely able 5 - always able
3 - occasionally able

n.b. Total and average rating covers teamness and facilitative skills only

COMPARATIVE STATISTICAL TABLE
BARANGAY LEADERSHIP TRAINING
YOUTH LEADERSHIP

CRITERIA	ALL BARANGAYS	
	PRE	POST
I. Communication & Human Relations	2.00	2.25
II. Leadership & Management Skills		
a. Leadership	2.00	2.57
b. Management	2.00	2.50
III. Self-Reliance & Dependency	2.00	2.00
IV. Development and Participation Perceptive	2.00	2.50
Total	10.00	11.82
Average	2.00	2.36
Difference		+ .36

Scale: 1 - not able
 2 - rarely able
 3 - occasionally able
 4 - usually able
 5 - always able

COMPARATIVE STATISTICAL TABLE
COMMUNITY TEAM BUILDING TRAININGS
2ND SESSIONS

CRITERIA	April 11-13, 1983		April 11-13, 1983		April 13-15, 1983		March 28-30, 1983			
	IGDARAPDAF		CABALAGNAN		CANHAWAN		LANIPE			
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Task/Output	'Yes-80.33%	'Yes - 96 %	'Yes43.66%	'Yes - 89%	'Yes - 25%	'Yes-20.66%	'Yes94.33%	'Yes - 98%		
	No -19.66%	No - 4%	No 56.33%	No - 11%	No - 75%	No -79.33%	No 3.66%	No - 2%		
Teamness	1.92	2.38	2.46	4.23	1.69	2.69	2.23	3.15		
Facilitative Skills	1.75	2.5	1.75	4	1.5	2.5	1.5	2.5		
Total	3.67	4.88	4.21	8.23	3.19	5.19	3.73	5.65		
Average	1.83	2.44	2.10	4.11	1.59	2.59	1.86	2.82		
Difference	+ .61		+ 2.01		+ 1.0		+ .96			

Scale: 1 - not able 4 - usually able
2 - rarely able 5 - always able
3 - occasionally able

n.b. Total and average rating covers teamness and facilitative skills only

COMPARATIVE STATISTICAL TABLE
COMMUNITY TEAM BUILDING TRAININGS
SESSION III

May 3-5 , 1983

CRITERIA	LANIPE	
	PRE	POST
Task/Output	Yes - 69%	Yes - 60%
	No - 31%	No - 40%
Teamness	2.38	2.69
Facilitative Skills	2.00	3.25
Total	4.38	6.49
Average	2.19	3.58
Difference	+ 1.06	

Scale: 1 - not able 4 - usually able
2 - rarely able 5 - always able
3 - occasionally able

n.b. Total and average rating covers teamness and facilitative skills only.

BARANGAY HANDPUMP MAINTENANCEANDREPAIR TRAINING1ST SESSION

<u>PARTICIPANTS FROM FOUR BARANGAYS</u>	<u>PRE</u>	<u>POST</u>
	1.57	3.57
Total	1.57	3.57
Average	1.57	3.57
Difference	+2.00	

Scale: 1 - not able
 2 - rarely able
 3 - occasionally able
 4 - usually able
 5 - always able

COMPARATIVE TABLE ON PROJECT DEVELOPMENT

TRAINING SEMINAR

SESSION I

BARANGAY	CABALAGNAN		SAN ANTONIO		LANIPE		IGDARAPDAP	
DATE	April 27-29, 1983		May 9-11, 1983		May 9-11, 1983		May 16-18, 1983	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Average	3.33	4	2.83	4	2.33	3.83	2	3.5
Difference	+67		+1.17		+1.5		+1.5	

SESSION II

BARANGAY	LANIPE		SAN ANTONIO		CABALAGNAN		IGDARAPDAP	
DATE	May 25-27, 1983		May 16-18, 1983		June 8-10, 1983		June 8-10, 1983	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Average	1.33	3.83	1.83	3.33	3.33	3.66	1.33	2.5
Difference	+ 2.50		+ 1.5		+ .33		+ 1.17	

Scale: 1 - not able 4 - usually able
 2 - rarely able 5 - always able
 3 - occasionally able

COMPARATIVE TABLE ON PROJECT DEVELOPMENT

TRAINING SEMINAR

SESSION III

BARANGAY	SAN ANTONIO		LANIPE	
DATE	June 15-17, 1983		June 22-24, 1983	
	PRE	POST	PRE	POST
Average	1	3	1.16	2.66
Difference	+2		+ 1.5	

- Scale: 1 - not able
2 - rarely able
3 - occasionally able
4 - usually table
5 - always able

Appendix E

AVERAGE PRETEST AND POSTTEST SCORES BY TRAINING
PHASE

AVERAGE PRE-TEST AND POST-TEST SCORE BY TRAINING PHASE

TRAINING PHASE	AVERAGE PRE TEST	AVERAGE POSTTEST	DIFFERENCE
Barangay Leadership*	3.06 (3.27)	3.50 (4.20)	+ .44 (+.93)
Community Team Building	2.08	3.34	+1.26
Project Development and Mgm't Training	2.05	3.43	+1.38
Special Areas	1.57	3.57	+2.00

* Barangay Leadership average in () represent an average of the five sessions involving the elder barangay leaders. The youth leadership figures were not included in the bracketed averages.

Appendix F

AVERAGE PRETEST AND POSTTEST SCORES BY
BARANGAY

AVERAGE PRE TEST/POST TEST SCORES OF ALL SESSIONS
BY BARANGAY⁰

BARANGAY	BARANGAY LEADERSHIP TRAINING **			COMMUNITY TEAM BUILDING			PROJECT DEVELOPMENT & MANAGEMENT		
	PRETEST	POST TEST	DIFFERENCE	PRETEST	POST TEST	DIFFERENCE	PRETEST	POST TEST	DIFFERENCE
Cabalagnan	3.41	3.92	<u>+1.51</u>	2.34	3.96	<u>+1.62</u>	3.33	3.83	<u>+1.50</u>
Igdarapdap	2.50	3.99	<u>+1.49</u>	1.91	2.54	<u>+1.63</u>	1.67	2.50	<u>+1.83</u>
San Antonio	3.02	3.87	<u>+1.85</u>	2.28	3.80	<u>+1.52</u>	1.89	3.44	<u>+1.55</u>
Lanipe	3.15	4.45	<u>+1.30</u>	2.30	3.23	<u>+1.93</u>	1.61	3.44	<u>+1.83</u>
Canhawan	4.26	4.76	<u>+1.50</u>	1.59	3.43	<u>+1.84</u>	0	0	<u>0</u>

*Note : Does not include special areas training which covered more than one barangay.
**Note : Does not include youth leadership since that session was not specific to any one barangay.

Appendix G

PERCENTAGE OF MALE/FEMALE PARTICIPATION BY TRAINING PHASE
AND BY BARANGAY

PERCENTAGE OF MALE/FEMALE PARTICIPATION BY TRAINING PHASE

(): Raw #'s

TRAINING PHASE	MALE	FEMALE
Barangay Leadership*	53.41% (47)	46.59% (41)
Community Team Building	22.33% (46)	77.67% (160)
Project Development/ Management	29.36% (38)	70.54% (91)
Totals	30.97% (131)	69.03% (292)

PERCENTAGE OF MALE/FEMALE PARTICIPATION BY BARANGAY

BARANGAY	MALE	FEMALE
Cabalagnan	42.50% (34)	57.50% (46)
Igdarapdap	15.56% (14)	84.44% (76)
San Antonio	28.33% (34)	71.67% (86)
Lanipe	27.17% (24)	72.83% (67)
Canhawan	58.54% (24)	41.46% (17)
Totals	30.97% (131)	69.03% (292)

* Does not include Youth Leadership Training Session.

Appendix H

TRAINING SESSIONS PARTICIPATION INDEX BY BARANGAY

TRAINING SESSIONS
PARTICIPATION INDEX BY BARANGAY

BARANGAY	POPULATION*	NUMBER OF GRADUATES ALL SESSIONS**	PARTICIPATION INDEX ***
Cabalagnan	1,313	80	61
Igdarapdap	689	90	131
San Antonio	1,016	120	118
Lanipe	1,028	92	89
Canhawan	741	41	55

*Note: 1980 Population Data

**Note: Does not include youth leadership training and special areas training

***Note: Participation Index: $\frac{\text{No. of Graduates}}{\text{Population of the Barangay}} \times 1000$ and rounded off to nearest whole number

Appendix I

PERCENTAGE DROPOUTS BY TRAINING PHASE

PERCENTAGE OF DROPOUTS
BY TRAINING PHASE

TRAINING PHASE	STARTED	ADDED	DROPPED OUT	GRADUATED	% DROPOUT
Barangay Leadership	153	3	9	147	5.66%
Community Team Building	232	3	29	206	12.50%
Project Development and Management	166	0	37	129	22.28%
Special Areas	17	0	0	17	0.00%
Totals	568	6	75	499	13.20%

CTB/PDM TRAINING SESSIONS/SEMINARS CO-FACILITATED BY GRADUATES

NUMBER OF CTB/PDM TRAINING SESSIONS/SEMINARS
CO-FACILITATED BY GRADUATES OF THE IMPACT AREA
TRAINING SESSIONS *

TOTAL NUMBER OF CTB/PDM TRAINING SESSIONS BY BARANGAY	NO. OF TRAINING SESSIONS/SEMINARS CO-FACILITATED BY GRADUATES' IMPACT AREA TRAINING SESSIONS			PERCENT OF TOTAL TRAINING SESSIONS CO-FACILITATED BY GRADUATES
	CTB	PDM	TOTAL	
Cabalagnan : 4	1	1	2	50.00%
Igdarapdap : 4	2	1	3	75.00%
San Antonio : 4	0	1	1	25.00%
Lanipe : 6	2	2	4	66.67%
Canhawan : 2	0	0	0	0.00%
Total : 20	5	5	10	50.00%

* Note: BLT Training sessions were the initial training sessions in each barangay. Since no training sessions had occurred BLT sessions were not open to co-facilitation. CTB and PDM sessions had "potential" for participation and are considered as the base here.

SAMPLE TRAINEES COMMENTS

Trainees' Comments

(CONS)

PROJECT DEVELOPMENT & MANAGEMENT

1)"Ang tiempo wala magamit sing husto sa aton training".

Leonisa Geonanga
Cabalagnan

...."We didn't use our time well at our training.

2)"Ang akon ginakomintar sa amon Bgy. amo nga kon may meeting kami ang mga tao wala nagatambong kay ang ila siling waay man pulos, kay waay man sing proyekto nga ginhatag sa aton Bgy."

Federico Gatuteo
Cabalagnan

...."What I can say about ^{our}Barangay is that when we have meetings (training) people don't attend because they say it's no use because there isn't any project that has been given to the Bgy".

3)"I want to learn more about how to plan a project effectively".

Mercy Fernandez
Libertad, Cabalagnan

4)"Paano ang aton mahimo kay wala naga hiliugyon ang aton miembro sa pag-seminar.

Nemesia Tacda
Bangyan, San Antonio

...."What can we do if the other members don't ^{to attend}cooperate the seminar".

5)"Ang pag-conduct sang training masiado ka athag kag ang 90% maka intiende sini. Kon mahimo maliwat ang Bgy. Mgt. Training bangud ang kalabanan wala maka-upod sa training kag natabu-an guid nga tag-lulumboy kag pag-preparar sang ila saburan sang humay".

Domingo Delumpa
San Antonio

...."The training was conducted very clearly, and 90% could understand. We hope to have the Bgy. Mgt. Training because many were not able to attend since it coincided with duhat picking and the preparation of the fields for planting rice.

6)"Indi ko mahangpan ang iban nga wala ko mahibalo-an".

Leonida Castilla
San Antonio

...."I cannot understand some of the things (I don't know) I am not familiar with".

7)"Wala gid malab-ot (ang katuyuan) kay ang iban nga miembro wala magtambong. Kon mahimo ang wala magtambong pahangpon sila sang ila katungdanan sa ila barangay. Sila makahatag man sang ila tingog".

Rodisendo Diaz
Pandan, San Antonio

...."Our objectives were not met because some of the members did not come. We hope that those who did not attend will be made to understand their responsibilities to their barangay. They could also voice out thier opinions".

8)"Kinahanglan ko pa ang dugang nga paghanas".

Daisy Gallego and
Herman Soriano
Baggyan, San Antonio

...."I need more training".

Trainees' Comments

(PRO'S)

COMMUNITY TEAM BUILDING

- 1)"Madamu ang amon nahibalo-an nga mga isyu nahanungod sa Barangay kay ang ila gintudlo amon man nahibalo-an, pareho sang tatlo ka klase sang pagpangulo kag ang ang parte sa effective team".

Milie Galve
Tubod, Igdarapdap
(2nd session)

...."We learned a lot regarding Barangay issues. We learned the 3 types of leadership and also characteristics of an effective team".

- 2)"Nagatudlo sang kaayuhan para sa pumuluyo sa pagtuman sang katungdanan okon ordinansa".

Nena Gonzaga
Tubod, Igdarapdap
(2nd session)

...."They taught what's good for the people, in performing our responsibilities".

- 3)"Ang akon mahambal nahanungod sa training nga ini...nakahibalo ako sang akon responsibilidad bilang isa ka miyembro; nakatuon ako sang maayo nga pamatasan; nakamuklat ang akon mga mata sa kamatuoran".

Ma. Magdalena Pancho
Canhawan

...."What I can say about this training is... I learned ny responsibilitie as a member; I learned the right attitude; my eyes were opened to the truth".

- 4)"Nakatuon ako sa pagplano sang maayo nga bagay sa pagpauswag sang aton barangay, ang paghangpanay kag pagbinuligay para maguswag ang aton barangay".

Herminia Geonanga
Canhawan

...."I learned how to make good plans to develop our barangay, better understanding and helping each other for the development of our barangay".

PROJECT DEVELOPMENT AND MANAGEMENT

- 1) "Magamit ko ang akon natun-an sa pagpaunlad sang amon barangay, sa pagnegosyo kag sa pagdumala sa amon grupo kag sa amon panimalay; sa pagtudlo o sa pagbulig sa mga tawo nga nagakinahanglan sang akon o amon bulig sa mga bagay nga gusto nila mahibalo-an sa pagtukod sang isa ka proyekto.

Rosemary Gajo
Tubod, Igdarapdap

"I can use what I learned in developing our barangay, in business, in managing our group and our household; in teaching or in helping people who want to know how to put up a project".

- 2) "Magamit ko ining leksiyon sa tion nga kinahanglanon kon matun-an ang feasibility study, dira maumpisa ang pag-implementar; matun-an ang financial report kag paano makakuha sang galastohon para maka-hibalo sang pag-budget nahanungod sa Project. Maid-id and pagtuon sang mga bagay nahaungod sa butang nga importante, pag-umpisa sa mga meeting, pag-preside sa meeting kag pag-plano sang proyekto".

Salvador Toriales
Cabalagnan

.... I can use this learning in times when I need the feasibility study where project implementation begins; I can study financial reporting and how to tap resources to learn project budgeting. Important details were learned on how to conduct and preside a meeting, and how to plan a project".

- 3) "Ang mga leksiyon nga gintun-an isa ka sistematiko kag matawhay nga paagi sa pagdumala sang mga buluhaton sa barangay. Ini magamit sa paganalisar ukon pagtu-on sang mga bagay padulong sa pagpauswag sang barangay".

Ramon "Ting" Gacho
Cabalagnan

.... "The lessons learned were a systematic and convenient way of managing activities in the barangay. This can be used in analyzing or learning matters geared towards barangay development.

- 4)"Bilang isa ka lider sa sini nga Bgy., ini nga training makahatag sa akon sing dugang nga ihibalo sa mga bagay sa pagpondar sang proyekto, pagdebelop kag pagmentenar sang amo nga proyekto. Ining mga liksyon makahatag giya sa akon pagsugod sang trabaho kag kadasig sa paghuman".

Artemio Edang
Baybay, Cabalagnan

...."As one of the leaders of this Bgy., this training has given me more knowledge on how to set up a project, how to develop and maintain this project. These lessons can guide me in initiating work and in finishing it within a shorter period".

- 5)"Ang akon natun-an importante nga magamit kon halimbawa may problema sa barangay kag kon nagakinahanglan sang bulig sang iban nga organisasyon. Importante man sa aton panimalay kag sa iban nga mga reports nga himuon".

Tessie de los Ryes
Lanipe

...."What I learned is important in solving barangay problems and in helping other organizations. It is also important for running the household and for making reports.

- 6)"Madugangan ang akon ihibalo sa mga meaning sang tinaga nga medyo madalum. Sa sunod-sunod na pag-training namon na-recall ko ang mga gintun-an ko sing una pa, kag ang isa pa kon ano ang mga phases or process sang training nga ini, and mga meaning sang organization, pre-investment, etc. ilabi sang 3 major tasks of organization and also the functions sini; kag madamo pa. Ini magamit ko una sa akon kaugalingon kapin sa akon pagtuon, sa mga pumuluyo paagi sang pagtudlo sa ila sang mga bagay nga akon natun-an sa pagtraining".

Mary Jean Polido
Lanipe

...."My knowledge about quite deep word meanings was increased. The subsequent trainings made me recall lessons I learned previously; some are the phases or process of this training, the meaning of organization, pre-investment, etc., especially the 3 major tasks of organization and its functions; and a lot more. I can apply these learnings to myself, in my studies, with the people by teaching them the things I learned at the training".

Appendix L

PERCENTAGE OF TRAINING GRADUATES PRACTICING SKILLS
OBTAINED BY PARTICIPATING IN MEETINGS/PROJECTS AND
OTHER ACTIVITIES

PERCENTAGE OF RESIDENTS (GRADUATES) PRACTICING
SKILLS OBTAINED BY PARTICIPANTS' MEETINGS/PROJECTS AND
OTHER ACTIVITIES

BARANGAY	NUMBER OF TRAINING GRADUATES *	TRAINING GRADUATES TAKING PART ¹ IN MEETINGS, PROJECTS, ETC.			PERCENTAGE PRACTICING ACQUIRED SKILLS		
		≥ 2**	≥ 3	≥ 4	≥ 2	≥ 3	≥ 4
Cabalagnan	67	40	29	17	59.70%	43.28%	25.37%
Igdarapdap	78	61	47	33	78.21%	60.26%	42.31%
San Antonio	105	64	43	27	60.95%	40.95%	25.71%
Lanipe	84	51	30	19	60.71%	35.71%	22.62%
Canhawan	45	27	20	16	60.00%	44.44%	35.56%
Total	379	243	169	112	64.12%	44.59%	29.55%

* Note : Some graduates under this column have undergone more than one training, thus this number is different from the total actual training graduates presented in other tables.

** Note : ≥ 2: two or more; ≥ 3: three or more; ≥ 4 : four or more

BARANGAY DEVELOPMENT COUNCIL MEETING DATA BY BARANGAY

YEAR I
BARANGAY DEVELOPMENT COUNCIL MEETING DATA
BY BARANGAY

BARANGAY	NUMBER OF BDC MEETINGS	AVERAGE NUMBER OF PARTICIPANTS PER BDC MEETING	AVERAGE NUMBER OF BDC MEETINGS/MONTH
Cabalagnan	8	19	1
Igdarapdap	5	23	.63
San Antonio	7	24	.88
Lanipe	7	11	.88
Canhawan	7	18	.88
Impact Area	34	19	4.25

* Based on 8 months from December 1982 to July 1983.
DATA FOR THE MONTH OF DECEMBER 1982

PERCENTAGE OF COMMUNITY CONTRIBUTIONS
FOR YEAR I SECTORAL PROJECTS

PERCENTAGE OF COMMUNITY CONTRIBUTION
FOR YEAR I SECTORAL PROJECTS*

SECTORAL PROJECTS*	PLANNED (FORS 3)		ACTUAL (FINAL RECORDS)	
	SCF/OTHER	COMMUNITY	SCF/OTHER	COMMUNITY
Basketball Facilities/San Antonio	42.0%	58.0%	60.0%	40.0%
Well Construction/Lanipe	47.0%	53.0%	55.0%	45.0%
Well/Construction/Igdarapdap	53.0%	47.0%	43.0%	57.0%
Average (Rounded Off)	47.0%	53.0%	53.0%	47.0%

* Note: Only the three completed sectoral projects are considered here. The fourth project was on-going and started the last five weeks of Year I. Lastly all figures are rounded off.

BARANGAY DEVELOPMENT COUNCILS ASSESSMENT



Inter-Office Communication

T O : Mike Novell
THRU :
FROM : Zeny
SUBJECT : BDC Assessment

DATE : August 26, 1983
MEMO # PS - 24/84

This is a summary of the discussions we had with the program staff last August 20 regarding the status of individual BDCs as of the end of July '83.

The items cover the areas outlined in your Memo DR -014/84.

SAN ANTONIO1. Organizational Structure

a. Originally

Formally organized only when SCF entered the community. Members were appointed by the Barangay Captain and were not clarified of their roles. Was not functional as an organization.

b. Reorganized

BDC reorganized following MHS guidelines. Members were selected by group consensus and roles were explained before they were inducted into office. Semi-functional.

2. Regularity of Meetings

The BDC meets regularly every 1st Wednesday of the month.

3. Members Awareness of their Roles

Members selected to the different executive positions were agreeable in accepting the responsibilities as officers. Most have existing knowledge in the areas to which they are selected.

4. Linkages with Other Barangay Organizations

The Ministry of Education, Culture and Sports is actively involved in BDC activities and supports its projects. This also holds true with the PTA, which is linked with the school. A barangay-wide campaign to increase the school enrollment for school year '84 was successful through the help of the association. The BDC also supports youth projects in the barangay, and was instrumental in setting up the Youth Development & Improvement of Sports Facilities Project.

5. General Comments

The trainings on Leadership, Community Team Building and Project Development apparently had some impetus on some of the barangay leaders. These trainings increased their level of awareness, and the leaders now see themselves as sharing participative roles in managing the affairs of the community with the barangay captain. This change has been somewhat of a threat to the barangay captain, as she did not anticipate her councilmen wanting to share the responsibilities.

In the past the barangay captain assumed a 'benevolent mother' type of role, taking the major responsibility of planning and managing the affairs of the barangay. This role was in part shared only with 2 other BDC members. Financial management was one aspect never shared with the other council members, and finance-related activities were never clearly explained to them.

The want to exercise these roles by the councilmen has put the barangay captain into a situation where she feels her integrity is being questioned. Constant home visits with her and keeping communications open have assuaged her negative feelings towards SCF.

Regular barangay meetings have also afforded the BDC/residents a forum for discussing barangay issues, projects, and plans. With the initial youth development project started in the early part of the contact, smooth relationships with the majority of the leaders and residents was possible.

Trainings conducted in puroks were also found to be more effective in terms of number of participants, and the degree of interaction among group members was higher than those conducted at the poblacion. Reasons for non-attendance and absences in poblacion trainings varied from distance, economic, and personal reasons. However, as purok trainings are found to be effective, it also limits the group from being more cohesive as a 'whole' barangay.

6. Recommendations

- Prepare bgy. captain for possible confrontation with BDC members/suggest to thresh out matter in a council meeting
- Trainings in communication skills/self-awareness
- Regular BDC meetings
- Dialogues
- PDM training
- Organize water association in the barangay/mobilize water brigade
- Home visits with bgy. captain/other BDC members
- Follow-up youth development program in the barangay
- Sectoral projects based on identified needs in trainings

1. Organizational Structure

a. Originally

BDC organized after entry into the community. Members were appointed by Barangay Captain and key leaders in the group. Members belonging to the other political faction were not considered.

b. Reorganized

New BDC under MHS guidelines not yet organized because of the unreadiness of the members and the unresolved conflict facing the barangay.

2. Regularity of Meetings

BDC met regularly for about 5 months. After the issue on the Multi-purpose pavement, BDC lost interest and no meetings were held except those of the core group (Barangay Council).

3. Members Awareness of their Roles

Roles not clearly defined and understood. Members are controlled by a very few strong leaders. Cannot voice out opinions/feelings because of the strong domination of these leaders. They are dependent on the decisions of the small minority leaders.

BDC members outside of the Council are inactive. Barangay Council now acting as core group and gradually relearning roles as such. Greater awareness as BC members raised because of internal conflict within the organization, and the once dominant leaders are now less aggressive. More members are voicing out their opinions and feelings about the management of the organization and are trying to take measures to support the Barangay Captain.

Barangay Captain is now consciously acting out his role and appears to be less dependent on the strong leaders that once dominated the group.

4. Linkages with Other Barangay Organizations

Closely linked with the school/PTA. SB has also been supportive in providing resources for their project.

5. General Comments

There are 3 or 4 key leaders who have been dominating the BDC. The current barangay captain was purportedly set up by these barangay strongmen in the 1982 democratic referendum, and his manner of leadership in the barangay strongly affirmed the influence these more competent leaders had over him. The opposing political faction served as a divisive factor in the barangay, and has in a way affected performance of the present administration. This somehow is perceived as a positive factor that checks irregularities in the system, and motivates the

current leaders to strive for acceptance in the barangay and to prove their capability.

There were attempts to bring both political factions together, but it was found that the rift between them was too great to bridge and involved exposing deeper and personal problems we could not ably handle at that stage. It is a problem that has existed for so long and meddling in it would have created more alarm and greater conflict with the BDC.

Working with the present structure in power was found more effective, as the majority of the residents supported this structure. The other faction approximately comprise 10% of the barangay residents who sympathized with them, but it was still worth discussing barangay issues to solicit their feelings and opinions.

Before the suspension of the Multi-purpose pavement, a project identified as their need, the BDC was supportive of the program. Frequent planning sessions were held in preparation for the construction of the project. Leadership and Community Team Building trainings initially prepared the leaders and the community for planning and managing this, as well as clarified their responsibilities in the community. However, finalization of plans were not completed because of underlying factors which surfaced in the latter part of the planning stage when most of the pre-planning activities were accomplished. A close estimate of the total project cost was arrived at, and community resources were secured or identified. The feasibility ^{study} conducted by the agency only in the latter phase, and the present management of the barangay, however, dissuaded SCF from pushing through with project plans. This decision by the program created a lot of dissent and ill-feelings among the leaders and almost threatened to break already strong relationships with the organization. The decision, a critical one at that time, was made at the management level and conveyed to the community after it was made. Meetings were called to discuss non-feasibility of the project until BDC no longer took interest in these meetings because of pressures from key leaders. Conciliatory talks involving the Provincial government where SCF and barangay coordination was strong were attempted. Frequent home visits by the F.C. with the barangay captain and other leaders gradually softened up the tension but did not totally bring back the trust. The team worked through these various stress situations by strengthening ties with the school where BDC closely linked with and having frequent talks with the school teacher who disclosed some of the ill-feelings the leaders and residents harbored. Attending community affairs to show that the relationship was not severed also helped, and other plans for answering more real needs were discussed.

Working mainly through the barangay captain has seen changes in his taking a more dominant role in the group and soliciting opinions/feelings from them. BC members are breaking through the initial frustration brought by SCF non-support of the MPP project, and they have gradually taken some interest

in pursuing another project.

6. Recommendations

- Reorganization of new BDC structure per MHS guidelines by group consensus
- Home visits with leaders in the barangay
- Regular BDC meetings
- PDM and facilitative skills training
- Training on documentation/report writing
- Motivational activities to encourage participation
- Involve BDC members in feasibility studies

LANIPE

1. Organizational Structure

a. Originally

Old BDC structure following MLG guidelines was also organized after SCF entry into the community. Members were appointed by the barangay captain, but some were not informed of their appointment. This structure was registered with MLG.

b. Reorganized

New BDC structure in line with MHS Memo 83-4 organized, with members appointed by the barangay captain, but unlike the former one, were all informed of their present positions. Structure registered with MHS.

2. Regularity of Meetings

Meetings are held regularly every last Wednesday of the month jointly with PTA meeting in the school.

3. Members Awareness of their Roles

Some members do not attend the regular meetings and are not involved in BDC activities. Those who attend are more aware of their responsibilities as leaders, but this is confined to a very few. Leadership of the barangay captain has been somewhat passive and lacking in managerial skills for setting an organizational direction. He does not seem to have much influence in controlling the group.

4. Linkages with Other Barangay Organizations

Strong linkages with PTA, who supports BDC activities and projects. Also linked with the Ministry of Agriculture, where some members are also registered.

5. General Comments

Lanipe's BDC structure has been generally weak. Some of the councilmen are habitual absentees in meetings and trainings.

Weak leadership may be attributed to the barangay captain's lack of skills in managing and facilitating the group, and low educational level of leaders. Trainings have to some degree developed these skills and increased their ability to openly express themselves and become more articulate.

BDC meetings held jointly with PTA meetings have allowed for more participative planning from a larger group. The head teacher has been a strong motivator, and she has assisted greatly in disseminating/channeling information and other data to some of the BDC members. She has also facilitated in the trainings and is capable of handling the topics. Because of her position in the barangay, she is well respected and is influential with certain groups.

Employment by large land-owners to oversee or farm land has been one of the main reasons cited for absenteeism of some councilmen. Mostly economic/financial reasons are causes for non-attendance, and home visits were ineffective if an activity coincided with a day in the farm or other tasks. Cooperation among BDC members has been a problem, and this was evident in some of the project planning sessions held with the members. No planning or implementation committee was organized to carry on the water project in the school. However, strong linkages with the PTA and the Sangguniang Bayan on the municipal level greatly contributed in funding a portion and donating the equipment for the project. School children also volunteered labor.

Progress on the well has been very slow and target completion dates have been rescheduled time and again. Several reasons for the problems encountered were: insufficient water recovery, uncooperation of some of the BDC/residents to supply labor, communication gaps, erroneous estimates of materials. Although it may take some time to completely finish the well, lessons garnered from this project has been numerous. BDC members directly concerned with this aspect are now acutely aware of their responsibilities and have taken a more active role in taking charge of water development systems in the barangay. As a result, the water brigade was mobilized.

6. Recommendations

- BDC to educate residents on cooperation in barangay projects
- Trainings in Leadership/^{PDM}to improve facilitative and managerial skills of leaders, particularly barangay captain
- Follow-up activities with group and with projects
- Sectoral projects

CABALAGNAN1. Organizational Structure

a. Originally

BDC was organized during SCF entry into the barangay. All members were appointed by the Barangay Captain. The Barangay Council who formed the core group was functional at that time.

b. Reorganized

Reorganized end of June. Members were nominated by a majority of BDC members and residents present at a PDM training held on June 8, 1983. Previous executive officers not actively participating or residing in the barangay were unanimously replaced by consensus of the group. New BDC members not yet registered with MHS.

2. Regularity of Meetings

BDC meet regularly at the end of the month.

3. Members Awareness of their Roles

Previous BDC members were not aware of most their roles. A few had transferred residence, and no replacements were appointed to take on the vacated position. Interest was low because expectations were not discussed. Also low management capability exhibited by the group. Awareness of roles increased only after the BLT wherein members gradually improved their planning and managing skills.

4. Linkages with Barangay Organizations

Closely work with the school in planning barangay activities (e.g. trainings, other social activities); Youth group also developed. Ministry of Health operates well in the barangay. There is an awareness of health problems/current health status of barangay.

5. General Comments

Cabalagnan's BDC is composed of strong and varied personalities. Level of education and intelligence is higher compared to other barangays. Trainings have afforded leaders and residents wide opportunities for discussing community affairs, but have also been used by a few as an 'arena' for pointing out weaknesses of leaders, particularly of the barangay captain. There is a resident who frequently attends trainings and meetings, and although not a BDC member before, was influential in the group. His dominating character and sometimes accusatory declarations provoked conflicts with the barangay captain and discussions had to be tactfully handled. Confrontations with the barangay captain in these trainings has not affected him adversely. On the contrary, these confrontations were well handled by him openly, issues were discussed, and opinions were aired out. The barangay captain has been shown to be open to criticisms.

This dominant person was seen as a threat in disrupting group harmony and tended to overrun the group. We had to confront him about his behavior and advised him against constantly criticizing the barangay captain and other leaders as this would create resentment among the group. Inwardly, this person wanted to be a part of the BDC as he demonstrated active parti-

icipation in barangay activities. During the reorganization, he volunteered membership and was unanimously accepted by the group.

Trainings have also increased management capabilities of BDC members. One councilman applied lessons he learned from the BLT in constructing a well for his purok through contributions from the residents. Potentials for self-management of his purok was manifested in this endeavor. Resources within were tapped even without outside assistance.

The organization (BDC) does not generally function in a unitary manner because of non-consensus of the group. Barangay captain's leadership style shifts from autocratic, where he decides for himself what to do with barangay funds without consultation with other BDC members, to one of indecision, where he does not want to decide on a planned community activity without the decision of the members. This attitude has been a cause for non-conformity of other BDC members, and barangay captain loses his sphere of influence over them.

Meetings are held regularly, but attendance is not satisfactory at times. Failure to inform members is one of the main causes for non-attendance.

The Sponsorship program was another area that caused some conflicts with the residents. Some school teachers were skeptical about the program because of previous experiences with other agencies, and hearsay about this prevailed for some time. An orientation was held to formally introduce sponsorship into the barangay, but many did not attend thus did not understand the program. They were prone to believe false stories circulated by other residents. Some members of the BDC counter-acted these rumors, and frequent visits by the Sponsorship coordinator and talks with parents/teachers allayed some of the fears.

The youth group has also started reorganizing. Plans for the year have been plotted out in line with BDC objectives. Meetings with this group has continued.

6. Recommendations

- Follow-up weak leaders; Home visits/more frequent contact with barangay captain to know him better and build up his strengths and point out his weaknesses so he can improve on them
- Work with persons who could motivate/confront him
- Trainings on PDM and facilitative skills
- Organize children's club and involve teachers/parents in planning activities/projects for children
- Sectoral projects

IGDARAPDAP

1. Organizational Structure

a. Originally

Members were appointed by barangay captain. Registered with MLG, following guidelines of old BDC structure. Semi-functional.

b. Reorganized

BDC not reorganized yet, but barangay captain feels that the original brigades organized previously should be retained. Bgy. Captain has

not submitted the new listing of Kabisig sa Barangay members.

2. Regularity of Meetings

BDC meets regularly once a month every 1st Friday.

3. Members Awareness of their Roles

Some executive officers are aware of their roles as chairpersons of the different committees, functions and responsibilities. The group appears cohesive and can argue about issues in meetings with the ability to resolve these issues. Compromising role is high among the group. Confrontation is also handled well by the group.

4. Linkages with Other Barangay Organizations

Linkages with PTA are strong. They also have ties with the Ministry of Agriculture and POPCOM.

5. General Comments

Members of the BDC have been aware of the goals of the organization. The trainings apparently increased their skills in problem-solving and decision-making, and openly expressing themselves, airing out ideas, has improved.

Residents and BDC members alike previously complained of the barangay captain's frequent absences from the barangay. A confrontation with the bgy. captain by the members of the BDC turned out well because his frequent absenteeism and apparent neglect of the barangay was reduced. However, it still remains a problem because he spends most of his time attending to personal business.

The sponsorship program in this barangay also met with difficulties. There was some resistance on the program from the school, with a few teachers providing false information about the program. Barangay assemblies partly helped solve this problem, but there are still questions regarding office policies on sponsorship (e.g. address not given, only xerox copies of letters sent to sponsored children).

6. Recommendations

- Facilitative style and human relations of bgy. captain has to be improved through trainings. Human relations with other people still autocratic but he can shift his role to democratic style.
- Group follow-up and home visits with leaders
- Sectoral projects
- Special skills training

-End-

Appendix P

PROCESS FACTOR QUESTIONNAIRE AND ADDENDUM

Barangay: _____

PROCESS FACTOR QUESTIONNAIRE

Date: _____

Evaluation period: _____

Questionnaire No.: _____

Instruction: Please read carefully the attached sheet containing definitions and possible indicators for each of the seven process factors listed here. After familiarizing yourself with this information on the process factors proceed to complete this questionnaire. Place a check in the box best representing the status of the barangay in reference to each specific process factor. Only one box should be checked for each process factor. Complete one of these questionnaires for each barangay.

Process Factors

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1. <u>Needs assessment/</u> <u>Diagnosis</u>	No capacity to diagnose development needs	Slight capacity to diagnose development needs	Some capacity to diagnose development needs	Moderate capacity to diagnose development needs	Considerable capacity to diagnose development needs	Fully capable to diagnose development needs

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
2. <u>Consciousness</u> (<u>understanding/</u> <u>comprehension</u>)	Completely unaware of roles and responsibilities	Slight consciousness and awareness	Some consciousness and awareness	Moderate consciousness and awareness	Considerable consciousness and orientation	Full consciousness oriented in the development process

Process Factors

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
3. <u>Programmatic Involvement</u>	Completely devoid of programming capacity	Slight programming capacity	Some programming capacity	Moderate programming capacity	Considerable programming capacity	Fully capable of planning, implementing, evaluating community based projects

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
4. <u>Organization</u>	No organizational capacity	Minimal organizational capacity	Some organizational capacity	Moderate organizational capacity	Considerable organizational capacity	Fully capable of running a viable organization

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
5. <u>Comprehensiveness</u>	Exclusively elite male dominated	Minimal equity in distribution participation	Some equity in distribution participation	Moderate equity in distribution/participation	Considerable equity in distribution/participation	Fully equitable in distribution/participation

Barangay: _____

Questionnaire No.: _____

Process Factors

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
6. <u>Finances</u> (Self-help)	No community financing capacity	Minimal community financing capacity	Some community financing capacity	Moderate level financing capacity	Considerable financing capacity	Fully self-supporting

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
7. <u>Linkages</u>	No linkages established	Minimal linkages established	Some linkages established	Moderate level linkages established	Considerable linkages	Linkages fully established

PROCESS FACTOR QUESTIONNAIRE ADDENDUMDEFINITIONS AND POSSIBLE INDICATORS

FOR

PROCESS FACTORS

1. Needs Assessment/Diagnosis: The community's ability to identify needs and to collect and analyze data upon which problem identification is based. The community's ability to identify its problems.

Possible Indicators

- A demonstrated ability to identify problems
- A demonstrated ability to verbalize or explain the causes and effects of these problems
- A demonstrated ability to prioritize problems and to provide a rationale for these priorities
- The level of participation in assessing needs
- The type of activities or methods that are used for needs assessment: intuition, informal agreement, informal information collection, discussion, data collection, etc.

2. Consciousness: Alternative terms for this component are orientation, understanding and comprehension. The community's appreciation of its roles and responsibilities as well as rights, not only in the program but in the development process in general.

Possible Indicators

- Zero-Sum Mentality: Do the wealthy/elite believe that they must give up something if the poor are to have more benefit? Do they believe they must compete with the poor for limited resources?
- Self-Sufficiency: Is the concept of self-sufficiency and self-reliance prevalent or do people exhibit a welfare/dependency mentality?
- Future Orientation/Marginality: Is the mentality of future planning common so that looking for future benefits and surplus is accepted or is the expectation only a continued marginal existence?
- Fatalism: Do people look to outside forces as controlling their lives or do they believe they can have a significant effect on the outcome of their lives by their activities?
- Orientation to Change: Is the attitude one of openness to change or rigid adherence to past ways? Is there a desire for change?
- Cooperation and Sense of Community: Is the social structure conducive to cooperation and the right of all groups to participate and benefit? Or, is it a rigid social structure hierarchy?

3. Programmatic Involvement: Refers to the willingness and ability of the community to be involved in all aspects of development programming from planning to implementation to evaluation to reformulation of program and projects.

Possible Indicators

- A demonstrated ability to identify objectives and their time frame realistically.

- A demonstrated ability to identify resources.
- A demonstrated ability to detail steps in sequence to achieve objectives.
- A demonstrated ability to identify indicators that mark progress and link them to objectives.
- A demonstrated ability to select and supervise workers for implementation of projects.
- A demonstrated ability to allocate responsibility and follow through on project effectively.
- A demonstrated ability to understand and produce evaluation indicators.
- A demonstrated ability to collect indicator related data; to evaluate and analyze performance on the basis of data; and to disseminate evaluation results.

4. Organization: Refers to the process of establishing strong community leadership and viable support systems. This process includes the acceptability of the leadership, the transfer of power, and the evolution of a broad-based, actively involved power structure.

Possible Indicators

- Existence of community committees or local committee

Organizations:

- Number of membership
- Percentage of community involved
- Composition of membership (women, influentials, poor, etc.)
- Selection of membership, if any
- Existence of subcommittees
- Selection of members of subcommittees

Leadership:

- Selection of leaders
- Responsiveness of leadership
- Openness of leadership to new ideas
- Amount of information shared with member-committee.

Functions:

- Mandate of committee
- Degree to which mandate reflects community support.
- Extent to which mandate is carried out.
- Ability of organization to administer funds, collect debts, keep accounts, etc.
- Level of altruism/self-interest of leadership and organization.
- Amount of cohesiveness and cooperation vs. divisiveness and infighting.

5. Comprehensiveness: Basically it refers to breadth of participation in the community's development effort and the equity in the distribution of program benefits.

Possible Indicators:

Participation in meetings:

- Composition according to SES categories
- Attendance records
- Active vs. passive participants
- Individuals/groups who ask questions
- Individuals/groups who make demands

- Individuals/groups who make decisions

Participation in community-wide activities:

- Distribution of benefits
- Involvement of lower SES groups in projects
- Amount of benefits received by lower SES groups

6. Finances (self-help): In CBIRD this process factor is referred to as self-help. Here it is given a slightly broader definition, including cost recovery and community's desire and ability to contribute resources to its development process.

Possible Indicators

- Amount of community contributions in various sectors.
- Activities/projects maintained without labor, land, produce, in-kind contributions, cash, and other resources available in the community.
- Proportion of cost of activities/projects contributed locally.

7. Linkages: The identification and utilization of existing outside resources and the capability of the community to make demands for these services.

Possible Indicators

- Amount of outside inputs
- Demonstrated ability to ascertain possible organizations and resources.
- Level of awareness on the part of the community of these resources.
- Resources currently used and to what extent.
- Level of capability: contact sources, present proposals, record of demands met.
- Government and agencies' perceptions of community.

BARANGAY DEVELOPMENT COUNCIL QUESTIONNAIRE (BDCQ)

.../91

SCF Phil. Field Office
Evaluation Form # 11

Barangay: _____
Questionnaire No. _____

Dear Barangay Development Committee Members:

Save the Children is making a conscious effort to assess the progress of its program in Nueva Valancia. It is important for our Staff to know how the program is progressing. We believe that the community can provide important comments on the development of the communities' skills and overall program progress. Attached is a questionnaire containing 21 questions. As part of our assessment activities we are asking the BDC members to fill out this questionnaire. The information gained from this will be very helpful in planning our future activities. Please take the time to read and answer each question. If you have any question, please ask the Field Coordinator(s) for clarification. Thank you for your help with this and the support that everyone has shown.

Sincerely,

MICHAEL K. NOVELL
Director

BEST AVAILABLE COPY

Date: _____

Evaluation period: _____

Barangay: _____

Questionnaire No.: _____

Committee Member's Name: _____

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE (BDCQ)

Please read carefully each of the following questions: Check the response that most correctly reflects your feelings towards each question. Please remember there should be only one checked response to each question. If you have any questions, please feel free to ask the Save the Children Field Coordinators.

-
- 1) Has the Barangay demonstrated the ability to identify its problems?
- Never
 - Sometimes
 - Usually
 - Always
- 2) Is the Barangay able to explain the causes and effects of these problems?
- Not able
 - Sometimes able
 - Usually able
 - Always Able
- 3) Has the Barangay demonstrated the ability to prioritize these problems?
- Never
 - Sometimes
 - Usually
 - Always
- 4) Does the Barangay understand the idea/concept of being self-sufficient and self-reliant?
- No understanding
 - Some understanding
 - Considerable understanding
 - Fully understanding
- 5) Is the Barangay aware of the need for future planning and for working for future benefits to the community?
- No awareness
 - Some awareness
 - Considerable awareness
 - Fully aware
- 6) Do the members of the Barangay feel they can affect the outcome of their lives through their own efforts and activities?
- Never
 - Sometimes
 - Usually
 - Always
- 7) Do you feel the Barangay is open to and desires "Change"?
- Never
 - Sometimes
 - Usually
 - Always

- 8) Is there a feeling of cooperation among the members of the Barangay?
- Never
 - Sometimes
 - Usually
 - Always
- 9) Is the Barangay capable of identifying objectives?
- Not capable
 - Sometimes capable
 - Usually capable
 - Always capable
- 10) Are they able to plan steps to achieve objectives?
- Not able
 - Sometimes able
 - Usually able
 - Always able
- 11) Are the members of the Barangay able to supervise the implementation of their project plans?
- Not able
 - Sometimes able
 - Usually able
 - Always able
- 12) Are they able to evaluate and analyze their progress?
- Not able
 - Sometimes able
 - Usually able
 - Always able
- 13) Do you feel the Barangay is capable of organizing itself effectively?
- Not capable
 - Sometimes capable
 - Usually capable
 - Always capable
- 14) Is there an openness to new ideas among the leaders of the Barangay?
- No openness
 - Some openness
 - Considerable openness
 - Fully open to new ideas
- 15) Is there a large amount of cohesiveness and cooperation among Barangay Dev. Committee Members?
- Never
 - Sometimes
 - Usually
 - Always
- 16) How would you characterize the participation in the Barangay Development Committee's meeting of its members?
- Passive
 - Sometimes active
 - Usually active
 - Always active
- 17) How would you characterize the general Barangay involvement with the BDC meetings and work?
- Not actively involved
 - Sometimes actively involved
 - Usually actively involved
 - Always actively involved

18) Do you feel the benefits of the development activities are distributed equitably throughout the community?

- Never
- Sometimes
- Usually
- Always

19) Do the Barangay members show a willingness to increase the communities' contribution to future activities and projects?

- Never
- Sometimes
- Usually
- Always

20) Is the Barangay capable of identifying local resource individuals and organizations?

- Not capable
- Sometimes capable
- Usually capable
- Always capable

21) Is the Barangay aware of these local resources?

- No awareness
- Some awareness
- Considerable awareness
- Fully aware

Thank you!

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE

KEY

<u>Process Factors</u>	<u>Questions relating to process factor</u>
1. <u>Needs assessment/diagnosis</u>	Questions 1-3
2. <u>Consciousness</u>	Questions 4-8
3. <u>Programmatic Involvement</u>	Questions 9-12
4. <u>Organization</u>	Questions 13-15
5. <u>Comprehensiveness</u>	Questions 16-18
6. <u>Finances</u>	Question 19
7. <u>Linkages</u>	Questions 20-21

BENCHMARK DATA: QUALITATIVE SHORT TERM IMPACT INDICATORS
FOR INDIVIDUAL BARANGAYS

BENCHMARK (10/82)
QUALITATIVE SHORT TERM IMPACT INDICATORS
FOR INDIVIDUAL BARANGAYS

	CABALAGNAN	IGDARAPDAP	SAN ANTONIO	LANIPE	CANHAWAN	IMPACT AREA TOTAL	BENCHMARK : ACTUAL
	Needs Assessment/Diagnosis	2	1	2	1	1	7
Consciousness	2	1	1	1	1	6	1.2
Programmatic Involvement	1	1	1	1	2	6	1.2
Organization	1	1	1	1	1	5	1.0
Comprehensiveness	1	1	1	1	1	5	1.0
Finances	1	1	2	1	1	6	1.2
Linkages	1	1	1	1	1	5	1.0
Barangay Total	9	7	9	7	8	40	
Barangay Average (Rounded off)	1.3	1.0	1.3	1.0	1.1	1.14	

.../98

Appendix S

YEAR I : QUALITATIVE SHORT TERM IMPACT INDICATORS FOR
INDIVIDUAL BARANGAYS

YEAR I
QUALITATIVE SHORT TERM IMPACT INDICATORS
FOR INDIVIDUAL BARANGAYS

	INDICATORS	CABALAGNAN	IGDARAPDAP	SAN ANTONIO	LANIPE	CANHAWAN	IMPACT AREA	(AVE) FOR
							TOTAL	YEAR I: ACTUAL/IMPACT AREA
Process Factors	Needs Assessment/Diagnosis	3	3	2	2	2	12	2.4
	Consciousness	3	3	2	2	2	12	2.4
	Programmatic Involvement	3	2	2	2	3	12	2.4
	Organization	3	2	2	2	2	11	2.2
	Comprehensiveness	3	3	2	2	2	12	2.4
	Finances	2	3	3	1	3	12	2.4
	Linkages	2	2	2	2	3	11	2.2
Barangay Total	19	18	15	13	17	82		
Barangay Average (Rounded Off)	2.7	2.6	2.1	1.9	2.4	2.34		

BDCQ DATA TABULATION SHEET BY INDIVIDUAL BARANGAYS

Date: _____
 Evaluation period: _____

Barangay: Cabalagnan

No. Respondents: 9

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE
INDIVIDUAL BARANGAY DATA SHEET

Question Number	Response 1 No. (%)	Response 2 No. (%)	Response 3 No. (%)	Response 4 No. (%)	No Response No. (%)
1	0	2 (22.22%)	7 (77.78%)	0	0
2	0	4 (44.44%)	4 (44.44%)	1 (11.11%)	0
3	0	6 (66.67%)	3 (33.33%)	0	0
4	0	4 (44.44%)	4 (44.44%)	1 (11.11%)	0
5	0	6 (66.67%)	3 (33.33%)	0	0
6	0	5 (55.56%)	4 (44.44%)	0	0
7	1 (11.11%)	5 (55.56%)	2 (22.22%)	1 (11.11%)	0
8	0	1 (11.11%)	7 (77.78%)	1 (11.11%)	0
9	0	2 (22.22%)	5 (55.56%)	2 (22.22%)	0
10	0	3 (33.33%)	2 (22.22%)	4 (44.44%)	0
11	0	2 (22.22%)	6 (66.67%)	1 (11.11%)	0
12	0	3 (33.33%)	6 (66.67%)	0	0
13	0	2 (22.22%)	6 (66.67%)	0	1 (11.11%)
14	1 (11.11%)	2 (22.22%)	5 (55.56%)	1 (11.11%)	0
15	0	2 (22.22%)	5 (55.56%)	2 (22.22%)	0
16	1 (11.11%)	2 (22.22%)	5 (55.56%)	1 (11.11%)	0
17	0	3 (33.33%)	6 (66.67%)	0	0
18	1 (11.11%)	2 (22.22%)	4 (44.44%)	2 (22.22%)	0
19	1 (11.11%)	1 (11.11%)	7 (77.78%)	0	0
20	0	4 (44.44%)	5 (55.56%)	0	0
21	0	3 (33.33%)	5 (55.56%)	1 (11.11%)	0

Date: _____
Evaluation period: _____Barangay: IgdarandapNo. Respondents: 8BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE
INDIVIDUAL BARANGAY DATA SHEET

Question Number	Response 1 No. (%)	Response 2 No. (%)	Response 3 No. (%)	Response 4 No. (%)	No Response No. (%)
1	0	7 (87.5%)	1 (12.5%)	0	0
2	0	5 (62.5%)	3 (37.5%)	0	0
3	0	8 (100%)	0	0	0
4	0	5 (62.5%)	2 (25%)	0	1 (12.5%)
5	1 (12.5%)	6 (75%)	1 (12.5%)	0	0
6	1 (12.5%)	6 (75%)	1 (12.5%)	0	0
7	1 (12.5%)	4 (50%)	2 (25%)	1 (12.5%)	0
8	0	5 (62.5%)	2 (25%)	1 (12.5%)	0
9	0	6 (75%)	1 (12.5%)	1 (12.5%)	0
10	1 (12.5%)	5 (62.5%)	1 (12.5%)	1 (12.5%)	0
11	0	7 (87.5%)	1 (12.5%)	0	0
12	1 (12.5%)	6 (75%)	1 (12.5%)	0	0
13	0	6 (75%)	2 (25%)	0	0
14	0	5 (62.5%)	2 (25%)	1 (12.5%)	0
15	0	6 (75%)	2 (25%)	0	0
16	2 (25%)	4 (50%)	2 (25%)	0	0
17	0	7 (87.5%)	1 (12.5%)	0	0
18	0	5 (62.5%)	3 (37.5%)	0	0
19	1 (12.5%)	5 (62.5%)	1 (12.5%)	1 (12.5%)	0
20	1 (12.5%)	6 (75%)	1 (12.5%)	0	0
21	0	6 (75%)	1 (12.5%)	1 (12.5%)	0

Date: _____

Evaluation period: _____

Barangay: San AntonioNo. Respondents: 7

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE
INDIVIDUAL BARANGAY DATA SHEET

Question Number	Response 1 No. (%)	Response 2 No. (%)	Response 3 No. (%)	Response 4 No. (%)	No Response No. (%)
1	0	3 (42.86%)	4 (57.14%)	0	0
2	0	6 (85.71%)	1 (14.29%)	0	0
3	0	4 (57.14%)	3 (42.86%)	0	0
4	0	4 (57.14%)	3 (42.86%)	0	0
5	0	7 (100%)	0	0	0
6	0	6 (85.71%)	1 (14.29%)	0	0
7	0	3 (42.86%)	4 (57.14%)	0	0
8	0	1 (14.29%)	4 (57.14%)	2 (28.57%)	0
9	0	4 (57.14%)	2 (28.57%)	1 (14.29%)	0
10	0	6 (85.71%)	1 (14.29%)	0	0
11	1 (14.29%)	5 (71.42%)	1 (14.29%)	0	0
12	0	7 (100%)	0	0	0
13	1 (14.28%)	3 (42.85%)	3 (42.85%)	0	0
14	0	2 (28.57%)	5 (71.43%)	0	0
15	0	3 (42.86%)	4 (57.14%)	0	0
16	0	3 (42.86%)	4 (57.14%)	0	0
17	0	5 (71.43%)	2 (28.57%)	0	0
18	1 (14.29%)	5 (71.42%)	1 (14.29%)	0	0
19	0	2 (28.57%)	4 (57.14%)	1 (14.29%)	0
20	0	2 (42.86%)	4 (57.14%)	0	0
21	0	4 (57.14%)	3 (42.86%)	0	0

SCF Phil. Field Office Evaluation Form # 1

Date: _____
Evaluation period: _____Barangay: LanipeNo. Respondents: 6BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE
INDIVIDUAL BARANGAY DATA SHEET

Question Number	Response 1 No. (%)	Response 2 No. (%)	Response 3 No. (%)	Response 4 No. (%)	No Response No. (%)
1	0	5 (83.33%)	1 (16.67%)	0	0
2	0	6 (100%)	0	0	0
3	0	2 (33.33%)	4 (66.67%)	0	0
4	0	6 (100%)	0	0	0
5	0	5 (83.33%)	1 (16.67%)	0	0
6	0	5 (83.33%)	1 (16.67%)	0	0
7	0	3 (50%)	2 (33.33%)	1 (16.67%)	0
8	0	2 (33.33%)	2 (33.33%)	2 (33.33%)	0
9	0	5 (83.33%)	1 (16.67%)	0	0
10	0	6 (100%)	0	0	0
11	0	4 (66.67%)	2 (33.33%)	0	0
12	0	6 (100%)	0	0	0
13	0	5 (83.33%)	1 (16.67%)	0	0
14	0	2 (33.33%)	4 (66.67%)	0	0
15	1 (16.67%)	1 (16.67%)	4 (66.66%)	0	0
16	0	5 (83.33%)	1 (16.67%)	0	0
17	0	5 (83.33%)	1 (16.67%)	0	0
18	1 (16.67%)	2 (33.33%)	2 (33.33%)	1 (16.67%)	0
19	0	4 (66.67%)	2 (33.33%)	0	0
20	0	2 (33.33%)	3 (50%)	1 (16.67%)	0
21	0	2 (33.33%)	3 (50%)	1 (16.67%)	0

SCF Phil. Field Office Evaluation Form # 1

Date: _____
Evaluation period: _____Barangay: CanhawanNo. Respondents: 7BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE
INDIVIDUAL BARANGAY DATA SHEET

Question Number	Response 1 No. (%)	Response 2 No. (%)	Response 3 No. (%)	Response 4 No. (%)	No Response No. (%)
1	0	3 (43.86%)	0	4 (57.14%)	0
2	0	4 (57.14%)	0	3 (42.86%)	0
3	0	3 (42.86%)	1 (14.28%)	3 (42.86%)	0
4	0	5 (71.43%)	0	2 (28.57%)	0
5	0	1 (14.29%)	2* (28.57%)	4 (57.14%)	0
6	0	4 (57.14%)	0	3 (42.86%)	0
7	1 (14.29%)	4 (57.14%)	0	2 (28.57%)	0
8	0	1 (14.29%)	1 (14.29%)	5 (71.42%)	0
9	0	1 (14.29%)	4 (57.14%)	2 (28.57%)	0
10	0	4 (57.14%)	1 (14.29%)	2 (28.57%)	0
11	0	3 (42.86%)	0	4 (57.14%)	0
12	0	2 (28.57%)	0	5 (71.43%)	0
13	0	1 (14.29%)	0	5 (71.42%)	1 (14.29%)
14	0	0	0	6 (85.71%)	1 (14.29%)
15	0	1 (14.29%)	0	6 (85.71%)	0
16	0	2 (28.57%)	2 (28.57%)	3 (42.86%)	0
17	0	3 (42.86%)	1 (14.28%)	3 (42.86%)	0
18	0	1 (14.29%)	0	6 (85.71%)	0
19	0	0	1 (14.29%)	6 (85.71%)	0
20	0	3 (42.86%)	1 (14.28%)	3 (42.86%)	0
21	0	1 (14.29%)	2 (28.57%)	4 (57.14%)	0

BDCQ DATA TABULATION SUMMARY SHEET: IMPACT AREA

SCF Phil. Field Office Evaluation Form # 16

Date: _____

Evaluation period: Year I

Respondents: 37

BARANGAY DEVELOPMENT COMMITTEE QUESTIONNAIRE

IMPACT AREA DATA SHEET

(ALL FIVE BARANGAY)

Question Number	Total Numbers					Total Percentage Breakdown				
	Res- ponse 1	Res- ponse 2	Res- ponse 3	Res- ponse 4	No Res- ponse	Res- ponse 1	Res- ponse 2	Res- ponse 3	Res- ponse 4	No Res- ponse
1	0	20	13	4	0	0.00%	54.05%	35.14%	10.81%	0.00%
2	0	25	8	4	0	0.00%	67.57%	21.62%	10.81%	0.00%
3	0	23	11	3	0	0.00%	62.16%	29.73%	8.11%	0.00%
4	0	24	9	3	1	0.00%	64.86%	24.32%	8.11%	2.70%
5	1	25	7	4	0	2.70%	67.57%	18.92%	10.81%	0.00%
6	1	26	7	3	0	2.70%	70.27%	18.92%	8.11%	0.00%
7	3	19	10	5	0	8.11%	51.35%	27.03%	13.51%	0.00%
8	0	10	16	11	0	0.00%	27.03%	43.24%	29.73%	0.00%
9	0	18	13	6	0	0.00%	48.64%	35.14%	16.22%	0.00%
10	1	24	5	7	0	2.70%	64.86%	13.51%	18.92%	0.00%
11	1	21	10	5	0	2.70%	56.76%	27.03%	13.51%	0.00%
12	1	24	7	5	0	2.70%	64.86%	18.92%	13.51%	0.00%
13	1	17	12	5	2	2.70%	45.95%	32.43%	13.51%	5.41%
14	1	11	16	8	1	2.10%	29.73%	43.24%	21.62%	2.70%
15	1	13	15	8	0	2.70%	35.14%	40.54%	21.62%	0.00%
16	3	16	14	4	0	8.11%	43.24%	37.84%	10.81%	0.00%
17	0	23	11	3	0	0.00%	62.16%	29.73%	8.11%	0.00%
18	3	15	10	9	0	8.11%	40.54%	27.03%	24.32%	0.00%
19	2	12	15	8	0	5.41%	32.43%	40.54%	21.62%	0.00%
20	1	18	14	4	0	2.70%	48.85%	37.84%	10.81%	0.00%
21	0	16	14	7	0	0.00%	43.24%	37.84%	18.92%	0.00%